IDENTIFYING AND VERIFYING
THE SAFE FOSTER HOME
A STUDY AND ASSESSMENT METHOD
THE SAFE FOSTER HOME

FOSTER FAMILY ASSESSMENT AND RE-ASSESSMENT

Case Name ___________________ Case Number ___________________
Worker Name ___________________ Supervisor Name ___________________

INITIAL STUDY ___________ DATE ___________
RE-VERIFICATION ___________ DATE ___________
PARENT INDICATORS

1. History: What is the foster parents' childhood and adult history? Consider the individual's cultural context in your description. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: marriages, divorces, births; employment; education; physical/mental health; childbearing or infertility; arrests or legal encounters; relationships (including other races/cultures); number and type of foster placements (CPS, Juvenile Justice, other); placement success or disruption; other information.

Foster Parent #1:

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Rating:

Foster Parent #2:

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Rating:
HISTORY

4 Positive

General childhood experience was nurturing; presence of caring/supportive significant others; evidence of life successes; positive outlook about history; general health history good; has successfully worked through unpleasant history issues.

3

Indications of minimal problems during childhood; inconsistency from supportive/caring significant others; some evidence of life disappointments; neutral outlook about history; some history of health problems.

2 Negative

Unhappy childhood; product of unstable family; minimal association with supportive/caring significant others; general life disappointments; negative outlook about history; history of health problems.

1

Indication of abusive/neglectful childhood; history of personal and social maladjustment; significant others uncaring/rejecting; developmental needs unmet; inability to maintain relationships and employment; preoccupied with perceptions of history.

0 Traumatic

Violent or seriously deprived childhood; problem-filled life experience; life-long victimization; history of physical/emotional dysfunction; evidence of criminal/antisocial behavior; no evidence of permanency during childhood.

NOTE: When gathering information concerning the history of the parents, include recent history as well as past history that was not previously noted. Also, if a difficult history has been successfully overcome, consider the "4" anchor.
PARENT INDICATORS

2. Adult General Functioning: How does the adult function with respect to daily management and general adaption? When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: problem solving capacity/history, response/reaction to stress, ability to communicate, styles of communication, cognitive functioning; ability to make judgments/decisions and capacity/history to follow through; use of defense mechanisms; levels of self-esteem; awareness of own capabilities and limitations; ability to control emotions; adaptation to infertility (if appropriate); levels of impulse control; expression of emotions/feelings/general temperament; attitudes towards people of similar/different races, cultures, religions; attitudes toward and response to sexual contact between children (if appropriate); homophobia; substance use issues; mental health issues.

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Rating:
ADULT GENERAL FUNCTIONING

Positively Adaptive

4 Generally Appropriate

Adult communicates ideas, feelings and needs; copes adequately with life stresses; demonstrates satisfactory life management; demonstrates productivity and independence through employment or other means; maintains satisfactory interpersonal and community relationships; has social connections that are rewarding and supportive; applies reasonable, successful problem solving approaches; although functioning may appear inappropriate, it is consistent with and acceptable within cultural standards. Adult's mental health functioning supports satisfactory life functioning and performance of roles characterized by appropriate self-control and social interaction; coherence; rationality; effective judgment or thinking; possesses satisfactory self-concept; maintains personal hygiene; no current diagnosable mental health problems or current problems being successfully treated; use of substances does not affect functioning or not against law.

3 Often Appropriate

Positive adaptive functioning is usually apparent; variations to adaptive functioning may be specifically related to an event or situation.

2 Sometimes Appropriate

Nonadaptive functioning is apparent as often as not; adaptive functioning may or may not be predictable; nonadaptive functioning may or may not be specifically related to an event or situation.

1 Occasionally Appropriate

Usually adult functions in nonadaptive ways; however, in certain limited areas of life adult exhibits acceptable functioning.

0 Rarely Appropriate

Adult is unable to communicate ideas, feelings and needs most of the time; is unable to cope adequately with life stresses; demonstrates unsatisfactory life management; is unproductive, may have employment problems and may be dependent; possesses conflicted interpersonal and/or community relationships, may include criminal activity; applies unreasonable, unsuccessful problem solving approaches; dysfunction is chronic; functioning represents a cultural practice that is judged to be unacceptable according to societal standards. Adult's mental health functioning works against life functioning and performance of roles characterized by poor self-control and social interaction; incoherence; irrationality; ineffective judgment or thinking; possesses extremely poor self-concept; poor personal hygiene; current diagnosable mental health problems with ineffective to no treatment; use of substances may seriously affect functioning and/or is against law.
3. Parenting -- Discipline: What are the disciplinary approaches used by the potential foster parent, including the typical context? When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: view of the role of discipline (teaching, punishment, safety, etc.); parenting practices in the family in terms of expectations, frustrations, supervision, and disciplinary approaches. Specifically include discipline used with foster children, own children, grandchildren, daycare, etc.; other information.

