

Unified Home Study

Adoption Unified Home Study



Trainer Guide

Office of Child Welfare

4/1/2018

Adoption Unified Home Study

Time:	3-5 hours
Module Overview:	The purpose of this unit is to teach Adoption Specialists how to assess adoptive placements and document this assessment using the Adoption and Adoption Addendum Unified Home Studies in FSFN.
Agenda: <i>Slide: 5.2</i>	<ol style="list-style-type: none"> 1. Identify what information needs to be gathered and assessed in Adoption and Adoption Addendum Home Studies. 2. Demonstrate how to gather the necessary information for Adoption and Adoption Addendum Home Studies in accordance with laws and regulations. 3. Demonstrate how to document Adoption and Adoption Addendum Home Studies using FSFN.
PG: 4	
Materials:	<ul style="list-style-type: none"> • Trainer’s Guide (TG) • Participant’s Guide (PG) • PowerPoint slide deck • Flip chart paper / markers
Activities:	<ul style="list-style-type: none"> • Activity A: <ul style="list-style-type: none"> – Part 1: Jacob and Jenna Are Getting Adopted! – TG: 43, PG: 36 – Part 2: Jacob and Jenna Are Getting Adopted! – TG: 59, PG: 46

Trainer Note: *In order to teach FSFN functionality, there are sections in this Trainer Guide designated as “FSFN Tutorials” to indicate when to play the associated tutorial before discussing the material.*

After the material is discussed, there are sections in the Trainer Guide designated as “FSFN Screens” showing independent screenshots to reinforce what was shown in the tutorial and discussed in the material.

It is ideal to show the tutorial(s) first and complete each topic with the screenshot(s) in order to strengthen the concepts that participants see and hear. However, it is the trainer’s choice to use the material in a way that best suits the class.

Adoption Unified Home Study

Who recalls what an Adoption Unified Home Study (UHS) is?

Endorse:

- Adoption home studies assess an individual's capacity for adoptive parenthood.
- Completed with individuals who wish to adopt a child from the Child Welfare System.

Slide: 5.3



PG: 5

Slide: 5.4



Slide: 5.5



PG: 5

Ensuring that the adoptive placement is the best possible placement for the child is vital. Thus, completing the Adoption and Adoption Addendum Unified Home Studies allow Adoption Specialists to make a thorough assessment of the prospective adoptive parents' living environment, family and social history, relationships, and criminal history, if any.

Possible Adoptive Placement

The Adoption UHS must include the current and projected future needs of the child, consideration of the birth family's medical and mental health history, as well as the strengths of the potential adoptive family to meet the child's needs. There are various types of prospective adoptive parents that must be considered by Adoption Specialists when determining the best placement possibility for the child. These include:

- **Grandparents:** If a child has lived with a grandparent for at least six months within the 24-month period immediately preceding the filing of a petition for termination of parental rights pending adoption, CLS provides notice to that grandparent of the hearing on the petition.
 - If the grandparents who are entitled to notice apply to adopt the child, prior to a Memorandum of Agreement to Adopt being signed by another applicant, the application must be evaluated through an Adoption UHS.
- **Current caregiver:** If the current caregiver applies to adopt the child, the application must be evaluated

through an Adoption UHS.

- The home study must assess the length of time the child has lived with the current caregiver, the depth of the relationship existing between the child and the caregiver, and if it is in the best interest of the child to be adopted by the caregiver.
- **Relatives and non-relatives:** People known to the child, but who do not have custody of the child, may wish to be considered for adoption.
 - If relatives and non-relatives apply to adopt the child prior to a Memorandum of Agreement to Adopt being signed, the application must be evaluated through an Adoption UHS.
 - The depth of the relationship existing between the child and the applicant must be assessed and included in the home study.
- **Family new to the child:** Many families who pursue adoption do not have a specific child in mind when they apply.
 - These families must be provided information about the children available for adoption.

Adoption Training

Slide: 5.6



PG: 5

The prospective adoptive parents' initial inquiry to the Department, CBC or subcontractor staff, either written or verbal, must receive a written or telephonic response within seven business days and they must be referred to an approved adoptive parent training program as prescribed in Rule 65C-13.024, F.A.C. If space is limited in scheduled classes, slots in the classes are assigned in the following priority order:

- Prospective adoptive parents with an existing relationship with a specifically-identified special needs child who is waiting for adoption placement, or that child's sibling.
- Prospective adoptive parents who have expressed an interest in adopting a specifically-identified special needs child waiting for adoption, or that child's sibling.
- Prospective adoptive parents who have explicitly stated their willingness to adopt special needs children available for placement through the Department or its designee.
- The training must be provided to and successfully completed

by all prospective adoptive parents except licensed foster parents and relative and non-relative caregivers who previously attended the training within the last five years or have the child currently placed in their home for six months or longer and have been determined to understand the challenges and parenting skills needed to successfully parent the children available for adoption from foster care.

- Adoption Specialists must clearly document the reasons why the relative or non-relative caregiver will not be required to complete adoptive parent training in the Adoption UHS.
- Once the prospective adoptive parents completes an approved adoptive parent training program, a UHS can be completed for prospective adoptive parents. This is prioritized in the same way limited slots for the training course are prioritized:
 - Prospective adoptive parents with an existing relationship with a specifically identified special needs child who is waiting for adoption placement, or that child's sibling.
 - Prospective adoptive parents who have expressed an interest in adopting a specifically identified special needs child waiting for adoption, or that child's sibling.
 - Prospective adoptive parents who have explicitly stated their willingness to adopt special needs children available for placement through the Department or its designee.
- Adoption Specialists begin their information gathering by speaking to the prospective adoptive parent in order to gather their demographic information, if not already obtained. As discussed in the General Information unit, demographic information is one of the core components of the UHS.

The UHS Interview Process

Slide: 5.7



PG: 6

Slide: 5.8



PG: 6

Making an in-depth assessment of the prospective adoptive parent by collecting the needed information in each component of the UHS and appropriately evaluating that information is integral to ensuring the best placement is chosen for the child.

- Conducting this assessment means going beyond reading the questions or sections of the UHS and documenting the adoptive parent's responses verbatim. It also means ensuring the information gathered is more than a yes/no response. In order to gather the necessary relevant information that will provide a clear picture regarding the adoptive parent's ability to provide a safe and nurturing placement, Adoption Specialists must employ qualitative interviewing skills.
- The phases of an interview that are based off of Lawrence Shulman's work. These phases and the behaviors and skills required during each phase help Adoption Specialists fully engage the prospective caregiver and relevant collaterals to gather the needed information.
- There are four phases within the interview process:
 1. Opening phase
 2. Information Gathering phase
 3. Planning phase
 4. Closing phase

The purposes of each phase is as follows:

1. **Opening Phase:** The purpose of this phase is to establish rapport and a working relationship with the interviewee. Here Adoption Specialists:
 - Introduce oneself.
 - Discuss the purpose for the contact.
 - If needed, address any immediate concerns that need to be addressed before the interview can begin.
2. **Information Gathering Phase:** In this phase, Adoption Specialist gather the needed information and ensure that

he/she reconciles and/or validates the information and reconcile and/or validate the information collected.

During this phase Adoption Specialists:

- Ask relevant open ended questions that provide information for each UHS component required.
- Discuss documentation gathered such as background checks in order to validate/reconcile information already attained.

3. **Planning Phase:** The planning phase is an opportunity to discuss next steps. The prospective adoptive parent will want to know what to expect in regards to the process, when the decision will be made in regards to placement, if further visits/contacts will be warranted and what other tasks, if any she/he will need to complete.

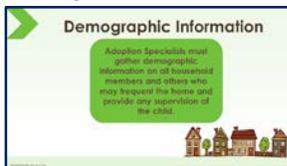
4. **Closing Phase:** This is the last step in the interview process. Here Adoption Specialists check and confirm their understanding of the information conveyed, discuss next steps, and follow-up with information requested.

- As Adoption Specialists conduct each phase in the interview process there will be specific behaviors and skills that they can exhibit that will make the interview a success.
- When Adoption Specialists begin to build rapport with the prospective adoptive parent's being genuine, respectful and having empathy for the situation at hand will be key. These can be displayed by:
 - Being cognizant of body language and tone of voice
 - Providing appropriate verbal responses
 - Limiting self-disclosure
 - Being non-judgmental
 - Recognizing strengths
 - Recognizing and acknowledging the person's experiences, feelings and non-verbal communication
- When moving into the second phase of the interview process, the use of active listening allows Adoption Specialists to gather the relevant information needed. Active listening requires full concentration, accurate understanding, proper responses, and the ability to remember what is being said.



Slide: 5.9

Slide: 5.10



PG: 7-8

- The use of reframing and providing clarification are integral to the planning and closing phases. This ensures that the information gathered is accurate and sufficient to make the needed assessment. It also ensures that the adoptive parent feels validated and heard as he/she provides sensitive details of who they are and why they are the best placement option.

Demographic Information

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing what the demographic tab looks like after the demographics have been entered into the Person Provider and the UHS has been launched.

Adoption Specialists must gather demographic information on all household members and others who may frequent the home and provide any supervision of the child.

- Other household members must be interviewed and included in the assessment of the adoptive family to determine the anticipated impact on the family. For household members who will serve in a caregiving capacity, the following areas shall be assessed: attachment to child, parenting history, physical and mental health, background checks and references.
- Demographic information is needed in order to begin the assessment process, such as criminal and child abuse history checks of the prospective adoptive parents, household members, and frequent visitors to the home. Questions that may be asked in gathering this information includes:
 - What is their full name?
 - Did they have any other last names or alias before?
 - What is the date of birth and social security numbers of all household members?
 - Did the prospective adoptive parent ever live out of state? If so, how long ago and where?
 - Do they have frequent visitors that may babysit?

