

Profile of Parenting Study

POPS

Manual

FOUR KEY COMPONENTS OF A COMMUNIMETRIC TOOL

1. Items are selected based on relevance to planning. Items are selected because they might lead you down different pathways of service planning.
2. The POPS is an item-level tool. Each item should be relevant to what you might do next. Action levels for all items. Levels of items (0, 1, 2, 3) translate immediately into action levels.
3. The POPS is descriptive. It is about the 'what' not about the 'why'. This is useful in working with families. The initial focus of the assessment is to describe where needs and strengths exist not to determine why they exist. Stigma and judgment come from the 'why' so this strategy helps initial rapport with families. They 'why' may be obtained in the interview.
4. The ratings are about the applicant, not about the service. Rate needs when masked by interventions.

Anchor Definition Meaning

NEEDS-

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| 0 | No need no action. No evidence or no reason to believe that the rated item requires training/intervention. |
| 1 | Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention. |
| 2 | Action needed. Some training/intervention is needed to address the problem/need. |
| 3 | Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting |

STRENGTHS-

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|---|--|
| 0 | Centerpiece Strength—this is a very well developed area. This individual could teach others |
| 1 | Useful Strength— this is a developed area that will facilitate the individual's success in parenting |
| 2 | Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting |
| 3 | No Strength Identified—this is an area that must be fully developed |

UTILIZATION

- Any item rated as a '2' or '3' must be documented in the home study narrative
- Any item rated as a '2' or '3' must be discussed with supervisor to address approval status or training options.
- Resource parents will be reassessed during reassessment period. Resource parents can be reassessed at anytime there are concerns about their ability to parent. (e.g. SIU, several disruptions, violations of policy, etc.)
- The tool can be used collaboratively with prospective parents.

Anchor Definitions

I. KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT(Understanding of role of parent, child development and parenting skills)

1. KNOWLEDGE OF CHILD’S NEEDS - *This rating should be based on caregiver’s knowledge of the specific strengths of the child and any needs experienced by the child and their ability to understand the rationale for the treatment or management of these problems. Applicant/Resource Parents Understanding of child development related to children in the child welfare system.*

0	This level indicates that the Applicant/Resource Parent is fully knowledgeable about the child's psychological strengths and needs, talents and limitations. They describe their knowledge of child development?
1	This level indicates that the Applicant/Resource Parent, while being generally knowledgeable about the child, has some mild deficits in knowledge or understanding of either the child's psychological condition or his/her talents, skills and assets.
2	This level indicates that the Applicant/Resource Parent does not know or understand the child well and that significant deficits exist in the caregiver's ability to relate to the child's problems and strengths.
3	This level indicates that the Applicant/Resource Parent has little or no understanding of the child's current condition. Unrealistic expectations or needs are ignored. The placement is unable to cope with the child given his/her status at the time, not because of the needs of the child but because the caregiver does not understand or accept the situation.

2. NUTRITION MANAGEMENT - *This item refers to the Applicant/Resource Parent’s ability to understand his/her child(ren)’s nutritional needs and provide a reasonably healthy diet.*

0	Applicant/Resource Parent is able to plan and produce a healthy diet for children.
1	Applicant/Resource Parent is able to plan a healthy diet but may struggle with providing it consistently.
2	Applicant/Resource Parent is unable to provide a consistently healthy diet for children. Applicant/Resource Parent is not knowledgeable about nutritional needs of children.
3	Applicant/Resource Parent is not able or not willing to provide healthful nutrition management for children

3. DISCIPLINE - *Discipline is defined as all parenting behaviors and strategies that support positive behavior in children.*

0	Applicant/Resource Parent generally demonstrates an ability to discipline her/his children in a consistent and respectful manner. Applicant/Resource Parent’s expectations are age-appropriate and he/she usually is able to set age appropriate limits and to enforce them. Parent has a plan in place to appropriately discipline prior to a child being placed in home.
1	Applicant/Resource Parent is often able to set age appropriate limits and to enforce them. On occasion her/his interventions may be too harsh, too lenient, or inconsistent. At times, her/his expectations of her/his children may be too high or too low.
2	Applicant/Resource Parent demonstrates limited ability to discipline his/her children in a consistent and age-appropriate manner. She/he rarely is able to set age appropriate limits and to enforce them. Her/his interventions may be erratic and overly harsh but not physically harmful. Her/his expectations of her/his children are frequently unrealistic. Little or no thought goes into discipline.
3	Significant difficulties with discipline methods. Applicant/Resource Parent disciplines her/his children in an unpredictable fashion. There is either an absence of limit setting and disciplinary interventions or the limit setting and disciplinary interventions are rigid, extreme, and physically harmful (such as shaking the child, whipping, etc.). No understanding of appropriate forms of discipline.