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Foster Parent #2:

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Rating:
PARENTING -- DISCIPLINE

4 Appropriate

Uses varied and acceptable disciplinary approaches; has dealt with prohibition on corporal punishment for foster children; creative in discipline approaches; maintains self-control when disciplining; holds reasonable discipline expectations; recognizes child's growth and control needs and balances setting boundaries and teaching in disciplinary approaches; discipline is applied in fair and just ways; the disciplinary function is seen by the parent as one of many parent responsibilities; disciplinary approaches represent a cultural practice and do not endanger or harm the child(ren).

3 Inconsistent

Inconsistent use of discipline; some evidence of use of varied approaches; is unsure of how to deal with corporal punishment issue; seldom loses control when disciplining; attempts to balance teaching and punishing; usually matches discipline appropriately with child needs, age, behavior and acts; unusual, inappropriate or harsh discipline may occur but is out of character from typical approach.

2 Inappropriate

Tendency toward negative/unacceptable disciplinary approaches; hasn't considered corporal punishment issue; occasionally loses self-control when disciplining; views discipline as punishment only; abstains from applying any disciplinary measures regardless of child age, behavior, acts; may know of different discipline approaches, but does not demonstrate willingness or capacity to apply them; may be unaware of or ignores child's need for boundaries and growth which can be achieved by appropriate use of discipline; disciplinary approaches are a cultural practice which is considered inappropriate by societal standards.

1 Harmful

Uses negative/inappropriate disciplinary approaches; sometimes discipline occurs as a parent reaction to frustration or anger; generally uncreative in discipline methods or ignorant of different methods; demonstrates disciplinary expectations which the child often cannot meet; discipline occurs in an unpredictable pattern apparently not influenced by child age, behavior, acts or established rules or expectations; parent abdicates parenting responsibility; disciplinary approaches are a cultural practice which represents a departure from societal standards and is harmful.

0 Destructive

Uses extreme/harsh disciplinary approaches, including violence, threats and verbal assault; deliberately takes frustration out on child; Discipline represents a means for venting anger and frustration; demonstrates disciplinary expectations which are impossible for the child to meet; totally uncreative in discipline methods; discipline is vengeful; discipline is applied constantly and without discrimination or distinction with regard to child's age, behavior or acts; self-righteous; discipline is seen as the primary function of parenting; disciplinary approaches are a cultural practice which represents a departure from acceptable societal standards and is destructive.
PARENT INDICATORS

4. Parenting — General: What are the overall, typical, pervasive parenting practices used by the applicant or foster parent? Do not include discipline. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: parenting practices in the family in terms of sensitivity, concern, provision of basics; comfort with parent/foster parent role; ability to parent transracial/transcultural child if appropriate; school attendance of all children; parent’s school involvement; bonding; dress, hygiene, general appearance of children; parent’s ability to meet own children’s emotional needs (time alone with parent, etc.); any reports of child maltreatment and investigations; other information.

Foster Parent #1:

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Rating: ____________________________

Foster Parent #2:

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Rating: ____________________________
PARENTING -- GENERAL

4 Appropriate

Generally exhibits parenting behavior which takes into account the child's age/capacity and race/culture; possesses reasonable expectations for the child; understands and acts on the child's strengths/limitations/needs; provides basic care, nurturing and support; is protective; demonstrated history of positive parenting; knowledgeable of child development/parenting, is capable and motivated to learn; demonstrates sufficient capacity and individual energy to provide for all children in the home; satisfied and motivated in parenting role; parenting behavior is consistent with the family's cultural standards and is supportive and constructive to the child.

3

Sometimes fails to exhibit parenting behavior which takes into account the child's age/capacity or race/culture; has inconsistent expectations for the child; sometimes fails to understand or act on the child's strengths/limitations/needs; demonstrates capacity to learn and develop as a parent; viewpoint sometimes detracts from support/nurturing of growth and development; sometimes inconsistent in providing basic care and/or nurturing and/or support; sometimes does not exert self-control in specific areas of parenting; mixed history of parenting effectiveness; somewhat satisfied with parenting role.