- Once the demographic information is gathered, verified, and documented in FSFN and the UHS is created, the demographic page captures the following information:
 - **Case(s) Associated:** Child Welfare Professionals can search for the relevant cases pertaining to the participants.
 - **Children Associated:** Based on the case that was selected, any child under 18 years of age and active in a case is also displayed as long as the child has a role designation of “child receiving services”. Child Welfare Professionals must select the child associated with the UHS being completed. Only the child checked as part of the UHS is displayed when the UHS is launched /printed.
 - **Contact/Identifying Information** (for caregiver 1 and 2): This populates from the Provider Inquiry page which will be discussed shortly. Child Welfare Professionals must ensure that the social security numbers are verified and that dates of birth, addresses, phone numbers, and length of time in Florida is collected.
 - **Other States of Residence and Approximate Dates Lived There:** For both caregiver 1 and 2, Child Welfare Professionals need to enter all of the states that they lived in and the time periods.
 - **Home Evaluation:** The Date Initiated field is system derived based on the date that the UHS is launched and required to initially save the UHS page. The Date Completed field is user entered and should capture the date the user completed the home study.
 - **Provider Notes:** Entered into FSFN that are created on or after the Initiated Date captured in the Home Evaluation group box. The user can enter Provider Notes directly from this page.
 - **Other Household Members:** Other household members are displayed in this section of the demographic page. The other household members include the prospective adoptive parents’ biological children that reside in the

home. These individuals are pulled from the Person Provider page.

- **All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated:** Name, date of birth, age, placement type, placement dates, race, ethnicity, gender, language, and client characteristics are populated for each child that is currently or was previously placed (within one year) with the prospective adoptive parents.
- **Non-Household Members:** Non-household members involved with the family are displayed here. These are individuals, such as frequent visitors, that the Child Welfare Professional listed in the Person Provider page.
- Once the demographic information is obtained, Adoption Specialists can continue the UHS assessment process by completing the background checks needed for placement. In doing so, Adoption Specialists must first conduct a Person Provider Inquiry via the FSFN system.

Slide: 5.11-5.14
PG: 9-10

FSFN Screens: Show participants what the demographic tab looks like after the demographics have been entered into the Person Provider and the UHS has been launched. Refer participants to screenshots in the Participant Guide.

UHS Demographics tab:

Florida Safe Families Network

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval, Upload Image

Case Information
Case(s) Associated

Case ID	Case Name	Investigation ID	Action
---------	-----------	------------------	--------

Insert

Children Associated

Name (Person ID)	DOB	Age	Relationship to Caregiver(if any)	Court Case Number
Rivera, Amanda	05/27/1986			

Contact/Identifying Information
Rivera, Amanda
Date of Birth: 05/27/1986

Save Close

UHS Demographics tab:

Florida Safe Families Network

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | Actions: Approval, Upload Image

Contact/Identifying Information
Rivera, Amanda
Date of Birth: 05/27/1986
Viewed SSN Verification: Yes No
Address: 518 Academy Ave
City: Tallahassee
County, State & Zip Code: Leon, FL 32399
Home Phone:
Cell Phone: (850)370-4516
Work Phone:
Fax:
Email Address:
Primary Language:
Race: White
Ethnicity:
FL Residence Length: 0 Years - 0 Months

Other States of Residence and Approximate Dates Lived There

State	From	To	Action
-------	------	----	--------

Insert

Save Close

UHS Demographics tab:

Florida Safe Families Network Hand Book | Print | Audit | Spell Check | Help ?

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | Financial Security Resources and Child Care Arrangement | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study | **Actions:**

Home Evaluation
 Date Initiated: 03/22/2018 Date Completed: 00/00/0000

Provider Notes

PNID	Begin Date	Date Entered	Note Category	Note Type	Worker Creating Note	Worker Making Contact
Insert						

Other Household Members
This includes biological children

Name	Person ID	Role	SSN Verified	Race/Ethnicity	Gender	Primary Language
Insert						

All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated
 Other Children Placed in the Home (by the Department or Other Agency)

[Save](#) [Close](#)

UHS Demographics tab:

All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated
 Other Children Placed in the Home (by the Department or Other Agency)

First Name/Last Initial Only	Date of Birth	Age	Placement Type	Placement Begin Date	Placement End Date	Race	Ethnicity	Gender	Primary Language	Client Characteristics
Insert										

Non-Household Members

Name	Person ID	Date of Birth	Role	SSN Verified	Frequent Visitor	Action
Riviera, Rebecca	900000340	03/20/1968	Mother	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	Delete
Insert						

Backgrounds Checks



Slide: 5.15

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing how to complete the FSFN Background tab on the Relative/Non-relative UHS. Discuss the following information:

- How to navigate and use the Prior Intakes and Investigations/Referral tab.
- How to request emergency placement checks from the CIU and where to document dates and statuses for background histories received on the Background Check information tab.
- Where to document the background analysis in the Clearance Issues text box.
- Where to insert clearance from different sources.

Slide: 5.16



PG: 11

The background check requirements for the Adoption UHS are outlined in Chapter 65C-16.07, F.A.C. Adoption Specialists must obtain and assess background checks for all household members over the age of twelve. Adoption Specialists request a background check via fingerprints submission.

Slide: 5.17

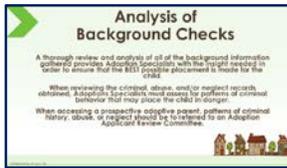


PG: 11

- Background checks are a vital component of the UHS assessment process. They are required for all UHS placement types. The following checks are required to be requested, obtained and assessed PRIOR to the child being placed with a prospective adoptive parent:
 - **Abuse/Neglect record checks:** This is done via a FSFN search of each household member over the age of 12.
 - In addition to assessing if they are a caregiver responsible for abuse or neglect, the child abuse investigation and service history can provide key information regarding the past family conditions and

- dynamics that may be currently present.
 - Abuse and neglect history checks must be current within 30 calendar days of placement.
- **Local criminal checks:** Local criminal checks can be requested through local law enforcement or through a search of the Comprehensive Case Information System (CCIS).
 - A request for calls outs from the local police or sheriff's office regarding the household members must be made and reviewed prior to placement when the results are available.
- **Juvenile Justice information:** Delinquency record checks are required for household members 12-18 years of age.
- **Fingerprint submission (state and national checks):** A fingerprint submission is the best method for obtaining all available criminal history records maintained by FDLE and the FBI. Prior to the child being placed the fingerprints results of the household members 18 or older must be received and assessed.
 - The Background Screening Placement Unit conducts a review of both the Florida and National criminal history record results and provide a Criminal History Record Review Letter for the Purpose of Placement to the Adoption Specialist indicating if there is an offense that prohibits an individual from being considered by placement per s. [39.0138](#), F.S.
 - Adoption Specialists enter the date the fingerprint results are received and the status of the fingerprints into the UHS Background Check Information Page.
- In addition to the required background checks, other record resources can be accessed in order to gather and/or validate additional background information that will inform if the participants over age 12, particularly the prospective adoptive parent's past behaviors have negative implications for child safety. These include but are not limited to:
 - Comprehensive Case Information System (CCIS): provides Florida Clerk of Court case information
 - FDLE Sexual Offender and Predator Public website
 - Dru Sjordin National Sexual Offender website

Slide: 5.18



PG: 12

Analysis of Background Checks

A thorough review and analysis of all of the background information gathered provides Adoption Specialists with the insight needed in order to ensure that the BEST possible placement is made for the child. When reviewing the criminal, abuse and/or neglect records obtained, Adoption Specialists must assess for patterns of criminal behavior that may currently place the child in danger. This includes, but is not limited to:

- Patterns of assault and battery
- Domestic and/or family violence
- Substance abuse
- Sexual assault
- Crimes against children
- Resisting arrest with violence
- Other crimes involving violence
- Open arrest warrants
- Household member on probation/parole

Slide: 5.19



Slide: 5.20



PG: 12

Disqualifiers

While Child Welfare Professionals hope that all of the background information is positive and does not affect child safety, they may find information that automatically disqualifies a person from being a placement candidate. Placement of a child with a relative or non-relative who has offenses listed in s. [39.0138](#), F.S., and Rule [65C-28.011](#), F.A.C. is prohibited. These include:

- Child abuse, abandonment, or neglect
- Domestic violence
- Child pornography or other felony in which a child was a victim of the offense
- Homicide, sexual battery, or other felony involving violence, other than felony assault or felony battery when an adult was the victim of the assault or battery resisting arrest with violence. (The underline section was a revision made by House Bill 1079.)

In addition, Adoption Specialists may not place a child with a prospective adoptive parent if the criminal history records check reveal that the person has, within the previous five years, been

Slide: 5.21

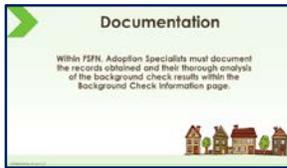


PG: 12

convicted of a felony that falls within any of the following categories:

- Assault
 - Battery
 - A drug-related offense
 - Resisting arrest with violence
- Within the FSFN Background UHS page, Adoption Specialists list the dates local law enforcement and fingerprint results were received as well as the fingerprint status. In addition, Adoption Specialists write up their analysis of the criminal and child abuse history checks completed. The analysis must be a summary of how the information does or does not implicate child safety, and must include information about child welfare history obtained from FSFN and charges/dispositions from criminal history records obtained directly from a local law enforcement agency. The information will be documented in the “Clearance Issues (Analysis of background check results and all priors)” text box within the background check information page of the UHS.
 - Participants documented as Caregiver 1, Caregiver 2 (if applicable), and any participant captured as Other Household Member or Non-Household Member who are 12 years or older pre-fill the Background Check Information tab from the Person Provider page.
 - If there are non-household members, such as a visitors, that Adoption Specialists want to also have criminal history requested about, Adoption Specialists can use the Insert button which allows them to pull in non-household members who do not automatically pre-fill the Criminal Background Check Request group box. Keep in mind that those individuals would need to first be added to the Person Provider page.

Slide: 5.22



PG: 13

Documentation

Within FSFN, Adoption Specialists must document the records obtained and their thorough analysis of the background check results within the Background Check Information page.

- The written analysis includes a summary of information about the child welfare history and charges/dispositions from criminal history records obtained directly from a local law enforcement agency. The information is documented in the “Clearance Issues (Analysis of Background Check Results and all Priors)” text box within the Background Check Information page of the UHS. The documentation needs to note the specific local law enforcement agency that provided the results and how the criminal and child welfare history is relevant given the person’s current situation and status.
- In addition to summarizing information obtained, the analysis explains how the information does or does not implicate child safety.
- Background checks must be documented both in the Adoption UHS and the Person Provider.