4. SUPERVISION - *This rating is used to determine the Applicant/Resource Parent's capacity to provide the level of monitoring needed by the child.*

0	This rating is used to indicate a caregiver circumstance in which supervision and monitoring are appropriate and functioning well. Applicant has a supervision plan in preparation for a child being placed in home. Applicant can describe age-appropriate supervision.
1	This level indicates a caregiver circumstance in which supervision is generally adequate but inconsistent. This may include a placement in which one member is capable of appropriate monitoring and supervision but others are not capable or not consistently available.
2	This level indicates a caregiver circumstance in which appropriate supervision and monitoring are very inconsistent and frequently absent. Limited ability to describe age-appropriate supervision.
3	This level indicates a caregiver circumstance in which appropriate supervision and monitoring are nearly always absent or inappropriate. Left alone all the time with other caregivers.

5. LEARNING ENVIRONMENT - *This item describes the Applicant/Resource Parent's ability to create a home environment that encourages the child(ren) to learn.*

0	Applicant/Resource Parent is able to provide a positive, developmentally appropriate learning environment for children. Space is set aside that encourages learning.
1	Applicant/Resource Parent is able to provide an environment that generally supports learning, although Applicant/Resource Parent may be somewhat uninvolved in that learning. Planning to create effective learning environment.
2	Applicant/Resource Parent does not actively or consistently support a learning environment for children. No consideration or thought of having a learning environment.
3	Applicant/Resource Parent actively works to prevent the creation of a learning environment for children.

6. DEMONSTRATES EFFECTIVE PARENTING APPROACHES - *This item refers to the Applicant/Resource Parent's knowledge of parenting skills and strategies and his/her ability to actually use these skills and strategies with his/her child(ren).*

0	Applicant/Resource Parent(s) applies flexibility in parenting role; parent has knowledge of multiple parenting practices and is able to implement them effectively with his/her children in a manner that is consistent with the child's development and needs.
1	Applicant/Resource Parent(s) has knowledge of parenting practices that are consistent with child's needs and development, but may struggle at times to effectively implement them.
2	Applicant/Resource Parent has limited flexibility and/or knowledge of parenting practices; parenting practices are seldom effective and/or consistent with child's development and needs.
3	Applicant/Resource Parent(s) is extremely limited in his/her understanding of parenting practices. May be very concrete or rigid in his/her approach to child rearing.

7. CAREGIVER'S BOUNDARIES - *This item refers to the Applicant/Resource Parent's ability to maintain appropriate boundaries. This item may include physical separation, respecting privacy, and preventing children from being exposed to developmentally inappropriate information.*

0	Adaptive boundaries. Caregiver has strong, appropriate boundaries between her/himself and her/his children. (i.e. appropriate conversation, privacy when dressing, personal space)
1	Mostly adaptive boundaries. Caregiver has generally appropriate boundaries between her/himself and her/his children. Mild boundary violations may occur at times. Minor problems of rigidity of boundaries may occur.
2	Limited adaptive boundaries. Caregiver has problems maintaining appropriate boundaries between her/him and her/his children. Moderate boundary violations may be routine or significant boundary violations may be occasional. Boundaries may be rigid. (i.e. Exposure to pornography, highly inappropriate conversations)
3	Significant difficulties with boundaries. Caregiver has significant and consistent problems.