2 Inappropriate

Usually does not exhibit parenting behavior which takes into account the child's age/capacity or race/culture; sometimes has inappropriate expectations for the child; sometimes does not take into account the child's strengths/limitations/needs; viewpoint usually detracts from support/nurturing of growth and development; inconsistent in providing basic care and/or nurturing and/or support; exhibits limited self-control in most areas of parenting; not involved or overly involved; confirmed history of abuse and neglect; sometimes does not demonstrate sufficient capacity and individual energy to provide for all children in the home; somewhat dissatisfied with the parenting role; parenting behavior is consistent with the family's cultural standards yet is inappropriate by societal standards.

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Does not exhibit parenting behavior which takes into account the child's age/capacity or race/culture; insensitive to child's strengths/limitations/needs viewpoint prevents support/nurturing of growth and development; demonstrates inappropriate expectations for the child; usually does not provide basic care and/or nurturing and/or support; impulsive in most areas of parenting; not protective; history of confirmed severe/chronic abuse or neglect; usually does not demonstrate sufficient capacity and individual energy to provide for all children in the home; dissatisfied with parenting role; parenting behavior is consistent with the family's cultural standards yet is harmful to the child.

0 Destructive

Exhibits parenting behavior which is based only on the parent's needs; ignores child's strengths/limitations/needs; viewpoint is distorted; demonstrates expectations which are impossible for the child to meet; generally does not provide basic care and/or nurturing and/or support; places child in unsafe situations; known history of child death due to maltreatment or suspicion of maltreatment; deliberately takes frustrations out on the child; self-righteous; negative history of parenting; does not demonstrate sufficient capacity and individual energy to provide for all children in the home; aversion to parenting role; parenting behavior is consistent with the family's cultural standards yet is destructive to the child.
5. Child Functioning: How does the child function on a daily basis? When relicensing, describe significant information that indicates a change from the previous assessment.

Specific areas include: general temperament, expressions of emotions/feelings, typical behaviors, presence and level of peer relationships, school performance, known mental health disorders including substance abuse (organic/inorganic); issues of independence/dependence; issues related to racial/cultural identity; other information.
CHIL D FUNCTIONING

Foster Parents' Own Children, Children in Placement and Other Children in the Home

Age Appropriate

4 Generally Age Appropriate

Child's behavior, emotional, intellectual, temperamental and physical functioning are consistent, reasonable, appropriate with age and are illustrative of expected development. Although child functioning is different than the norm, it is appropriate/acceptable/adequate by child's/family's cultural standards and does not endanger the child.

3 Often Age Appropriate

Age appropriate behavioral, emotional, intellectual, temperamental and physical functioning are usually apparent; inconsistent, unreasonable functioning is sporadic or related to an event or specific situation.

2 Sometimes Age Appropriate

Age appropriate behavioral, emotional, intellectual, temperamental and physical functioning are apparent as often as not and may or may not be predictable.

1 Occasionally Age Appropriate

Child's behavior, emotional, intellectual, temperamental and physical functioning are usually inconsistent, unreasonable and inappropriate but, in certain limited areas of life, child demonstrates acceptable functioning.

0 Rarely Age Appropriate

Child's behavior, emotional, temperamental and/or physical functioning are inconsistent, unreasonable and inappropriate with age most of the time as evidenced by dysfunctional living; such dysfunction likely has a chronic quality.

NOTE: Ratings in this will require sufficient information from parent interviews, child interviews, collateral interviews, and other sources as a means to determine judgment about variations/consistency in levels of functioning.
5. Child Functioning:  

How does the child function on a daily basis? When relicensing, describe significant information that indicates a change from the previous assessment.

Specific areas include: general temperament, expressions of emotions/feelings, typical behaviors, presence and level of peer relationships, school performance, known mental health disorders including substance abuse (organic/inorganic); issues of independence/dependence; issues related to racial/cultural identity; other information.
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Foster Parents' Own Children, Children in Placement and Other Children in the Home

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FAMILY INDICATORS

6. Family Functioning: How does the family function, communicate and interact? Consider the family’s cultural context as you describe family functioning. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: family structure and flexibility; clarity of roles and boundaries (including roles of foster children), who is in charge, how family decisions are reached, the level and type of communication used, the presence and use of affection, marital issues, unresolved infertility issues of couple (if appropriate), presence/absence of family violence, open/closed to transracial/transcultural/religious experiences; general feelings/climate within the family; other information.