Slide: 5.23-5.28

PG: 14-16

FSFN Screens: Show participants the following information and refer them to the screenshots in the Participant Guide:

- *How to navigate and use the prior intakes and Investigations/Referral tab.*
- *How to locate document dates and statuses for background histories received on the Background Check information tab.*
- *Where to document the background analysis in the Clearance Issues text box.*
- *Updating criminal history dates*
- *Where to insert clearance from different sources.*

Prior Intakes Investigations/Referrals:

Florida Safe Families Network

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Prior Intakes

Date	Intake Number	Intake Name	Intake Type	Referral Type	Screening Decision	Case ID	Finding	Investigative Sub Type
[Empty table]								

Prior Investigations/Referrals

Intake Number	Case Name	Case ID	Intake Type	Referral Type	Investigative Sub Type	Finding	Status
[Empty table]							

Text:
[Unified Home Study](#)
[Prior Maltreatments and Findings/Referrals](#)
[Approval](#)
[Upload Image](#)

Save Close

How to locate document dates and statuses for background histories received on the Background Check information tab:

Florida Safe Families Network

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Background Check Information

Criminal Background Check Request
 Request Type: Planned Placement Emergency Placement

Back-ground Check?	Name	Age	Last Background Check	Local Effective Date	Fingerprint Result Received	Date Received	Action
<input type="checkbox"/>	Rivera, Amanda	31			<input checked="" type="radio"/> Yes <input type="radio"/> No	03/22/2018	Child Not Placed Disqualifying Offenses View Underlying Offenses Pending Receipt of Results Requested in Error - Planned Not Emergency Requires Additional Review Unable to Submit
<input type="checkbox"/>	Rivera, Rebecca	50			<input type="radio"/> Yes <input type="radio"/> No	00/00/0000	Delete

Criminal Background Checks Completed
Criminal records have been checked by the caregiver(s), all adults and other persons living in the home as required. This may also include background checks for other individuals (Visitors, other individuals who may have supervised contact with the child(ren)):

Name	Action
[Empty table]	

Additional background checks not listed above (include name of check, (e.g. driving record, civil court) name of individual's screened and date of results):

Clearance Issues (Analysis of Background Check Results and All)
 Local Backgrounds: No records found for Amanda Rivera
 Clerk of Court: No records found for Amanda Rivera, except traffic offenses.
 FL Department of Corrections: No records found for Amanda Rivera.
 Sexual Offenses: No records found for Amanda Rivera.

Text:
[Unified Home Study](#)
[Prior Maltreatments and Findings/Referrals](#)
[Approval](#)
[Upload Image](#)

Save Close

Where to document the background analysis in the Clearance Issues text box:

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Background Check Information

Criminal Background Check Request
 Request Type: Planned Placement Emergency Placement

Back-ground Check?	Name	Age	Last Background Check	Local Effective Date	Fingerprint Result Received	Date Received	Action
<input type="checkbox"/>	Rivera, Amanda	31			<input checked="" type="radio"/> Yes <input type="radio"/> No	03/22/2018	Child Not Placed Disqualifying Offenses No Disqualifying Offenses Pending Receipt of Results Requested in Error - Planned Not Emergency Requires Additional Review Unable to Submit
<input type="checkbox"/>	Rivera, Rebecca	50			<input type="radio"/> Yes <input type="radio"/> No	00/00/0000	Delete

Criminal Background Checks Completed
Criminal Records have been checked by the caregiver(s), all adults and other persons living in the home as required. This may also include background checks for other individuals (Visitors, other individuals who may have supervised contact with the child(ren)):

Name	Action

Additional background checks not listed above (include name of check, (e.g. driving record, civil court) name of individual's screened and date of results):

Clearance Issues (Analysis of Background Check Results and All)
 Local Backgrounds: No records found for Amanda Rivera
 Clerk of Court: No records found for Amanda Rivera, except traffic offenses.
 FL Department of Corrections: No records found for Amanda Rivera.
 Sexual Offenders: No records found for Amanda Rivera.

Buttons: Save Close

Updating criminal history dates:

Florida Safe Families Network Financial

Create Maintain Utilities Help

LISA I. YILLPH's Desktop - 20FSIQ FAMILY SAFETY QA & CUST RELATIONS

Date Restricted Participant View

- My Tasks Calendar
- Cases
- Providers
 - Abruzzese, Michael (100159127) Actions
 - Musorove, STEPHANIE (100038042) Actions
 - Rivera, Amanda (900000202) Actions**
- Assignments
 - Basic
 - Licenses
 - Members
 - Narrative
 - Parent Agency
 - Provider File Cabinet
 - Unified Home Study
 - Non-Relative Placement 03/22/2018 Approved - Meets Requirements
 - Non-Relative Placement 04/25/2018
- Approvals
- Intakes

Florida Safe Families Network

Hand Book | Print | Audit | Spell Check | Help ?

Basic
 Number: 90000202 Name: Rivera, Amanda Type: Relative/Non-Relative Status: Active

Home Members Characteristics Services Training Merge/Name History

Home Information
 Caregiver 1: Rivera, Amanda Primary Language: English
 Caregiver 2: Marital Status: Single Female **Background Screening**
 License/Re-License Checklist
 Unfiled Home Study
 Upload Image
 View Attached Images
 Checklist
 Text

Provider Address: 516 Academy Ave, Tallahassee, FL 32399
 Mailing Address:
 Home: Work: Ext: Cell: (850)370-4516 Fax: Contact Phone: Ext:

Alternate Contact Information
 Name: Phone: Description:

Tax ID Number
 FEIN
 SSN
 N/A

Schools/Child Care Facilities
 School Vendor ID

Vendor ID
 Fiscal Agency Vendor ID

Operational Ho

Parent Agency: Rivera, Amanda

Save Close

Where to insert clearance from different sources:

Provider Background Screening -- Webpage Dialog

Florida Safe Families Network Print | Audit | Spell Check | Help ?

Person Provider Information
 Provider Name: Kimi Qlsmhlm Provider Type: Relative/Non-Relative Worker:
 Provider ID: 100192984 Provider Status: Active Last Updated: 01/23/2018

Screened Records

Name	Cleared? Yes No	Source	LOCAL	FDLE	FBI	FL Abuse Registry	OS Abuse Registry
Qlsmhlm, Kimi	<input type="radio"/> Yes <input checked="" type="radio"/> No	Effective Date: 01/23/2018	00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000
		Expiration Date: 00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000
Qlsmhlm, Montrey	<input type="radio"/> Yes <input checked="" type="radio"/> No	Effective Date: 01/23/2018	00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000
		Expiration Date: 00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000	00/00/0000

Insert

Background Screening Summary
 NA

Save Close

Slide: 5.29



PG: 17

Legal Staffing

If the child is already placed in the home or the home study is being completed through a court order, a legal staffing must be requested when it is learned that a household member, another visitor, or a paramour of a household member has had verified findings of sexual abuse or has been found guilty of any of the serious crimes listed in this section.

Slide: 5.30



PG: 17

Caregiver Supports

Supporting adoptive parents helps children achieve stability, well-being, and permanency. Adoption Specialists responsible for completing the Adoption UHS must discuss with the prospective adoptive parent the following supports that are available.

The supports include:

- **Adoption Subsidy:** For all adoptions, an adoption subsidy may be paid. When the child has specific physical, mental, emotional, or behavioral needs which require care, supervision, and structure beyond that ordinarily provided in a family setting, a maintenance subsidy may be negotiated up to 100% of the statewide foster care board rate.
- **Post Adoption Services and Supports:** Adoptive families are eligible to receive temporary case management, adoptive parent support groups, newsletters, information and referral requests
- **Medical Assistance:** Assistance to cover the cost of medical, surgical, hospital and related services needed as a result of a physical or mental health condition of the child which existed prior to the adoption.
- **Reimbursement for Non-Recurring Adoption Expenses:** Nonrecurring adoption expenses are those necessary adoption fees, court costs, attorney's fees, and other expenses that are directly related to the legal adoption of a special needs child.

- **Federal Adoption Tax Credit:** Families that adopt children with special needs are eligible for a tax credit based on expenses related to the adoption or a reimbursable amount based on the year of the adoption finalization.
- **DCF Tuition and Fee Exemption:** Children adopted from the Department are eligible for a tuition and fee exemption at any public Florida University or Florida College System.

State Employee Benefits Program: Full-time or part-time State employees and other eligible applicants who adopt a child from Florida's child welfare system are eligible to receive a one-time monetary benefit.

- **State Parks Program:** Families who adopt a special needs child from Florida's child welfare system are eligible to receive a one-time Family Annual Entrance pass at no charge. The pass allows the family to gain entrance to any Florida state park.

Financial Security Resources and Child Care Arrangement



Slide: 5.32

FSFN Tutorial: *To show the material discussed below, use the FSFN Tutorial to conduct a demonstration showing how the information is viewed in the Financial Security Resources and Child Care Arrangements page of the UHS, including the following information:*

When entering the information in the FSFN UHS, the Financial Security Resources and Child Care Arrangements face sheet will only display the member name (potential caregiver), Employer Name, and Net Monthly Salary from this group box. CPis need to click on the edit action link in this group box in order to view the other areas named above.

There may be questions that are greyed out. This is based on the specific type of UHS selected. When a question is grayed out, this means that it is not required to be completed. It is best practice to gather as much information as possible, and as such, FSFN has

Slide: 5.33



PG: 18-19

been designed to allow the user to enter information in the greyed out sections as well.

As mentioned in the General Information unit, Adoption Specialists explore the prospective adoptive parents' financial situation in order to determine if they are financially able to care for the child and what resources, if any are needed by the prospective adoptive parent.

- In the UHS, there are four areas of information used to assess the prospective adoptive parent's financial situation:
 1. Finance Breakdown
 2. Additional Monthly Support
 3. Household Information
 4. Family Situation
- It is important to gather sufficient information in all of these areas in order to provide a clear picture of the family's financial status and their ability to financially care for the child.
- Information that needs to be gathered and verified for each area is included below:
 1. **Financial Breakdown:** Information about the prospective adoptive parent's current employment and the income they earn from each place of employment. It includes:
 - Name of Prospective Adoptive Parent: In the FSFN UHS this will pre-fill from the person Inquiry or Person provider page.
 - Employer Name: Includes all current employers for each prospective adoptive parent. If a prospective adoptive parent has multiple employers then each one must be documented. Current employment should not include retirement benefits. If the participant is retired, their retirement benefit is included under the Additional Monthly Support or Income section.
 - Employer's Address
 - Length of Current Employment: The length is measured in years and months. For example, if the person has worked at their employer for 18 months

this would be documented as one year, six months.