8. PRIMARY CARE- *The Applicant/Resource Parent's ability to provide basic grooming, nutrition, health, dental, and medical care in an age appropriate manner.*

0	Caregiver demonstrates the ability to provide children appropriate basic self care tasks such as grooming, nutrition, health, dental, and medical care.
1	Applicant/Resource Parent has knowledge of age appropriate basic care skills but lacks necessary follow through
2	Applicant/Resource Parent has some limited knowledge of basic care skills which interfere with the ability to function adequately as a caregiver
3	Applicant/Resource Parent has limited basic care skills with no knowledge or ability to perform grooming, nutrition, health, dental, and medical care for themselves or others. Not willing or lack of understanding of scheduling or completing appointments.

9. VALUE OF CHILD'S PLAY- *The Applicant/Resource Parent's understanding value of play, ability to engage in play and provide opportunities for play.*

0	Applicant/Resource Parent is fully knowledgeable of the value of age-appropriate play for children. They can actively engage children in and provide opportunities for play. Applicant has a plan in preparation for a child being placed in home. Applicant can describe age-appropriate play.
1	Applicant/Resource Parent has general knowledge of value of age-appropriate play for children. Applicant/Resource Parent is involved in engaging children in and providing opportunities for play.
2	Applicant/Resource Parent has limited knowledge of value of age-appropriate play for children and/or Applicant/Resource Parent is minimally involved in engaging children in and provides limited opportunities for play. Applicant struggles to a plan in preparation for a child being placed in home and may need more training.
3	Applicant/Resource Parent has limited knowledge of value of age-appropriate play for children and/or Applicant/Resource Parent is not involved in engaging children in and providing no opportunities for play. Discourages play. Applicant is unwilling to plan in preparation for a child being placed in home.

10. EXPECTATIONS/STRUCTURE- *The Applicant/Resource Parent's expectations, stability and organization appropriate for children with abuse and neglect.*

0	Applicant/Resource Parent is fully knowledgeable of appropriate structure, expectations and stability for children with abuse and neglect. Applicant can describe age-appropriate expectations for a child after placement in the home.
1	Applicant/Resource Parent is generally knowledgeable of appropriate structure, expectations and stability for children with abuse and neglect.
2	Applicant/Resource Parent has limited understanding and knowledge of appropriate structure, expectations and stability for children with abuse and neglect.
3	Applicant/Resource Parent does not know or understand appropriate structure, expectations and stability for children with abuse and neglect. Applicant has inappropriate or unrealistic expectations for a child placed in their home.

11. BIRTH SIBLING RELATIONSHIP- *The Applicant/Resource Parent's ability to acknowledge, support and foster relationships with separated birth sibling(s)*

0	Applicant/Resource Parent is fully supportive and knowledgeable of the importance of maintaining relationships between separated birth siblings of foster children in their care. They are willing to be mentors to the birth family. Or no separated birth sibling.
1	Applicant/Resource Parent is generally knowledgeable of the importance of maintaining relationships between separated birth siblings of foster children in their care.
2	Applicant/Resource Parent has limited understanding and knowledge of the importance of maintaining relationships between separated birth siblings of foster children in their care.
3	Applicant/Resource Parent does not know or understand the importance of maintaining relationships between separated birth siblings of foster children in their care. They are unable or unwilling to maintain these relationships.

12. CHILD & BIRTH FAMILY BACKGROUND- *The Applicant/Resource Parent's ability to understand importance of child and birth family's cultural, social and medical background. (E.g. These are rules, routines, traditions, or beliefs around cultural social or access to medical care.)*

0	Applicant/Resource Parent is fully knowledgeable of the importance of the foster child and birth family's cultural and medical background. They are able to describe how they will use this information in parenting children in their home.
1	Applicant/Resource Parent is generally knowledgeable of the importance of the foster child and birth family's cultural and medical background. They are able to describe this importance clearly.
2	Applicant/Resource Parent has limited knowledge and understanding of the importance of the foster child and birth family's cultural and medical background. They are unable to describe this importance clearly.
3	Applicant/Resource Parent does not know or understand the importance of the foster child and birth family's cultural and medical background. They are unable to describe this importance clearly or do not understand how to use this information in parenting children in their home.