7. Family Support Network: What is the quality of supportive relationships (formal and informal) outside the home? Consider the family’s cultural context as you describe their support network. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: nature of extended family support; support of nonrelated persons (friends, confidantes); involvement/support of organizations, clubs, churches, agencies; involvement/support of neighbors, business and social associates; other information.
### FAMILY FUNCTIONING

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Effective</td>
<td>Family roles and boundaries are clear and effective; communication is effective; routine and order exist; family affection is expressed; family cohesion; marital stability; integrated into community; home climate is calm; positive history of family functioning.</td>
</tr>
<tr>
<td>3</td>
<td>Family roles and boundaries are generally clear and effective; communication is adequate; inconsistent routine and order; family affection expressed; occasional unresolved marital or family conflict; minimally integrated into community; climate varies; inconsistent organization.</td>
</tr>
<tr>
<td>2 Ineffective</td>
<td>Family roles and boundaries are blurred and ineffective; communication superficial; no family affection; unresolved marital and family conflict; isolated from community; indifferent climate; consistently inadequate routine/regulation; quality of family history varies; family functioning is minimally affected by use of alcohol or drugs.</td>
</tr>
<tr>
<td>1</td>
<td>Absence of definition and understanding of roles and boundaries; communication closed; overwhelmed; some misuse of family affection; some family and marital violence and instability; alienated from community; frustrating climate; no routine/regulation; family functioning is somewhat affected by abuse of alcohol or drugs.</td>
</tr>
<tr>
<td>0 Destructive</td>
<td>Vacating of roles by adults; inappropriate exchange of roles between adults and children; communication used as a means of control/intimidation; chaotic; misuse of family affection; family and marital violence and instability; intentional avoidance of the community; destructive climate; out of control; negative history of family functioning; family functioning is significantly affected by abuse of alcohol or drugs.</td>
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</table>

### FAMILY SUPPORT NETWORK

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>4 Supportive</td>
<td>Relationships are constructive, caring, supportive, not interfering; provide caring, encouragement and understanding; indicators adaptation; are helpful; provide positive diversion; are meaningful; support decision to foster/adopt.</td>
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<td>3</td>
<td>Relationships are casual/formal; usually not interfering; minimally indicators adaptation; relationships are not exploitative; provide some diversion; positive, but superficial.</td>
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<td>2 Unsupportive</td>
<td>Do not possess meaningful relationships, or relationships are characterized by some conflict, disappointment and distancing/avoidance; are ambivalent about family's decision to foster/adopt.</td>
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<td>Alienated from others; manipulated; conflictual; avoiding; disappointing; intimidating; interfering; not supportive; somewhat indicators unacceptable behavior of parents/family.</td>
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<tr>
<td>0 Destructive</td>
<td>Violence; exploitation; indicators maladaptation; create negative diversions; significant conflict exists; opposed to family's decision to foster/adopt.</td>
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</tbody>
</table>
8. Demographics: What are the demographics of the family? Consider the family’s cultural context as you describe demographics. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: economic resources; employment; home (additions/remodeling with square footage); neighborhood and community (include racial/cultural/religious integration); health problems; financial dependence on foster care; stresses related to demographics and how handled (e.g., medical, bankruptcy, family moves, household members leaving); other information.

Rating:
DEMOGRAPHICS

4 Calm

Family stresses from demographics are being managed; adequate resources are available; lack of significant/extraordinary life stresses as evidenced in demographics; safe conditions exist; transportation/outside communication is available/utilized.

3

Family may be experiencing a current crisis from demographic stress; stress is manageable; presence of some life stresses as evidenced in demographics; some social distancing; transportation/outside communication somewhat available/accessibile.

2 Stressful

Family's ability to deal with demographically induced crisis varies; having difficulty managing stresses; some resources; social distancing; transportation/outside communication generally available/utilized inconsistently; presence of a number of life stresses as influenced by demographics.

1

Families unable to deal with crisis brought by demographics; cannot manage stresses; resource shortage; geographically/socially isolated; unsafe conditions exist; transportation/outside communication generally unavailable; preoccupied with life stresses which are influenced by demographics.

0 Overwhelmed

Family is overcome by stress from demographics; avoiding these stresses; no resources; high crime area/significant poverty; transportation/outside communication unavailable; life stresses characteristic of demographics may be chronic.
9. Viewpoint of Birth

Parents: How do the foster parents view maltreatment, parents who maltreat their children, parents who place their children in foster care, and parents whose children are placed by a court in foster care? When re-licensing, describe new or significant information that is a change from the previous assessment and examine the attitude toward the birth family and understanding/support of positive relationships and/or memories of birth family.