- Hours and Shift Worked
- Net Monthly Salary: Total amount of money brought home after taxes and other expenses, such as insurance are taken out.

2. Additional Monthly Support or Income: In order to fully assess the financial situation of the prospective adoptive parent(s), information about other sources of income for the household also needs to be gathered. This includes income, outside of employment, that a prospective adoptive parent, household member, or non-household member is contributing to the household. For example, if a child is residing in the home who is receiving Social Security benefits, this information is included as part of the additional monthly support. The following information needs to be gathered when assessing additional monthly support or income:

- Who Is Receiving the Additional Income (Member Name): In FSFN this is a drop-down menu that includes all of the household and non-household members' names.
- Income Type: Type of income that is being received. This is another dropdown menu in FSFN and options include:
 - Adoption Subsidy
 - Disability Benefits
 - Retirement Benefits
 - Social Security Benefits
 - Temporary Cash Assistance
 - Other
- Income Amount: Amount of money from each specified type of income.

3. Household Information: It is equally important to gather information on all of the expenses the household has on a monthly basis. This needs to be fully explored by asking follow-up questions to ensure all expenses are included. When assessing monthly expenses, the assessment should include:

- Expense Type: Type of expense that has been

identified. There is a dropdown menu that includes typical expenses, such as car insurance, car payment, child care, food/supplies, housing, medical, transportation, utilities. There may be other expenses that are identified outside of the typical list and for these FSFN includes an “other expense” category to document the type of expense.

- Expense Amount: Monthly expense amount for each selected expense type.
- Combined Monthly Income, Total Monthly Expenses, and Net Monthly Income: This information is totaled by FSFN which allows for easy viewing.

4. Family Situation: Financial strengths/needs of the family. It includes the identification of any financial barriers and possible assistance that can be provided to the prospective adoptive parents. The information about the prospective adoptive parent’s expenses and income are used to answer some of these questions, but additional information and discussion needs to take place to fully explore the financial impact and needs that an additional child or children will bring. The specific questions that need to be assessed include:

- Does the family have sufficient funds to support their current expenses?
- Will child care or after-school care be needed?
- What new expenses are anticipated for the child (ren) to be placed in the home?
- Will the family be able to provide sufficient care for children to be placed in the home without causing financial hardship for the family?
- Does the family want to be referred for determining eligibility for assistance programs?
- What services will the family need in order to help ensure placement stability?
- Is the family willing to adopt this child without subsidy?

This question will be greyed out all of the home studies types EXCEPT Adoption and Adoption Addendum home studies.

Slides: 5.34-5.38
 PG: 19-21

FSFN Screens: Show participants how the information is viewed in the Financial Security Resources and Child Care Arrangements page of the UHS. Refer participants to screenshots in the Participant Guide.

Employment Information:

Florida Safe Families Network

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics | Prior Intakes and Investigations/Referrals | Background Check Information | **Financial Security Resources and Child Care Arrangement** | Narrative Family Assessment | Outcome/ Attachments to the Unified Home Study

Finance Breakdown

Employment Information

Member Name	Employer Name	Net Monthly Salary	Action
Rivera, Amanda (900000240)	Walmart	\$2,000.00	Edit Delete

Additional Monthly Support or Income

Member Name	Income Type	If Other, Specify	Income Amount	Action
Rivera, Amanda (900000240)	Other	Food Stamps	\$200.00	Delete

Household Information

Combined Monthly Income: \$2,200.00
 Total Monthly Expenses: \$1,789.00

Monthly Expenses

Expense Type	If Other, Specify	Expense Amount	Action

Actions:
[Approval](#)
[Upload Image](#)

Text:
[Unified Home Study](#)
[Prior Maltreatments at Findings/Referre](#)

Adding Employment Details:

Florida Safe Families Network

Print | Audit | Spell Check | Help

Employment Details

Member Name:

Employer Name:

Employer's Address:

Length of Current Employment: Years: Months:

Hours and Shifts Worked:

Net Monthly Salary (after taxes):
(if paid weekly or bi-weekly, calculate into monthly amount)

[Save](#) [Close](#)

Adding Additional Monthly Support or Income:

Additional Monthly Support or Income				
Member Name	Income Type	If Other, Specify	Income Amount	Action
Rivera, Amanda (900000240)	Other	Food Stamps	\$200.00	Delete
	Adoption Subsidy		\$0.00	Delete
	Disability Benefits			
	Other			
	Retirement Benefits			
	Social Security Benefits			
	Temporary Cash Assistance			

Insert

Adding Monthly Expenses:

Household Information				
Combined Monthly Income:	\$2,200.00			
Total Monthly Expenses:	\$1,789.00			
Net Monthly Income:	\$411.00			

Monthly Expenses				
Car Payment		\$269.00	Delete	
Car Insurance		\$200.00	Delete	
Car Payment		\$200.00	Delete	
Child Care		\$200.00	Delete	
Food/Supplies				
Housing		\$125.00	Delete	
Medical				
Other Expense	Cable/Internet	\$75.00	Delete	
Transportation				
Utilities				

Insert

Family Situation:

Florida Safe Families Network

Hand Book | Print | Audit | Spell Check | Help

General Information
 Provider ID: 900000202 | Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) | Purpose of Home Study: Non-Relative Placement | Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>Family Situation</p> <p>1. Does the family have sufficient funds to support their current expenses? <input checked="" type="radio"/> Yes <input type="radio"/> No Amanda has sufficient funds to manger her current expenses.</p> <p>2. Will child care or after-school care be needed? <input checked="" type="radio"/> Yes <input type="radio"/> No Amanda will need child care for Jacob and before/after school care for Jenna.</p> <p>3. What new expenses are anticipated for the child(ren) to be placed in the home? Amanda will need beds, clothing and toys for the children. There will also be a need for additional food. Child care and before/after school care will be an additional expense.</p> <p>4. Will the family be able to provide sufficient care for children to be placed in the home without causing financial hardship for the family? <input checked="" type="radio"/> Yes <input type="radio"/> No There appears to be no concerns for financial hardship if Jenna and Jacob are placed in the home.</p> <p>5. Were all available assistance programs discussed with the family? if yes, explain. If no, why not. <input checked="" type="radio"/> Yes <input type="radio"/> No Amanda is currently receiving food stamps and will be adding the children to her account. She is aware of either applying for Medicaid or adding the children to her health insurance. Relative/Non-Relative Caregiver funds was explained to Amanda.</p> <p>6. What assistance programs will the family need in order to help ensure placement stability? (List all) Besides additional food stamps, health insurance and child care, no other assistance is needed</p> <p>7. Is the family willing to adopt this child without subsidy? <input type="radio"/> Yes <input type="radio"/> No</p>						<p>Approval</p> <p>Upload Image</p> <hr/> <p>Text:</p> <p>Unified Home Study</p> <p>Prior Malplacements or Findings/Referrals</p>

Slide: 5.39

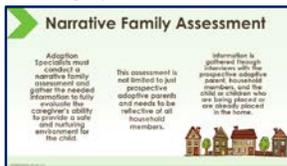


PG: 22



Slide: 5.40

Slide: 5.41



PG: 22

Slide: 5.42



Adoption Subsidy

Adoption Specialists are required to ask prospective adoptive parent(s) if they are willing to adopt with or without subsidy and document their response in the narrative field provided. While Adoption Specialists are documenting the prospective adoptive parent's response, this does not eliminate the need for them to negotiate adoption subsidy later in the case.

The narrative field needs to be updated every time a home study is updated.

Narrative Family Assessment

FSFN Tutorial: To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing how the information is viewed in the Narrative Family Assessment page of the UHS.

Adoption Specialists must conduct a narrative family assessment to gather the needed information to fully evaluate the prospective adoptive parent's ability to provide a safe and nurturing environment for the child.

- This assessment is not limited to just prospective adoptive parents and needs to be reflective of all household members. Information is gathered through interviews with the foster parents, household members, and the child or children who are being placed or are already placed in the home.
- Not all questions listed as part of the Narrative Family Assessment are required for the Adoption UHS. It is best practice to answer all enabled questions, but only the blue boxes are required to be completed.
- The UHS Narrative Family Assessment is split into nine areas:
 1. Assess Caregiver
 2. Motivation
 3. Education and Employment
 4. Family History

PG: 22-30

5. Children to Be Placed Interviews:
6. Reference and Reviews
7. Child History
8. Physical Environment
9. Family Support and Resources

Trainer Note: *The below material provides additional information about each area in the Narrative Family Assessment and goes through the questions that are included in each area. This material can be trained in a couple different ways based on the participant and trainer preference. Suggestions include:*

- *Trainer provides information about each area then reads each question, or has a participant read each question. After questions in an area are read a discussion is conducted on the information that needs to be addressed to answer this question.*
- *The trainer can instruct participants to read through the questions and then discuss them in more detail, including what information needs to be addressed to answer each question.*

Below is detailed information about the nine areas of the Narrative Family Assessment, including the questions included in each area:

1. **Assess Caregiver:** This is where Adoptive Specialists assesses the prospective adoptive parent(s) and the family environment. There are 15 assessment questions. The questions are:
 - Question 1: Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).
 - *This question is required for ALL home study types.*
 - Question 2: Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how

the caregiver will address any challenges.

For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs that might affect the safety of the child such as severe depression, lack of impulse control, medical needs, other current caregiving demands, etc.

- a. The prospective adoptive parent will need to disclose health history for themselves and each member of the household, to include current physical, mental or emotional health status, any condition that is progressive and debilitating in its course, and any past and current treatment and services received for such condition.
 - *This question is required for ALL home study types.*
- Question 3: Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency and well-being by sharing necessary information with others on the team, maintaining the confidentiality of the child and caregiver as required and participating in planning activities, court hearings, staffings, and other key meetings.
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
- Question 4: Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well-being. This may include but is not limited to the following:
 - a. Providing appropriate supervision and positive methods of discipline.
 - b. Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.
 - c. Providing opportunities to develop the child's interests and skills.
 - d. Maintaining awareness of the impact of trauma on behavior.
 - e. Involving the child in family and community activities.