13. WORKING WITH BIRTH PARENTS- *The Applicant/Resource Parent's ability to understand the importance of mentoring, being empathetic, and appropriately non judgmental about a child's birth parents.*

0	Applicant/Resource Parent is fully knowledgeable of the importance of being empathetic and non judgmental of birth parents. They are able to work collaboratively with birth parents towards permanency goals. They are able to describe approaches to working with birth parents.
1	Applicant/Resource Parent is generally knowledgeable of the importance of being empathetic and non judgmental of birth parents. They are able to describe this importance clearly. They may be hesitant to work collaboratively.
2	Applicant/Resource Parent has limited knowledge and understanding of being empathetic and non judgmental of birth parents. They are unable to describe this importance clearly. They are resistant to working collaboratively.
3	Applicant/Resource Parent does not know or understand the importance of being empathetic and non judgmental of birth parents. They are unable to describe this importance clearly or are unwilling to work collaboratively with birth parents.

II. ABILITY TO NURTURE SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN

(Applicant/Resource Parent's ability to communicate with and relate to child and to thereby foster child's healthy social and emotional life)

14. EMPATHY WITH CHILDREN - *This item refers to the Applicant/Resource Parent's ability to understand and respond to the joys, sorrows, anxieties and other feelings of children with helpful, supportive emotional responses.*

0	Adaptive emotional responsiveness. Applicant/Resource Parent is emotionally empathic and attends to child's emotional needs. They can describe how they will support emotional responses.
1	Applicant/Resource Parent is generally emotionally empathic and typically attends to child's emotional needs.
2	Limited adaptive emotional responsiveness. Applicant/Resource Parent is often not empathic and frequently is not able to attend to child's emotional needs. Applicant is unable to describe how they will support emotional response.
3	Significant difficulties with emotional responsiveness. Applicant/Resource Parent is not empathic and rarely attends to the child's emotional needs.

15. ABILITY TO LISTEN AS PARENT - *This item refers to the Applicant/Resource Parent's ability both to sit quietly and listen and to actually hear and understand things other people tell them about their parenting style and their children's needs and strengths.*

0	Applicant/Resource Parent(s) is able to listen carefully and understand both good and bad news regarding family and child issues.
1	Applicant/Resource Parent(s) has listening skills but sometimes struggle to hear either good or bad news regarding family and child issues.
2	Applicant/Resource Parent(s) requires help learning to listen effectively.

3	Applicant/Resource Parent(s) requires substantial help learning to listen effectively.
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16. UNDERSTANDING OF IMPACT OF OWN BEHAVIOR ON CHILDREN - *This item is intended to describe the degree to which a Applicant/Resource Parent has self awareness regarding how his/her actions and behavior affect his/her children.*

0	Applicant/Resource Parent(s) has a clear understanding of the impact of his/her behavior on children and is able to adjust behavior to limit negative impact. They can describe how own behavior could affect children placed in their home.
1	Applicant/Resource Parent(s) has some understanding of impact of his/her behavior but may struggle at times to change behavior to limit negative impact.
2	Applicant/Resource Parent(s) has limited understanding of the impact of his/her behavior on children.
3	Applicant/Resource Parent(s) has no understanding or denies any impact of his/her behavior on children.

17. ABILITY TO COMMUNICATE - *This item describes the Applicant/Resource Parent's ability to articulate in an understandable way their thoughts, feelings, beliefs, and concerns regarding parenting and children's needs and strengths.*

0	Applicant/Resource Parent(s) is able to express feeling and thoughts effectively with regard to family and child issues.
1	Applicant/Resource Parent(s) is able to express feeling and thoughts but sometimes struggle to express these so that others can listen and/or understand.
2	Applicant/Resource Parent(s) requires help learning to express feelings and thoughts effectively with regard to family and child issues.
3	Applicant/Resource Parent(s) requires substantial help learning to express feelings and thoughts effectively with regard to family and child issues.

18. MANAGING ABUSE/NEGLECT BEHAVIORS- *The Applicant/Resource Parent's ability to manage behaviors resulting from child abuse and neglect*

0	Applicant/Resource Parent is capable of managing child/youth behaviors related to abuse or neglect. They are able to demonstrate or describe this very clearly. They are willing to parent child/youth with these types of behavior. They understand abuse/neglect behaviors.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to abuse or neglect. They are able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior.
2	Applicant/Resource Parent is unprepared in managing child/youth behaviors related to abuse or neglect. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing child/youth behaviors related to abuse or neglect. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with these types of behavior.