Specific areas include: training completed or needed concerning the parent's viewpoint of birth parents; when re-licensing, contact with birth parents and learning gained from the experience; general learning regarding birth parents; other information.

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Foster Parent #2: ____________________________________________
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VIEWPOINT OF BIRTH PARENTS

4 Empathic

Applicants or foster parents view parents who maltreat or relinquish children in a manner which demonstrates understanding and awareness; understand how parental frustrations can reach a point of inappropriate behavior; recognize people are not always able to control their behaviors/feelings; see maltreating parents as troubled people who are failing as parents, but generally can be helped; see the value in providing assistance to parents to alter the conditions which create the maltreatment; understand importance of contact between child and birth family.

3

Applicants or foster parents view parents who maltreat or relinquish children in a manner which demonstrates limited understanding and awareness; vacillate between understanding and not understanding inappropriate parental behaviors; primarily demonstrate concern and recognition of the needs of the child compared to needs of the parent; recognize people are not always able to control their behaviors/feelings; see some value in providing limited assistance to parents to alter the conditions which create the maltreatment; may be misinformed.

2 Inappropriate

Applicants or foster parents view parents who maltreat or relinquish children in a manner which demonstrates a lack of understanding and awareness; believe people are responsible for controlling their behaviors/feelings; and do not see the value in providing assistance to parents to alter the conditions which create the maltreatment, have not considered how maltreatment impacts the parents and children; and do not understand importance of contact between child and birth family.

1

Applicants or foster parents view parents who maltreat or relinquish children in a manner which demonstrates an unwillingness to understand; believe people should be punished for not controlling their behaviors/feelings; unable/unwilling to consider what maltreatment means to children and their parents; and do not believe in providing assistance to parents to alter the conditions which create the maltreatment.

0 Extreme

Applicants or foster parents view parents who maltreat or relinquish children as mentally ill or criminal and do not see any reason for such behavior; believe such parents should never be able to parent any child; and believe such parents should be placed in prison and their parental rights to their children should be terminated.
10. Viewpoint of Foster Children: How does the parent view children placed in foster care? Any differences in view based on type/age/race/culture/religion of the child? When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: feelings toward and treatment of foster children (general, and specific to their foster children if re-licensing); training completed or needed concerning parent’s viewpoint of foster children; when re-licensing, consider presentation of foster children to community (sensitivity, advocacy); other information.

Foster Parent #1:

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Foster Parent #2:

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Rating:
VIEWPOINT OF FOSTER CHILDREN

4 Appropriate

Consistent with age/capacity of foster child; demonstrates sensitivity/understanding of history and circumstances of foster child; recognizes that these children possibly possess emotional, behavioral, and physical problems; that they usually love and want to be with their parents; that they may be difficult to parent; that they may be provocative and test the placement situation; that they are very vulnerable, demanding and require more than love; demonstrates awareness/acceptance of foster child's strengths/limitations/needs; viewpoint supports/nurtures growth and development; viewpoint related to foster child's age/capacity and level of care needed is accurate and realistic and would be shared by others.

3

Sometimes inconsistent with age/capacity of foster child; sometimes demonstrates insensitivity to history and circumstances of foster child; viewpoint is not well formed or nonexistent; have only vague understanding of the children in maltreating families and do not know whether these children are disturbed or normal; believe foster children are confused as well; know they need help but not sure what kind; sometimes demonstrates inconsistent awareness/acceptance of foster child's strengths/limitations/needs; sometimes viewpoint detracts from support/nurturing of growth and development; sometimes viewpoint related to foster child's age/capacity and level of care needed is inaccurate or unrealistic and not shared by others.

2 Inappropriate

Usually inconsistent with age/capacity of foster child; usually demonstrates insensitivity to history and circumstances of foster child; view these children as pitiful, helpless, devastated victims in need of rescuing; that they will be easily cared for because of the negative experiences they have been through; that all they need is love; that, because the foster situation is such an improvement over the maltreatment, they will be no trouble behaviorally or emotionally; that they will fit right in with the foster family; usually unaware or unaccepting of child's strengths/limitation/needs; viewpoint usually detracts from support/nurturing of growth and development; usually viewpoint related to foster child's age/capacity and level of care needed is inaccurate or unrealistic.

1

Always inconsistent with age/capacity of foster child; always insensitive to history and circumstances of foster child; foster parents overidentify with these children based on their own childhood; that they are without problems personally and their behavior and emotional functioning is all the fault of the parents and the maltreatment; that these are otherwise normal children unaware or unaccepting of foster child's strengths/limitations/needs; viewpoint prevents support/nurturing of growth and development; viewpoint related to foster child's age/capacity and level of care needed is inaccurate or unrealistic.