- f. Providing transportation to school, child care, extracurricular activities, etc.
 - g. Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.
 - *This question is required for ALL home study types.*
- Question 5: Explain how the caregiver(s) are willing and able to:
 - a. Respect and honor any child's culture, religion and ethnicity. It is important for the caregiver to have the commitment of the caregiver to value, respect, appreciate, and educate the child regarding his or her racial and ethnic heritage and to permit the child the opportunity to know and appreciate that ethnic and racial heritage.
 - b. Adapt to and support any child's individual situation, including sexual orientation and family relationships.
 - c. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.
 - *This question is required for ALL home study types.*
- Question 6: Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.
 - *This question is required for ALL home study types.*
- Question 7: Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.
 - a. These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.
 - b. The caregiver is caring for the other children or adults which results in significant demands on their time.

- c. The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.
 - *This question is required for ALL home study types.*
- Question 8: Explain how the caregiver(s) are willing and able to participate in transition planning for the child (ren).
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
- Question 9: Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.
 - *This question is required for ALL home study types EXCEPT Adoption and Adoption Addendum.*
- Question 10: Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate.
 - *This question is required for ALL home study types.*
- Question 11: Explain how the caregiver(s) will: Maintain records and ensure that these records are made available to other partners that are important to the child welfare system and to the child and family, that are important to any child's well-being including child resource records, medical records, school records and all psychotropic medication records.
 - *This question is required for ALL home study types EXCEPT Emergency home studies.*
- Question 12: Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers.

- *This question is required for ALL home study types.*
- Question 13: Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals.
 - *This question is required for ALL home study types.*
- Question 14: Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:
 - a. Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings.
 - b. Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities.
 - c. For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system.
 - d. Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.
 - e. Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year.
 - *This question is required for ALL home study types.*
- Question 15: Is the family willing and able to provide placement for any siblings?
 - a. The needs of each individual child must be considered, as well as the family's demonstrated efforts to maintain the sibling connection.
 - *This question is required for ALL home study types.*

2. **Motivation:** This area of assessment is where Adoption Specialists describe the motivation the caregivers have to adopt. If it is a two-parent household, Adoption Specialists will need to address both caregivers' mutual desire to adopt the child. This includes but is not limited to gaining an understanding of the following:
 - What is the alignment of the caregiver(s) with the child?
 - What is the understanding of the caregiver(s) of the danger threats that make the child unsafe?
 - What is the commitment of the caregiver(s) to implement and adhere to the safety plan?
 - What is the willingness of the caregiver(s) to help the child achieve permanency?
 - *This question is required for ALL home study types.*

3. **Education and Employment:** This area of assessment differs from the financial employment questions previously discussed. Here Adoption Specialists are not detailing where they work or how much money they make, but instead how their education and /or employment history has helped prepare them to care for a child. In this area of assessment Adoption Specialists will:
 - Describe how the caregiver(s)' education, special training or employment history helps prepare them to care for a child.
 - Discuss whether the person may have any challenges, including but not limited to the caregiver(s)' past difficulties in school, a specific learning disability or his/her current work schedule.
 - *This question is required for ALL home study types.*

4. **Family History:** This area used to be called Family Life in previous home studies. Here, Adoption Specialists describe the relationships between household members, extended family and friends. This means gaining a clear understanding of the elements below:
 - Describe/discuss relationships between household members and extended family and friends. Consideration should be given as to stability of the marriage and/or any significant relationships. In determining stability, the Adoption Specialist will

need to consider the length of the marriage or relationship and any history of repeated separations and reconciliations.

- Identify the family's formal and informal support systems, including current and anticipated child care arrangements.
- Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.
- Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children.
- Describe attitudes towards children and parents involved in the child welfare system.
- Describe how family members have demonstrated capacity to parent children with special needs.
- Discuss any significant losses by the family members and any coping mechanisms used to manage such loss.
- Describe the type of discipline used in the family prior to fostering and how they were disciplined as children.
 - *This question is required for ALL home study types.*

5. **Child(ren) To Be Placed Interview(s):** This is a new area of assessment included in the UHS. This area allows Adoption Specialists to interview the child and gain their understanding and/or feelings about being placed in the home.

- Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the prospective adoptive parent(s) to know about them.
 - *This question is required for ALL home study types.*

6. **References and Reviews:** This is also a new area of assessment where Adoption Specialists will be able to describe references regarding the family's ability to meet the needs of the child.

- A minimum of five written references are required. Only one reference may be obtained from an employer and only one of the references may be obtained from a relative. All other references must be

obtained from persons who either:

- 1) have observed the applicants in situations that give some indication for their capacity for parenthood, or
 - 2) who as the result of their relationship to the applicant, possess documentation or knowledge of the applicant's capacity for parenthood.
- Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.
 - *This question is required for ALL home study types.*
 -
7. **Child History:** This area of assessment is also a new to the UHS. Here Adoption Specialists will describe each child that is currently living in the home. When families have children by birth or adoption, the anticipated impact of a new child on the family must be considered. Contact must be made with all children of the prospective adoptive parents in order to determine the anticipated impact on the family.
- Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges.
 - In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family.
 - Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned. A prospective adoptive parent who have experienced an adoption disruption or dissolution in the past must be assessed regarding the reasons for the disruption or dissolution, the family's openness in dealing with the problems that led to the disruption or dissolution, their willingness to accept help with the problems, and their continued support of the child through his or her change of placement.
8. **Physical Environment:** Adoption Specialists need to ensure that they capture a detailed assessment of the

entire home. It is important to ensure that the living environment is free of any potential hazards and the sleeping arrangements are appropriate for the age of the child.

- Florida families must be prepared to remain in Florida long enough to have the Adoption Unified Home Study completed, the child placed, and the adoption finalized.
- Discuss the physical environment, including a description of the home, address the interior, exterior, number of rooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Housing must provide space and the living conditions necessary to promote the health and safety of the family.
- Are there any changes needed in order to accommodate child(ren)?
 - *This question is required for ALL home study types.*

9. **Family Supports and Resources:** This new addition to the UHS allows Adoption Specialists to fully describe what support system currently exist in the family's life.

- Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home.
- If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning?
- What is their willingness to engage in recommended services such as therapy and support group, etc.
 - *This question is required for ALL home study types.*

Slides: 5.43-5.51
 PG: 31-35

FSFN Screens: Show participants how the information is viewed in the Narrative Family Assessment page of the UHS. Refer participants to screenshots in the Participant Guide.

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network

Hand Book | Print | Audit | Spell Check | Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>The purpose of this section is to assess the caregiver(s) ability to provide a safe and nurturing environment in accordance with Florida Statute and Administrative Code, and Department of Children and Families Operating Procedures.</p> <p>Assess Caregiver(s)</p> <p>1. Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren). *Reference any other household members (if applicable)*</p> <p>Amanda stated she does not drink socially and deny a history of substance abuse and domestic violence. She denied a history of childhood abuse or neglect. Amanda feels she had a great childhood</p>						<p>Approval</p> <p>Upload Image</p>
<p>2. Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges. (For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs that might affect the safety of the child such as severe depression, lack of impulse control, medical needs, other current caregiving demands, etc.) *Reference any other household members (if applicable)*</p> <p>Amanda denied having any medical or mental health conditions that would interfere with her ability to be a caregiver. Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout. She does not take any medications that would contribute to her sleeping when she is in care of the children.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p>3. Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency and well-being by: a) Sharing necessary information with others on the team maintaining the confidentiality of the child and caregiver as required by law, regulation and professional ethics. b) Participating in planning activities, court hearings, staffings and other key meetings. *Reference any other household members (if applicable)*</p> <p>Amanda stated she is willing to participate in any meetings, court hearings or staffings that are necessary to advocate for the children. She will take the children to any recommended appointments for the children and will ensure the children are at every appointment. She wants to be informed of the case and understand what is occurring in the dependency process. She hopes the parents will participate in the process to be able to care for the children again. She understands the importance of ensuring the children's involvement with services identified.</p>						

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network

Hand Book | Print | Audit | Spell Check | Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>4. Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well being. This may include but is not limited to the following: a) Providing appropriate supervision and positive methods of discipline. b) Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes. c) Providing opportunities to develop the child's interests and skills. d) Maintaining awareness of the impact of trauma on behavior. e) Involving the child in family and community activities. f) Providing transportation to school, child care, extracurricular activities, etc. g) Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets. *Reference any other household members (if applicable)*</p> <p>Amanda states that she is attached to the children. She wants the Jenna and Jacob to be safe and healthy. She is willing to provide transportation to any doctor appointments or any other necessary appointments. She is willing to provide and maintain the safety measures in his home to ensure the safety of the children. She is aware that as the children grow, if still in her care, there may be behavioral changes and/or difficulties. She would be supportive to engage the children in any needed services that are recommended or identified that the children would benefit from. She will remain with the children at all times when in the home and provide</p>						<p>Approval</p> <p>Upload Image</p>
<p>5. Explain how the caregiver(s) are willing and able to: a) Respect and honor any child's culture, religion and ethnicity. b) Adapt to and support any child's individual situation, including sexual orientation and family relationships. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to continue their family traditions with the children. She is willing to provide any type of special support that the children will need while living in her home. She would like the children to learn about other cultures and religions. She wants the children to learn about many cultures and religions and identify with whichever one they desire. She does not want to sway the children's beliefs in any way and support them with whichever religion they choose. She will support the children regardless of what sexual orientation they will identify with if they are still in her home at an older age.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p>6. Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home. *Reference any other household members (if applicable)*</p> <p>Amanda is willing and able to keep the children as long as needed in her home. She has hope that the parents will recover and will be able to reunify with the children. If the children reunifies with their parents she is willing to continue her relationship with the children. She is willing to have the children in her home for as long as needed. There is nothing that would change her mind in caring for the children at this time. Financially she is able to support the children without any added financial burden.</p>						

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>7. Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources. a) These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc. b) The caregiver is caring for the other children or adults which results in significant demands on their time. c) The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child. *Reference any other household members (if applicable)*</p> <p>Amanda stated that she has no challenges to provide care for the children. She is aware that the children will need special care and they have her best interest. If any issues arise for the children, she is willing to have the children enter services and receive the assistance from professionals that is needed at that point in time.</p>						<p>Approval</p> <p>Upload Image</p>
<p>8. Explain how the caregiver(s) are willing and able to participate in transition planning for the child(ren). *Reference any other household members (if applicable)*</p> <p>Amanda stated she is willing to participate in transition planning for the children and will help maintain a relationship with them after they leave the home. She is open to any suggestions that are presented on how to make this transition easy for the children. She will maintain a strong relationship with them.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p>9. Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification. *Reference any other household members (if applicable)*</p> <p>Amanda stated she is willing to assist the parents with improving their life to be able to care and protect the children. She is willing to help with reunification as long as the parents are providing a caring, loving and safe environment for the children. She wants the parents to become stable and drug free to be able to fully care for their children. She is willing to participate in identified services with the parents to help better themselves. She desires for the parents to become stable and able to care for their children. She has attempted to help the parents in the past.</p>						
<p>10. Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to assist with visitation for the parents in her home and able to communicate with both parents appropriately. She is willing to supervise contact between the parents and the children should it be approved by the courts.</p>						