19. MANAGING SEXUAL ABUSE BEHAVIORS - *The Applicant/Resource Parent's ability and understanding to manage behaviors resulting from sexual abuse.,*

0	Applicant/Resource Parent is capable of managing child/youth behaviors related to sexual abuse. They are able to demonstrate or describe this very clearly. They are comfortable discussing these issues and understand the possible impact of sexual abuse at different developmental stages.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to sexual abuse. They are able to demonstrate or describe this clearly. They are generally comfortable discussing these issues.
2	Applicant/Resource Parent is unprepared in managing child/youth behaviors related to sexual abuse. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing child/youth behaviors related to sexual abuse. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with these types of behavior.

20. MANAGING UNRULY/DELINQUENT BEHAVIORS - *The Applicant/Resource Parent's ability and understanding to manage behaviors related to unruliness or delinquency.*

0	Applicant/Resource Parent is capable of managing unruly or delinquent child/youth behaviors. They are able to demonstrate or describe this very clearly. They are able to set and maintain firm limits while maintaining a compassionate approach. They are not intimidated by these behaviors.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to unruly or delinquent behavior. They are able to demonstrate or describe this clearly. They are not intimidated by these behaviors but they may not be completely knowledgeable about strategies for addressing these behaviors.
2	Applicant/Resource Parent is unprepared in managing unruly or delinquent child/youth behaviors. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with this type of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing unruly or delinquent child/youth behaviors. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with this type of behavior

21. MANAGING CHILD SEPARATION & LOSS- *The Applicant/Resource Parent's ability to assist child in grieving process.*

0	Applicant/Resource Parent is capable of helping child/youth cope with separation and loss. They are capable of managing behaviors related to separation and loss.
1	Applicant/Resource Parent is generally capable of helping child/youth cope with separation and loss. They are generally capable of managing behaviors related to separation and loss.
2	Applicant/Resource Parent is unprepared to helping child/youth cope with separation and loss. They are generally capable of managing behaviors related to separation and loss but need more assistance. They may be uncomfortable with strong emotions.
3	Applicant/Resource Parent is very unprepared to helping child/youth cope with separation and loss. Caregivers will not let child talk about past and unable to help child manage grief. Not capable of assisting child.

22. ADOPTED CHILD STATUS- *The Applicant/Resource Parent's ability to talk with a child about his/her adoptive status and why separated from parents*

0	Applicant/Resource Parent(s) has a clear understanding of the importance of age appropriate discussion with a child about his/her adoptive status and separation from parents. They are comfortable and skilled with this type of discussion. Or no adoptive status
1	Applicant/Resource Parent(s) has a general understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents. They may need more assistance in the future.
2	Applicant/Resource Parent(s) has limited understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents and need immediate assistance. Uncomfortable talking about adoption.
3	Applicant/Resource Parent(s) has no understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents and need immediate assistance or are unwilling to discuss child's adoptive status and separation from parents. Does not tolerate child talking about adoption.

23. POST ADOPTION CONTACT- *The Applicant/Resource Parent's attitudes and intentions regarding safe post adoption contact with adopted child's family of origin*

0	Applicant/Resource Parent(s) has a clear understanding of the decision for safe post adoption contact with an adopted child's birth family. They are committed to implementing any such plan completely and consistently. Or no adopted status
1	Applicant/Resource Parent(s) has a general understanding of the decision for safe post adoption contact with an adopted child's birth family. They may need more assistance in the future.
2	Applicant/Resource Parent(s) has a limited understanding of the decision for safe post adoption contact with an adopted child's birth family. They need immediate assistance.
3	Applicant/Resource Parent(s) has no understanding of the decision for safe post adoption contact with an adopted

	child's birth family. They need immediate assistance. (i.e. Feeling threatened, forbidding connection, or insecure in contact)
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III. IDENTIFICATION AND USE OF CONCRETE SUPPORTS IN TIMES OF NEED