0 Extreme

Applicants or foster parents view these children as available to meet the needs of the foster parents; that these children are desperate and will consider even the worst kind of care an improvement; because of their victimization are easy prey or easily manipulated; viewpoint is distorted, destructive, not child oriented; serves to seriously endanger foster child's well being, likely will result in rejection of or aggression towards the foster child.
11. Preparation: How prepared is the family for fostering? How able is the family to provide foster children with racial, cultural, and religious experiences? Include issues related to visitation with birth relatives and reunifications as appropriate. When relicensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: family's own children's current view of fostering, including jealousy issues; parents' specific capabilities as related to foster parenting; training completed or needed concerning impact of fostering; when relicensing consider effects of foster parenting on extended family; attachment to foster children, and feelings about foster children who may have left the home; other information.

Rating:

12. Motivation/Commitment Element: What is the nature and level of motivation and commitment demonstrated by the family? Include infertility issues as appropriate. When relicensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: basis/reasons for motivation/commitment (e.g., status, financial, emotional, adoption, own needs, service to community, etc.); other information.

Rating:
PREPARATION

4 Fully Prepared

Applicant or foster family has effectively assessed potential or actual impact of placement on own family; has dealt with feelings and conflicts among family members; is sensitive to own child's feelings and concerns related to placement and is directly preparing own children; is aware and accepting of differences of placed child and his/her birth family including race, culture, religion, etc.; extended family is involved and is supportive of decision concerning placement, has identified/evaluated/use resources which support the placement; have taken steps to learn about foster care; comfortable with role of foster parent; all family members are taking or have taken steps to be fully prepared for fostering.

3 Partially Prepared

Applicant or foster family demonstrates capacity to assess impact of placement on own family; is currently dealing with feelings and conflicts of family members; shows sensitivity to own child's feelings and concerns, but has not directly prepared them; is open to and understands differences of placed child and birth family including race, culture, religion, etc.; extended family appears to be positive about decision concerning placement; some identified/use of resources which support the placement; can learn about foster care; is becoming comfortable with role of foster parent; generally, family members are taking or have taken steps to be prepared for fostering.

2 Unprepared

Applicant or foster family possesses limited capacity to assess impact of placement on own family, but is open to outside support and evaluation; has not considered feelings and potential conflicts of family members, but will examine with assistance; shows limited sensitivity to own child's feelings and response to placement; has not considered differences of placed child and birth family related to race, culture, religion, etc.; extended family is misinformed of decision concerning placement or, if informed, is indifferent; has not considered/use of resources which support the placement; preparation for fostering varies among family members (particularly parents).

1 Unacceptaable

Applicant or foster family demonstrates limited capacity to assess impact of placement on the family and is not open to outside support and evaluation; generally unaware and has difficulty identifying feelings and conflicts of family members related to placement; generally unaware and unable to recognize reactions and concerns of own children concerning placement; avoids or denies differences of placed child and his/her birth family including race, culture, religion, etc.; extended family is not supportive or ambivalent to fostering decision; is unaware of the need for community resources to support the placement; clearly, one caregiver is less prepared (or less willing to prepare) for fostering than the other.

MOTIVATION/COMMITMENT

4 Appropriate

Applicant or foster family is highly motivated; motivation is internally driven based on appropriate expectation and life experience; have established a long history of following through in positive ways regarding commitments; motivation and commitment are a result of thoughtful consideration; all family members are or continue to be equally motivated and committed.

3 Appropriate

Applicant or foster family is motivated; motivation is internally driven based on acceptable understanding and generally positive life experience; give evidence of following through on most previous commitments; motivation and commitment are a result of some thoughtful consideration; generally both parents are or continue to be equally motivated and committed.

2 Inappropriate

Applicant or foster family is somewhat motivated; motivation may be equally influenced by internal and external sources; history of follow through on commitments varies; motivation and commitment are based on limited thinking and consideration; motivation and commitment among family members (particularly parents) is or continues to vary.

1 Inappropriate

Applicant or foster family's motivation is uncertain; source of motivation is either unknown or external only; history of follow through on commitments is minimal; motivation and commitment is somewhat impulsive or directed by others; clearly one parent is or continues to be less motivated and committed than the other.