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>11. Explain how the caregiver(s) are willing and able to maintain records and ensure that these records are made available to other partners that are important to the child welfare system and to the child and family, that are important to any child's well being including child resource records, medical records, school records and all psychotropic medication records. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to maintain all records pertaining to the children. She is also willing to provide their records to other partners in the child welfare system. She will obtain and organizer to maintain the children's records.</p>						<p>Approval</p> <p>Upload Image</p>
<p>12. Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to advocate for whatever is the best interest of the children. Should she be required to testify or speak to the courts she is willing to do so. There are no limits that he has identified that would place her in a situation to not do something for the children.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p>13. Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals. *Reference any other household members (if applicable)*</p> <p>Amanda is willing to participate fully in any type medical or any other needs which will benefit the children. This will include providing transportation, attending appointments and communicating with professionals.</p>						
<p>14. Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by: a) Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings. b) Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities. c) For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system. d) Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.</p>						

Narrative Family Assessment – Assess Caregiver(s) Questions:

Florida Safe Families Network Hand Book Print Audit Spell Check Help ?

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>14. Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:</p> <ul style="list-style-type: none"> a) Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings. b) Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities. c) For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system. d) Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so. e) Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year. <p>*Reference any other household members (if applicable)*</p> <p>Amanda is willing to participate in any school services that are needed for the children. She will assist with assignments, support any school programs and meet with educators.</p>						<p>Approval</p> <p>Upload Image</p>
<p>15. Is the family willing and able to provide placement for any siblings? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Undecided</p> <p>Amanda is willing to care for both children.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p><i>This section is intended to be a descriptive narrative assessment to further describe the overall functioning of the family and their capacity to provide (or to continue to provide) a safe and appropriate placement for children.</i></p> <p>MOTIVATION</p> <p>Describe the motivation to foster, adopt or be approved as a relative/non-relative caregiver. If a two-parent household, address both caregivers' mutual desire to care for the child. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> a) What is the alignment of the caregiver(s) with the child? b) What is the understanding of the caregiver(s) of the danger threats that make the child unsafe? c) What is the commitment of the caregiver(s) to implement and adhere to the safety plan? d) What is the willingness of the caregiver(s) to help the child achieve permanency? 						

Narrative Family Assessment – Motivation and Education and Employment:

Florida Safe Families Network Hand Book Print Audit Spell Check Help ?

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p><i>This section is intended to be a descriptive narrative assessment to further describe the overall functioning of the family and their capacity to provide (or to continue to provide) a safe and appropriate placement for children.</i></p> <p>MOTIVATION</p> <p>Describe the motivation to foster, adopt or be approved as a relative/non-relative caregiver. If a two-parent household, address both caregivers' mutual desire to care for the child. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> a) What is the alignment of the caregiver(s) with the child? b) What is the understanding of the caregiver(s) of the danger threats that make the child unsafe? c) What is the commitment of the caregiver(s) to implement and adhere to the safety plan? d) What is the willingness of the caregiver(s) to help the child achieve permanency? <p>Amanda wishes to care for the children as she has been close to the family since Jenna was an infant. She loves both of them and wants to be in their lives. She works full time, 10 hours a day. So she will be able to spend time with the children and ensure their needs are met. She is willing to have the children in her home as long as needed. There is nothing that would change her mind in caring for the children at this time. Financially she is able to support the children without any added financial burden..</p>						<p>Approval</p> <p>Upload Image</p>
<p>EDUCATION AND EMPLOYMENT</p> <p>Describe how the caregiver(s) education, special training or employment history helps prepare them to care for a child. Discuss whether the person may have any challenges, including but not limited to the caregiver(s)' past difficulties in school, a specific learning disability or his/her current work schedule.</p> <p>Amanda has some college education. She has worked for Walmart for 5 years and she is a manager.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p>FAMILY HISTORY</p> <p>Describe/discuss relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements. Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.</p> <p>Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children. Describe attitudes towards children and parents involved in the child welfare system. Describe how family members have demonstrated capacity to parent children with special needs. Discuss any significant losses by the family members and any coping mechanisms used to manage such loss. Describe the type of discipline used in the family prior to fostering and how they were disciplined</p>						

Narrative Family Assessment – Family History, Child(ren) To Be Placed Interview(s), and References and Reviews:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions: Approval Upload Image
--------------	--	------------------------------	---	------------------------------------	--	--------------------------------------

FAMILY HISTORY
 Describe relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements. Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.
 Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children. Describe attitudes towards children and parents involved in the child welfare system. Describe how family members have demonstrated capacity to parent children with special needs. Discuss any significant losses by the family members and any coping mechanisms used to manage such loss. Describe the type of discipline used in the family prior to fostering and how they were disciplined as children.
 Amanda grow up in a single family home with her mother and sister, who both live close by. She has a good relationship with them and has Sunday brunch with them, every other Sunday. Amanda reports no history with DCF involvement as an adult or child. Her relationship with her mother has always been a good one. Her mother did spank her as a child, but it was never excessive. She does not believe she will use physical discipline on the children, simply because she doesn't think they need corporal punishment at the moment, but more positive reinforcement. Amanda is worried about Bill and Elizabeth and their ability to get their life together and get

CHILD(REN) TO BE PLACED INTERVIEW(S)
 Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the potential caregiver(s) to know about them.
 Both Jessa and Jacob were advised of the placement. They both have known Amanda most of their life and report no concerns for being with her. Jessa was upset with the thought of having to move schools and missing her friends. Jacob was upset at first however when he learned he was able to bring all of his transformers with him, he calmed down and was willing to go with Amanda.

REFERENCES AND REVIEWS
 Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.
 Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has know Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.

Narrative Family Assessment – Child History and Physical Environment:

Florida Safe Families Network Hand Book Print Audit Spell Check Help

General Information
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions: Approval Upload Image
--------------	--	------------------------------	---	------------------------------------	--	--------------------------------------

REFERENCES AND REVIEWS
 Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.
 Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has know Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.

CHILD HISTORY
 Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.
 Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.
 Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He

PHYSICAL ENVIRONMENT
 Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?
 Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.

FAMILY SUPPORTS AND RESOURCES
 Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to

Narrative Family Assessment – Family Supports and Resources:

Florida Safe Families Network Hand Book | Print | Audit | Spell Check | Help

General Information
Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY QA) Purpose of Home Study: Non-Relative Placement Pending

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions: Approval Upload Image
--------------	--	------------------------------	---	------------------------------------	--	--

CHILD HISTORY
Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.

Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.

Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He

PHYSICAL ENVIRONMENT
Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?

Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.

FAMILY SUPPORTS AND RESOURCES
Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home. If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning? What is their willingness to engage in recommended services such as therapy and support group, etc.

Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.

Text:
[Unified Home Study](#)
[Prior Maltreatments at Findings/Referrals](#)

Activity A: Part 1 – Jacob and Jenna Are Getting Adopted!

Time:	20 minutes
Purpose:	To practice conducting an interview by utilizing the interview phases.
Materials: <i>Slide: 5.52</i>	<ul style="list-style-type: none"> • PG: 36-38, <i>Jacob and Jenna Are Getting Adopted worksheet</i>
Trainer Instructions:	<ul style="list-style-type: none"> • <i>In the TTT session, the activity was demonstrated in tutorial format, but please ensure that participants are able to complete the activity in small groups to ensure they practice the interview phases.</i> • <i>Break participants into groups of three: one Prospective Adoptive Caregiver/Interviewee, one Adoption Specialist/Interviewer, and one observer.</i> • <i>Ask participants to read the scenario. The scenario is split into two parts, Part A and Part B. Part A everyone reads and Part B only the Interviewee reads.</i> • <i>The interviewer is to select one of the following questions from the Family Narrative Assessment.</i> <ul style="list-style-type: none"> • Question 1: <i>Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).</i> • Question 2: <i>Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges. For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs</i>

that might affect the safety of the child such as severe depression, lack of impulse control, medical needs, other current caregiving demands, etc.

- **Question 3:** Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well-being. This may include but is not limited to the following:
 - Providing appropriate supervision and positive methods of discipline.
 - Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.
 - Providing opportunities to develop the child's interests and skills.
 - Maintaining awareness of the impact of trauma on behavior.
 - Involving the child in family and community activities.
 - Providing transportation to school, child care, extracurricular activities, etc.
 - Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.

- **Question 4:** Explain how the caregiver(s) are willing and able to:
 - Respect and honor any child's culture, religion and ethnicity.
 - Adapt to and support any child's individual situation, including sexual orientation and family relationships. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.

- **Question 5:** Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.

- **Question 6:** Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.
 - These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.
 - The caregiver is caring for the other children or adults which results in significant demands on their time.
 - The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.

- **Question 7:** Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.

- **Question 8:** Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate.

- **Question 9:** Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals.

- The interviewer is to conduct the 4 interview phases with their neighboring participant (Opening, gathering, planning, closing). Give the caregiver a card that states “Be vague at first” or “give too much information– some not relevant at first”, regarding the question they are asked so interviewer can really practice gathering the relevant information.

- After five minutes, have them switch roles and cards and the new interviewer can select a new question. Ensure all three participants get a five-minute turn at being the interviewee.