(Promotes a safe and healthy environment for children, and has ability to identify and access resources as needed)

24. INVOLVEMENT WITH CARE - *This rating should be based on the level of involvement and follow-through the Applicant/Resource Parent has in the planning and provision of child welfare and related services.*

0	This level indicates a Applicant/Resource Parent(s) who is actively involved in the planning and/or implementation of services and is able to be an effective advocate on behalf of the child or adolescent. Caregiver works collaboratively with DCS, provider agencies or other service providers or are able to communicate a plan on working with those agencies.
1	This level indicates a Applicant/Resource Parent(s) who is consistently involved in the planning and/or implementation of services for the child or adolescent but is not an active advocate on behalf of the child or adolescent.
2	This level indicates a Applicant/Resource Parent(s) who is minimally involved in the care of the child or adolescent. Caregiver may visit the child when in out of home placement, but does not become involved in service planning and implementation. They minimally communicate or collaborate with DCS, provider agencies or other service providers.
3	This level indicates a Applicant/Resource Parent(s) who is uninvolved with the care of the child or adolescent. Caregiver may want individual out of home or fails to visit the child when in residential placement.

25. ORGANIZATION - *This rating should be based on the ability of the Applicant/Resource Parent to participate in or direct the organization of the household, services, and related activities. They will honor commitments and obligations and act in a responsible manner.*

0	Applicant/Resource Parent is well organized and efficient in coordinating household, services, and activities
1	Applicant/Resource Parent has minimal difficulties with organizing or maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to call back case manager.
2	Applicant/Resource Parent has moderate difficulty organizing or maintaining household to support needed services.
3	Applicant/Resource Parent is unable to organize household to support needed services.

26. KNOWLEDGE OF SERVICES AND EDUCATIONAL OPTIONS - *This item refers to the family's knowledge of choices they might have for specific treatments, interventions or other services that might help the child address their needs or the needs of one of the family's members. A family with experience or desire to parent a child having special needs (e.g., hearing-impaired, medically complex, developmental disability, educational etc.) would be included here.*

0	Applicant/Resource Parent has strong understanding of service needs and educational options. Advocate for child.
1	Applicant/Resource Parent has basic understanding of service needs and educational options but may still require some help in learning about certain aspects of these services.
2	Applicant/Resource Parent requires assistance in understanding service needs and educational options.
3	Applicant/Resource Parent requires substantial assistance in identifying and understanding service needs and options. Not an advocate for the child.

27. APPLICANT/RESOURCE PARENT'S KNOWLEDGE OF RIGHTS AND RESPONSIBILITIES - *This item refers to the Applicant/Resource Parent's ability to be knowledgeable both about his/her legal rights and legal and moral responsibilities as a Applicant/Resource Parent.*

0	Applicant/Resource Parent has a strong understanding of rights and responsibilities.
1	Applicant/Resource Parent has an understanding of rights and responsibilities but may still require some help in learning about certain aspects of these needs.
2	Applicant/Resource Parent requires assistance in understanding rights and responsibilities.

3	Applicant/Resource Parent requires substantial assistance in identifying and understanding rights and responsibilities.
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IV. POSITIVE FAMILY, COMMUNITY & SOCIAL CONNECTIONS
 (Applicant/Resource Parent's Support Network)

28. Caregiver Collaboration - *This item refers to the relationship between resource parents with regard to working together in child rearing activities.*

0	Adaptive collaboration in child raising values and practices. Parents usually work together regarding issues of the development and well being of the children. They are able to negotiate disagreements related to their children. They can describe how they may collaborate. Single caregivers are scored here.
1	Mostly adaptive collaboration in child raising values and practices. Generally good parental collaboration with occasional difficulties negotiating miscommunications or misunderstanding regarding issues of the development and well being of the children.
2	Limited adaptive collaboration. Moderate problems of communication and collaboration between two or more adult caregivers with regard to issues of the development and well being of the youth.
3	Significant difficulties with collaboration. Minimal collaboration and destructive or sabotaging communication among any parents regarding issues related to the development and well being of the youth. Parents may have very different views on child raising values or practices