0 Unacceptable

Applicant or foster family is negatively or inappropriately motivated and whether internally or externally driven, motivation is self-serving or not in the best interest of the placed child; no evidence of follow through on any previous commitments; motivation and commitment are a result of impulsive action or may have a questionable basis or purpose; both parents are or continue to be motivated and committed in inappropriate ways.
COLLABORATION INDICATORS

13. Family Response: How capable are the potential foster parents to use agency involvement and to seek help on their own? Include willingness of family to seek cross-cultural models and experiences. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: communication with agency staff; relationship with agency staff (includes willingness to receive consultation/advice); relationship with other professionals; ability to share information; ability to keep information confidential; ability to keep schedules and appointments; willingness to be involved with birth family (as appropriate); resourcefulness in pursuit of services; willingness to provide transportation; participation in foster parent activities (e.g., newsletter, foster parent association/support groups, parties/picnics, assist with trainings, provide/use respite care); other information. When re-licensing also consider preparation of foster children for removal from home (includes gathering belongings, handling good byes). Indicate summary of training attended since last licensure. Also identify any rule/contract violations and corrective/action plan if appropriate.

Rating:

14. Resources: What are the resources, external to the foster family, which support the placement(s)? Includes ongoing training services and support groups. When re-licensing, describe new or significant information that indicates a change from the previous assessment.

Specific areas include: the availability of support to the family 24 hours a day, including agency/staff resources; other information.

Rating:
**FAMILY RESPONSE**

4 Accepting

Applicants or foster parents express understanding and awareness; are objective and rational; recognize the need for the Agency to be involved, are willing to have been involved with the birth family (as appropriate), are willing to have been involved in designated training and to receive consultation and advice from the Agency. Demonstrate capacity to independently seek appropriate helping resources.

3

Applicants or foster parents express limited understanding and awareness; agree to have been involved with the Agency, see limited value in being involved with the birth family, agree to have been involved in designated training, agree to have accepted consultation and advice provided by the Agency. Can become able to act independently in seeking help.

2 Resisting

Applicants or foster parents prefer to act independently, reluctantly agree to Agency involvement, question the value of being involved with the birth family, question the need to be involved in designated Agency training, question the degree of intrusiveness of Agency consultation and advice. (This could include being highly demanding or overly dependent.)

1

Applicants or foster parents believe they can act independently of the Agency, express an interest in avoiding Agency involvement, prefer not to be involved with the birth family, do not see a need for Agency designated training, consider consultation and advice on a case-by-case basis.

0 Rejecting

Applicants or foster parents avoid Agency involvement in their life, are not involved with the birth family, disagree with the need to be involved with Agency training, believe consultation and advice from the Agency hampers them in providing for children.

**RESOURCES**

4 Adequate

There are adequate resources available to support the placement.

3

Resources are generally available/capableAccessible to support the placement.

2 Moderate

Resources are somewhat available/capableAccessible to support the placement.

1

Resources are seldom available/capableAccessible to support the placement.

0 Inadequate

Adequate resources are unavailable to support the placement.

NOTE: The element concerns both agency and community resources. Staff are reminded of the need to give careful thought to the Resource Element. The need for individualizing this to each family is very important. Workers are reminded to think about the availability of support 24 hours a day, not just during office hours. Consider the location of the home in terms of access to services (e.g., very rural, far from county seat).

<table>
<thead>
<tr>
<th>PARENT INDICATORS</th>
<th>CHILD INDICATORS</th>
<th>FAMILY INDICATORS</th>
<th>BIRTH FAMILY INDICATORS</th>
<th>FOSTER FAMILY INDICATORS</th>
<th>COLLABORATION INDICATORS</th>
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<tbody>
<tr>
<td>History</td>
<td>Child Funct.</td>
<td>Family Funct.</td>
<td>Viewpoint Parent</td>
<td>Preparation</td>
<td>Family</td>
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<tr>
<td>Adult General</td>
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<td>Family Support</td>
<td>Viewpoint Child</td>
<td>Motivation</td>
<td>Resource</td>
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<td>Parenting Discipline</td>
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<td>Demographic</td>
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<td>Parenting General</td>
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27
CONCLUSION

1. Add the ratings entered above in the 14 indicators. (If no child in home, score "0" on "Child Functioning" in the Child Indicators)

2. Based on the rating in #1, identify the presence of positive parenting/ effective family functioning; the likelihood of stability; and indication of safety:

   a. Very positive foster family home/Very strong safety indicators (48 to 56) 
      The presence of positive parenting and effective family functioning are apparent. There appear to be no concerning family conditions which exist; the parents’ capability to care for children is adequate. Based on appropriate matching, a child will likely be/is enhanced by this placement. Indications are that a placement will be/is secure, productive, stable and safe.