- After all three participants in each group have taken a turn, use the next five minutes to ask the group to share what they

<p>Participant Instructions:</p>	<p><i>observed was easy and/or difficult about completing the interview phases to gather the needed information and what interview behaviors/skills they needed to employ when conducting the assessment. Address questions and areas of difficulty.</i></p> <ol style="list-style-type: none"> 1. Read the scenario. Please note, that the scenario is split into a Part A and Part B. The first part is for everyone, the second part should only be read by the Prospective Adoptive Caregiver/Interviewee. 2. Select who will be the interviewer, observer, and caregiver in each group. 3. The interviewer must select one of the narrative assessment questions and using the four interview phases gather the needed information from the caregiver. 4. After five minutes, switch roles and the new interviewer must select a different question. 5. Discuss what your group observed was easy and/or difficult about completing the UHS and the interview behaviors/skills they employed when conducting the assessment. Address questions and areas of difficulty.
<p style="text-align: center;">Scenario</p> <p style="text-align: center;">Part A:</p> <p>Bill and Elizabeth have been married for five years. They have two children, four-year-old Jacob and seven-year-old Jenna. A child abuse investigation determined that Jacob and Jenna were unsafe in their home and an In-Home Safety Plan could not be completed at this time. The children were removed and placed a family friend, Amanda Rivera, age 32.</p> <p>Update: Jacob and Jenna have been in out of home care for the last eight months and they have continued to be placed with Amanda Rivera. Amanda has expressed that she is willing to care for the children long term, to include adoption. Bill and Elizabeth, parents of Jacob and Jenna, have not enhanced their caregiver protective capacities to have the children returned to their care and their rights have been terminated.</p> <p style="text-align: center;">Part B:</p>	

Additional Information for the Prospective Adoptive Caregiver/Interviewee: Only read if you are role-playing as the Prospective Adoptive Caregiver/Interviewee. This only provides a basic level of information; additional information should be added as needed to answer the questions asked by the Interviewer.

- Amanda has known the family for six and a half years. She met Elizabeth through work and they became friends.
- Amanda resides in a two bedroom, one bathroom home with a fenced in backyard. When entering the home through the front door, there is an open-concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which is for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings. The home was observed to be very clean and no environmental hazards were noted.
- Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.
- Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has known Jenna and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.
- Sonja Rivera (sister of Amanda Rivera) advised that she is willing to care for the children as needed to assist her sister. Sonja stated that Amanda was always the nurturing one and believes she will have no issues taking on a caregiver role.
- Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout.
- Amanda has worked full time at Wal-Mart for two years and five months. She works four ten-hour days, Monday, Tuesday, Thursday, and Friday from 7am to 5pm.
- There is no criminal or child abuse information found that automatically prohibits Amanda Rivera from being considered as a placement option.
- Jenna is seven years old in the second grade at Ivey Hawn Elementary. She is working at grade level in math, reading, and English. Her teacher reports she is a bright child but there has been problems with behavior. However, she is easily redirected. Jenna enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.

- Jacob is four years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors, and numbers. He is struggling with fine motor skills, such as holding a pencil correctly. He is very active and likes to spend time playing outside. He also loves playing video games, especially Minecraft.
- Both Jenna and Jacob were advised of the placement with Amanda and her interest in adoption. They both have known Amanda most of their life and report no concerns for being with her.

Activity STOP

Finalizing the Adoption UHS

Slide: 5.53



Slide: 5.54

Slide: 5.55



PG: 39

Attachments

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial to conduct a demonstration showing how documents are attached to the UHS. Also, demonstrate how to select the recommendation and send it to the supervisor for approval, and how supervisors make the final determination and freeze the UHS.

Attachments provide verification of information gathered as well as at times provides evidence of the information shared with the prospective adoptive parents. The attachments that are required depend on the type of UHS being completed.

- The Outcome/ Attachments tab includes attachments that are in print form and external to the UHS and/or FSFN. This tab includes a list of sixteen possible attachments that may be uploaded.
- When one of these possible listed documents is not attached, an explanation must be provided in the appropriate comment field. Adoption Specialists can enter “N/A” as the reasoning when the document is not required.

Listed below are the upload requirements for each listed attachment in the Adoption Unified Home Study

Slide: 5.56

PG: 39

Adoption Unified Home Study

Attachments	Upload Requirements for UHS
Adoption- Child Study	Required for Child Specific Home Studies
Consent to Release Information	Required: Use Agency Specific Release
Personal references	Required
Referrals	Optional to Upload Information Provided to Caregiver
Receipts of Rights and responsibilities	Optional to Upload Information Provided to Caregiver
Receipt of Grievance Brochure	Optional to Upload Information Provided to Caregiver
Water Addendum	Optional to Upload Information Provided to Caregiver
Information Packet Sent-Adoptive Home	Optional to Upload Information Provided to Caregiver in Parent Preparation Class
Adoption-Subsidy Acknowledgement form	N/A
Affidavit of Good Moral Character	N/A
Florida Adoption Assistance Program	N/A
Information Packet Sent-Foster Home	N/A
Florida Adoption Reunion Registry	N/A
TANF information	N/A
Relative Caregiver Program Information	N/A

Signatures, Recommendations, and Final Approvals

Signatures

Once **all** information required has been gathered and assessed, Adoption Specialists must ask the prospective adoptive parent to review and sign the UHS created. The prospective adoptive parent(s)' signatures provide attestation that the information shared by the prospective adoptive parent is accurate as of the date that their signature is provided. If known, it is at this time that Adoption Specialists inform the prospective adoptive parent of any concerns or changes that might affect the anticipated outcome of the home study.

- Once signed by the caregivers, Adoption Specialists, and supervisors, the entire UHS, including the signature page, must be uploaded into the UHS page in FSFN within two business days.

Slide: 5.57



PG: 40

Slide: 5.58



PG: 40

- When the information is entered in FSFN and caregiver signatures are obtained and uploaded, Adoption Specialists are then ready to develop their recommendation of the home study.
- The recommended outcome must be based upon the information gathered and whether the prospective adoptive parents will be able to provide the needed care, nurturing and protection.
- When the home study is for a specific child, the Adoption Specialist must determine if the placement is the best, individualized placement available for that child. The Adoption Unified Home Study is valid for 12 months from the approval date.

Recommendations

In the FSFN UHS Outcomes page, Adoption Specialists have to select a recommended outcome for the supervisor to review. The recommended outcomes available to choose from are as follows:

Slide: 5.59



PG: 41

- “Application Withdrawn”: The prospective adoptive parent(s) decided to not continue with the home study process.
- “Denied”: The home study can be denied because of one or more of the following:
 - “Criminal Disqualifier”: Based upon criminal history, the Adoption Specialist cannot recommend approval of the UHS.
 - “FSFN Disqualifier”: Based upon information reviewed in FSFN, the Adoption Specialist cannot recommend approval of the UHS.
 - “Review Comments”: There are other reasons which are the basis for the Adoption Specialist’s determination that placement in this home is not in the best interest of the child(ren).

- “Duplicate - Created in Error”: Used if the UHS was created by mistake.
- “Approved”: There are two option when recommending a home study for approval.
- “Approved-Meet Requirements”: The Adoption Specialist determined that both of the following conditions exist.
 - The prospective adoptive parent(s) meet home study requirements.
 - Placement in this home is in the best interest of the child(ren).
- “Approved-Review Comments”: There are other reasons the Adoption Specialist would like the supervisor to be aware of that are a part of your determination.

Final Approvals

- After Adoption Specialists select the recommended outcome on the FSFN page and provides a narrative detail regarding why the recommendation is being made, they must launch the UHS template and submit it for supervisor review and approval. All of the required fields on the home study pages must be completed in order to submit a “completed” home study to a supervisor for review.
- The supervisor or designee reviews the home study in FSFN to determine that appropriate interviews, background checks and analysis, and assessment of prospective adoptive parent have been completed.
- For the approval/denial process, Child Welfare Professional Supervisors must enter a justification for approval or denial in the Outcome text box.
- The supervisor has the authority to approve or deny a completed home study regardless of the Licensing Specialist’s recommendation. The supervisor must use the

Slide: 5.60



PG: 41

Slide: 5.61



PG: 41

Slide: 5.62



PG: 43

FSFN UHS module to record the final decision and completion date for all home study types.

- In the Outcome group box on the FSFN UHS page, the Adoption Specialist Supervisor selects an appropriate conclusion from the Outcome drop down choices:
 - “Application Withdrawn”: The prospective adoptive parent(s) decided to not continue with the home study process.
 - “Approved - Meets Requirements” means that the Adoption Specialist Supervisor has determined that the prospective adoptive parent(s) meet all requirements without the need for any support or assistance at this time.
 - “Approved - Review Comments” means that the Adoption Specialist Supervisor has determined that the prospective adoptive parent(s) meet the requirements based on specific services or resources that must be available to care for the child.
 - “Denied - Criminal Disqualifier”: Based upon criminal history, the Adoption Specialist Supervisor cannot approve the UHS.
 - “Denied - FSFN Disqualifier”: Based upon information reviewed in FSFN, the Adoption Specialist Supervisor cannot approve the UHS.
 - “Denied - Review Comments”: There are other reasons which are the basis for the Adoption Specialist Supervisor’s determination that placement in this home is not in the best interest of the child(ren).
 - “Duplicate - Created in Error”: Used if the UHS was created by mistake.

Slide: 5.63



PG: 42

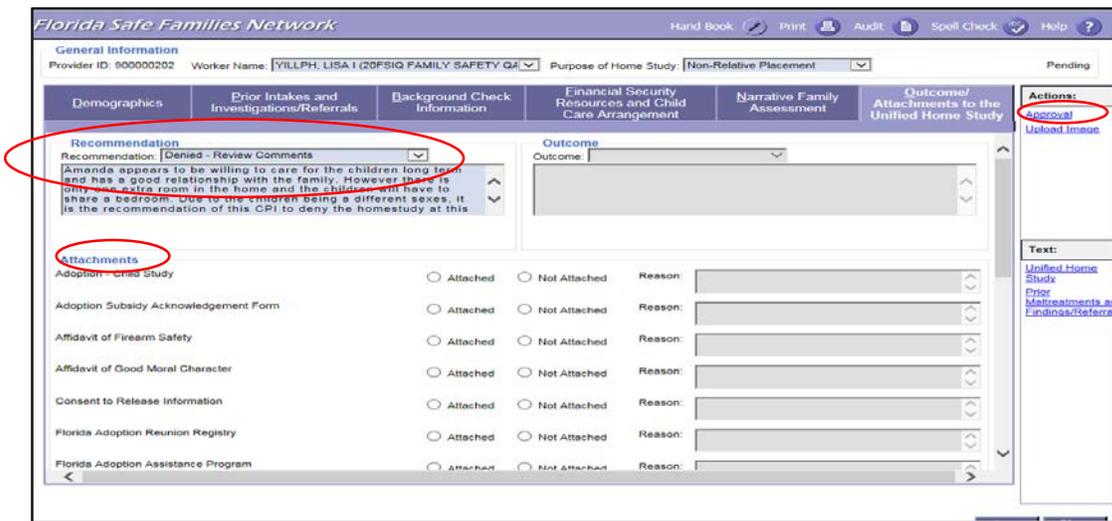
- When the supervisor approves or denies a home study, they will document the reason in the Outcome text box. Supervisors document their approval or denial in the Outcome text box after reviewing the completed UHS.
- If the supervisor is unavailable, the Child Welfare Professional can choose an alternate supervisor.
- Child Welfare Professionals cannot approve their own home study.
- Upon the supervisor approving or denying the home study in FSFN, the document freezes along with the associated UHS template and is no longer editable. Supervisors need to finalize the home study and freeze it even if the UHS was denied via the approval routing FSFN functionality.
- Once the recommendation, approval/denial, and signatures are complete Adoption Specialists have five business days to provide a copy of the signed home study to the caregiver(s), regardless of the supervisor’s decision.