29. PARTNER RELATIONSHIPS - *This item refers to the Applicant/Resource Parent's relationship with another adult. This refers to the Applicant/Resource Parent's husband, wife, partner, or paramour.*

0	Applicant/Resource Parent has a strong, positive, partner relationship with their husband, wife, partner, or paramour. A person without a relationship who currently has no interest in one would be rated here.
1	Applicant/Resource Parent has a generally positive partner relationship with another adult. Minimal disagreement and ability resolve issues.
2	Applicant/Resource Parent is currently not involved in any partner relationship and the lack of relationship interferes with functioning. Regular disagreement with inability to resolve issues.
3	Applicant/Resource Parent is currently involved in a negative, unhealthy relationship with another adult. This would also include an Applicant/Resource Parent involved in a relationship with domestic violence issues.

30. FAMILY STRUCTURE- *The way in which a family is organized according to roles, and hierarchies.*

0	Adaptive boundaries. Family has strong appropriate boundaries among members. Clear inter-generational hierarchies are maintained
1	Mostly adaptive boundaries. Family has generally appropriate boundaries and hierarchies. May experience some minor blurring of roles.
2	Limited adaptive boundaries. Family has difficulty maintaining appropriate boundaries and/or hierarchies. Some significant role problems exist
3	Significant difficulties with boundaries. Family has significant problems with establishing and maintaining reasonable boundaries and hierarchies. Significant role confusion or reversals may exist.

31. RELATIONSHIPS WITH EXTENDED FAMILY - *This item refers to the Applicant/Resource Parent's relationship with other relatives who do not currently live with the family.*

0	Extended family members play a central role in the functioning and well being of the family. They have predominately positive relationships with members of the extended family and conflicts are resolved quickly.
1	Extended family members play a supportive role in family functioning. They generally have positive relationships with members of the extended family. Conflicts may linger but eventually are resolved.
2	Extended family members are marginally involved in the functioning and well being of the family. They have generally strained or absent relationships with extended family members.
3	Family is not in contact or estranged from extended family members. They have negative relationships with

	continuing conflicts.
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32. COMMUNITY INVOLVEMENT - *Community is broadly defined as the people and institutions where the Applicant/Resource Parent lives. This could include a neighborhood, a city or town, or even a county. 'Community' is generally understood as the institutions that comprise it—businesses, churches, community centers, etc.*

0	The Applicant/Resource Parent is actively involved in his/her community.
1	The Applicant/Resource Parent is somewhat involved in his/her community. He/she is supportive of and involved in community institutions.
2	The Applicant/Resource Parent identifies with a community but is not currently involved.
3	The Applicant/Resource Parent is not involved with any community.

33. NATURAL SUPPORTS - *Natural supports refer to help that one does not have to pay for. This could include, extended family, friends and families or a church or other organization that helps the family in times of need. Social supports can buffer the effects of stress on parenting. (Refer to Eco-map)*

0	Applicant/Resource Parent(s) has substantial natural supports to assist in address most family and child needs. Feels generally supported by others.
1	Applicant/Resource Parent(s) has natural supports but some limitations exist whereby these supports are insufficient to address some family and child needs. Feels generally supported by others but indicated some need to develop additional support.
2	Applicant/Resource Parent(s) has limited natural supports. Does not feel generally supported by others but indicated some need to develop additional support.
3	Applicant/Resource Parent(s) has no natural supports. Does not feel supported by others at all and indicated immediate need to develop additional support.

34. FAMILY VERSATILITY – *The Applicant/Resource Parent family's ability to adjust to new situations or relationships and/or deal with new challenges.*

0	The family demonstrates an ability to be open and flexible to all new situations, relationships or challenges. They are willing or able to learn new skills. They deal with new situations in a generally healthy manner. The applicant/resource parent is able to describe examples of how they deal with new challenges.
1	The family somewhat demonstrates an ability to be open and flexible to new situations, relationships or challenges. They are occasionally hesitant to learn new skills. They sometimes struggle with new situations.
2	The family is unable or has difficulty being open and flexible to new situations, relationships or challenges. They are resistant to learn new skills. They struggle or avoid new situations.
3	The family is unable or unwilling to be open and flexible to new situations, relationships or challenges. They are incapable or extremely resistant to learn new skills. They constantly struggle or avoid new situations.