   b. Generally positive foster family home/Generally strong safety indicators (37 to 47) 
      Generally, there is evidence of positive parenting and effective family functioning. There are indications that there is a balance between the capacity, conditions, and needs of the family and the needs of the child. There are some family conditions of concern and the family is aware of and willing to address them. Consideration should be given to continue matching of the skills and abilities of the family with the needs of the child in order to insure that the child will continue to be enhanced by the placement. With preparation and support indicators are that a placement will be secure, productive, stable and safe.

   c. Somewhat positive foster family home/Questionable safety indicators (22 to 36.5) 
      Although there is evidence of positive parenting and effective family functioning, there is an indication that the child may not benefit/be benefiting from this placement and the placement may be problematic. There may be an imbalance between the capacity, conditions, and needs of the family and the needs of the child. Consideration should be given to the most pronounced negative family conditions and how manageable or adjustable they are. Documentation in the case record as to these concerning family conditions needs to be clear. When re-licensing, a support/action plan should be entered into with the foster family in order to manage the most concerning or challenging family conditions, if they are considered serious enough to address. The stability, security and productiveness of a placement is questionable; should negative family conditions worsen safety could become a concern.

   d. Negative foster family home/Weak safety indicators (11 to 21.5) 
      Enough negative family conditions and influences have been identified within the family so that a child is likely to not benefit from this placement; the placement may disrupt; and maintaining a safe home is questionable. There is an imbalance between the capacity, conditions, and needs of the home and the needs of the child. Analyses of the most concerning family conditions should occur. Documentation in the case record regarding the nature and quality of concerning family conditions should be clear. If a placement exists when re-licensing, it is recommended that consideration be given to removing the children from the home and that the family not be approved for any future placements.

   e. Very negative foster family home/Very weak safety indicators (0 to 10.5) 
      It is probable that the child will suffer/is suffering directly from this placement; that the placement will disrupt; and/or a child will not be safe. Continued or future placements of a child could result in some form of maltreatment to the child. The agency needs to inform the family of the areas of concern. All negative family conditions should be documented in the case record. It is recommended that if a placement exists, the child should be removed from the home. The home should not be approved for any future placements. If ANY children reside in this family, consideration should be given about their safety and the need for making a referral for a CPS assessment.
3. Is there concern about threats to safety, maltreatment or likelihood of maltreatment in this home?

Yes ___ No ___

If yes, identify decisions and actions concerning responsibility to refer for a CPS investigation/assessment:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Is there a concern for disruption or likelihood for disruption in the potential foster home?

Yes ___ No ___

If this foster applicant family is currently providing foster care, does the family require agency support to strengthen skills/abilities to remain a foster family?

Yes ___ No ___

If the foster applicant family is not providing foster care, are there decisions and actions that can be taken to prevent disruption and strengthen the family?

Yes ___ No ___

If the answer to any of the above questions is “Yes,” complete the Action/Support Plan designed to remedy the disruptive condition(s) or to strengthen the family’s skills/abilities.
SUPPORT PLAN

DATE OF PLAN: ______________________

What condition(s) need remedying or strengthening? Describe how each condition is manifested.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What is the desired outcome? Relate outcome to condition(s) needing remedying or strengthening.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

<table>
<thead>
<tr>
<th>Service(s) for Outcome Achievement</th>
<th>Frequency Of Service</th>
<th>Expected Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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Responsibilities of All Parties: Family, agency, service providers, others.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Outcome Achievement Indicators:
Measurement(s) of change/successful increase of skills and abilities. Date Achieved/

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<th>Date Achieved/ Time Frame</th>
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Plan Evaluation Date:

Worker ____________________ Foster Parent ________________ Foster Parent ____________________

Evaluation and Decision:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
5. Based upon all materials, interviews, and use of the Safe Foster Home assessment, the conclusion of the assessment or re-assessment is as follows:

A. Provide a general summary of the strengths and weaknesses of the family, indicating any categories within the field which raise concerns regarding the ability of the family to parent and keep children safe (who may be or are now placed in the home.) Address the significance of any support plan that has been offered with regard to licensure or re-licensure of the family.

<table>
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<tr>
<th>Worker Signature</th>
<th>Date</th>
<th>Supervisor Signature</th>
<th>Date</th>
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B. Indicate your judgment as to the type of child(ren) that should be considered for this family. When re-licensing, consider: with which type of child does the family excel? With which type of child does the family provide adequate care? Which type of child likely does not benefit from placement in this family? Describe children in terms of age, race, sex and general functioning.