Slide: 5.64

PG: 43

FSFN Screens: Show participants how to document what will be attached to the UHS, how to select the recommendation and send it to the supervisor for approval, and how supervisors make the final determination and freeze the UHS. Refer participants to screenshots in the Participant Guide.

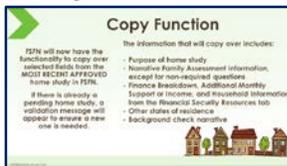
Outcome/Attachments, Recommendations, and Approval:





Slide: 5.65

Slide: 5.66



PG: 44

Copy Function

FSFN Tutorial: To show the material discussed below, use the FSFN Tutorial, to conduct a demonstration showing how to use the copy function from an approved UHS, including the following information:

Once the Person Provider has been searched for and/or created and the UHS launched from the Actions Menu, a list of existing Unified Home Studies for that provider will appear in a pop-up box. Select the most recent and approved UHS to copy.

FSFN will now have the functionality to copy over selected fields from the most recent approved home study in FSFN. This will allow Adoption Specialists to complete a home study without having to start from the beginning if there is already an approved home study in the system. This can be a huge timesaver as well as a big convenience to the prospective adoptive parent who may have recently answered all of the questions Adoption Specialist are about to ask.

- The information that will copy over includes:
 - Purpose of home study
 - Narrative Family Assessment information, except for non-required questions (i.e., questions 3, 8, 9, and 11)
 - Finance Breakdown, Additional Monthly Support or Income, and Household Information from the Financial Security Resources tab
 - Other states of residence
 - Background check narrative
- The information Adoption Specialist gathers to assess must be relevant, detailed and sufficient in order to provide a clear assessment of the prospective adoptive parent's current ability to care and nurture the child. This includes ensuring that the information copied over from a previously approved UHS is still valid and current.

Slide: 5.67

PG: 44

FSFN Screens: Show participants how to use the copy function from an approved UHS. Refer participants to the screenshots in the Participant Guide.

Copy Function:

The screenshot shows a web browser window titled "New Unified Home Study -- Webpage Dialog" with the FSFN logo. The page displays provider information and a table of forms. The 'Forms Information' table has the following data:

Date Created	Date Initiated	Purpose	Status	
03/22/2018	03/22/2018	Non-Relative Placement	Pending	Copy

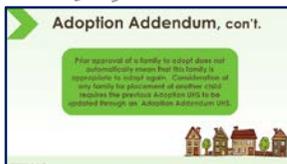
Buttons for 'Create' and 'Close' are visible at the bottom right of the form area.

Slide: 5.68



PG: 45

Slide: 5.69



PG: 45

Adoption Addendum

The Adoption Addendum Home Study type is an updated Adoption Unified Home Study that captures the factors outlined in Chapter 65C-16.005, F.A.C., and is initiated when the items below have occurred:

- The home study has expired (over a year).
 - A family has now been matched to adopt a specific child.
 - Prospective adoptive parent(s) want to adopt again.
 - There have been significant changes regarding the prospective adoptive parent(s).
- Prior approval of a family to adopt does not automatically mean that this family is appropriate to adopt again. Consideration of any family for placement of another child requires the previous Adoption UHS to be updated through an Adoption Addendum UHS. As stated in 65C-16.005(6) the update includes an assessment of:
 - **Issues related to the previously adopted child:** Includes a brief description of the child, his/her incorporation into the family, and the skills the parents have demonstrated in providing for this child.

- **Motivation of the family in seeking to adopt another child.**
- **School adjustment of the previously adopted child:** Includes the communication and ongoing relationship with the local school system.
- **Health needs:** Any significant medical problems and any impact they have had on the previous adoption or might be expected to have on subsequent placements.
- **Housing needs and the capacity of the home to comfortably accommodate another child.**
- **Income:** Any major changes in the family income. This includes an assessment to determine whether or not the addition of another child, even with an adoption subsidy, will tax the family's ability to manage within their current income.
- **Marriage:** When applicable, the effect of the previous adoption on the adoptive parents' marriage.
- **Extended family and neighbors:** How the previous adoption has been perceived, received, or rejected by family. This includes understanding of how neighbors perceive the family relationships, including the visibility of the child within the neighborhood, when available.
- **Updated references:** A minimum of five references are required to be obtained from persons who either:
 - Have observed the applicants in situations that give some indication for their capacity for parenthood, or
 - Possess documentation or knowledge of the applicant's capacity for parenthood.
 - References need to be asked how the family has managed with the previously adopted child and how they believe the family will cope with additional children.
 - Adoption Specialists must try to obtain a reference from an adult child of the prospective adoptive parent, if applicable.
 - Only one of the references may be obtained from a relative.
- **Abuse Hotline/criminal records check:** Abuse Hotline and criminal records checks must be conducted and assessed.
- **Other major changes that need to be addressed:**
 - Additional family members not considered in the initial study.

- Job changes, deaths, and serious illness, or medical conditions which may have had an effect on the family or which may compromise the applicant's ability to meet the needs of another child.

Activity A: Part 2 – Jacob and Jenna Are Getting Adopted!

<p>Time:</p> <p>Purpose:</p> <p>Materials: <i>Slide: 5.70</i></p> <p>Trainer Instructions:</p> <p>Participant Instructions:</p>	<p>45 minutes</p> <p>To practice completing an Adoption UHS.</p> <ul style="list-style-type: none"> • Computer and access to tutorial • PG: 46-48, <i>Jacob and Jenna Are Getting Adopted worksheet</i> <ul style="list-style-type: none"> • <i>FSFN PREP ACTIVITY OPTIONS: This activity can be implemented using any one of following options:</i> <ul style="list-style-type: none"> - <i>As part of the activity you can have the participants create Amanda Rivera as a Person Inquiry and/or Person Provider and launch the UHS from that page.</i> - <i>Complete the person Inquiry as seed data in the sandbox for each group BEFORE your activity in order to complete the Adoption Home Study.</i> - <i>If there is already existing seed data built that will fit this purpose the scenario can be changed to fit the seed data that exists.</i> • <i>In the TTT session, this activity was demonstrated in tutorial format but please ensure that participants are able to complete the activity either individually or in small groups to ensure they become familiar with FSFN functionality.</i> • <i>Have participants' access seed data in Sandbox if needed.</i> • <i>Ask participants to read the following scenario and complete an Adoption Home study on their designated computer as a group at their table.</i> • <i>Ask the group to share what they felt was easy and/or difficult about completing the UHS in FSFN. Address questions and areas of difficulty.</i> <ol style="list-style-type: none"> 1. Read the scenario. 2. Discuss the information needed to be collected and complete the UHS template.
--	---

3. Choose a spokesperson to share questions, what the group felt was easy and/or difficult about completing the UHS. Address questions and areas of difficulty.

Scenario

Bill and Elizabeth have been married for five years. They have two children, four-year-old Jacob and seven-year-old Jenna. A child abuse investigation determined that Jacob and Jenna were unsafe in their home and an In-Home Safety Plan could not be completed at this time. The children were removed and placed a family friend, Amanda Rivera, age 32.

Update: Jacob and Jenna have been in out of home care for the last eight months and they have continued to be placed with Amanda Rivera. Amanda has expressed that she is willing to care for the children long term, to include adoption. Bill and Elizabeth, parents of Jacob and Jenna, have not enhanced their caregiver protective capacities to have the children returned to their care and their rights have been terminated. All other information listed above is the same.

Update the Unified Home Study in FSFN with the purpose of Adoption.

- Amanda has known the family for six and a half years. She met Elizabeth through work and they became friends.
- Amanda resides in a two bedroom, one bathroom home with a fenced in backyard. When entering the home through the front door, there is an open-concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings. The home was observed to be very clean and no environmental hazards were noted.
- Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.
- Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has known Jenna and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great

caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.

- Sonja Rivera (sister of Amanda Rivera) advised that she is willing to care for the children as needed to assist her sister. Sonja stated that Amanda was always the nurturing one and believes she will have no issues taking on a caregiver role.
- Amanda does take Lisinopril 25mg for hypertension and Metoprolol for gout.
- Amanda has worked full time at Wal-Mart for two years and five months. She works four ten-hour days, Monday, Tuesday, Thursday, and Friday from 7am to 5pm.
- There is no criminal or child abuse information found that automatically prohibits Amanda Rivera from being considered as a placement option.
- Jenna is seven years old in the second grade at Ivey Hawn Elementary. She is working at grade level in math, reading, and English. Her teacher reports she is a bright child but there has been problems with behavior. However, she is easily redirected. Jenna enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.
- Jacob is four years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors, and numbers. He is struggling with fine motor skills, such as holding a pencil correctly. He is very active and likes to spend time playing outside. He also loves playing video games, especially Minecraft.
- Both Jenna and Jacob were advised of the placement with Amanda and her interest in adoption. They both have known Amanda most of their life and report no concerns for being with her.

Activity STOP

Unit Summary:

The Adoption and Adoption Addendum home studies are completed by the Adoption Specialist for individuals wanting to adopt and also when updating existing home study due to changes occurring in the household. Adoption Specialists need gather critical information from the onset in order to assess the prospective adoptive parent's criminal and child welfare history, their home environment and their ability to care for the child.

It is vital to make a thorough assessment of the prospective adoptive parent's ability to nurture, care and protect the child. Once the information is obtained, Adoption Specialists assess all of the information gathered regarding the prospective adoptive parents and ALL of the household members in order to make a recommendation for the supervisor to review. The supervisor then approves or denies the home study accordingly.