V. APPLICANT/RESOURCE PARENTAL RESILIENCE

35. RECREATION - *This item describes the Applicant/Resource Parent's use of leisure time for legal recreational activities.*

0	The Applicant/Resource Parent has active legal recreational interests that he/she pursues consistently.
1	The Applicant/Resource Parent has legal recreational interests but does not pursue them consistently.
2	The Applicant/Resource Parent has limited legal recreational activities.
3	The Applicant/Resource Parent has no recreational activities. (Watching television alone is not considered a recreational activity.)

36. OPTIMISM - *This refers to the Applicant/Resource Parent's sense self and of future orientation.*

0	The Applicant/Resource Parent has a strong and stable optimistic outlook on his/her life.
1	The Applicant/Resource Parent is generally optimistic.
2	The Applicant/Resource Parent has difficulties maintaining a positive view of him/herself and his/her life.

3	The Applicant/Resource Parent has difficulties seeing <i>any</i> positives about him/herself or his/her life.
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37. PROBLEM SOLVING - *The Applicant/Resource Parent's ability to analyze a problem and develop an appropriate solution.*

0	The Applicant/Resource Parent is able to identify and solve problems effectively. The Applicant /Resource Parent is able to address conflict and proactively consider options.
1	The Applicant/Resource Parents has ability to identify and solve problems generally. The Applicant /Resource Parent occasionally avoid addressing conflicts and sometimes procrastinate in resolving problems.
2	The Applicant/Resource Parent has limited ability to identify and solve problems generally. The Applicant /Resource Parents frequently avoid addressing conflicts and consistently procrastinate in resolving problems.
3	The Applicant/Resource Parent has no ability or very poor ability to identify and solve problems. The Applicant Resource Parent becomes unresponsive to problems, completely avoids addressing conflicts or may be incapable of resolving problems.

38. ACCEPTANCE OF DIFFERENCES (cultural diversity)- *The Applicant/Resource Parent's ability to respect, understand and relate to people with different perspectives on life due to differences in race, appearance, culture, class, religion, etc.*

0	Applicant/Resource Parent(s) has a clear understanding of world views, values and belief systems of others. They are open to relationships with persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is willing to parent children with different backgrounds from their own.
1	Applicant/Resource Parent(s) has a general understanding of world views, values and belief systems of others. They are somewhat open to relationships with persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is hesitant but willing to parent children with different backgrounds from their own. They may need more training in the future if issues should arise.
2	Applicant/Resource Parent(s) has a limited understanding of world views, values and belief systems of others. They are uncomfortable with relating to persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent needs more immediate training.
3	Applicant/Resource Parent(s) has hostility towards understanding of world views, values and belief systems of others. They are unwilling to relate to persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is resistant to parent children with different backgrounds from their own.

39. RESILIENCY - *Resiliency is the ability to recognize strengths and apply them in support of healthy development. Building on strengths to more generally support independence and health is the key concept of long term resiliency.*

0	The Applicant/Resource Parent is able to identify and utilize his/her strengths. The Applicant /Resource Parent is able to function in high stress situations or develop coping skills for everyday life.
1	The Applicant/Resource Parent recognizes his/her strengths but may not be able to effectively utilize them. The Applicant /Resource Parent is able to function in high stress situations or develop coping skills for everyday life
2	The Applicant/Resource Parent has some limited ability to identify his/her strengths. . The Applicant /Resource Parent struggles to function in high stress situations or develop coping skills for everyday life.
3	The Applicant/Resource Parent currently fails to recognize his/her strengths. The Applicant/Resource Parent has some limited ability to identify his/her strengths. The Applicant /Resource Parent no ability to function in high stress situations or develop coping skills for everyday life.

VI. PARENT HEALTH

40. PHYSICAL HEALTH - *Physical health includes medical and physical challenges faced by the Applicant/Resource Parent(s).*

0	Applicant/Resource Parent(s) has no physical health limitations that require assistance or impact parenting children in the child welfare system.
1	Applicant/Resource Parent (s) has some physical health limitations but they do not require assistance or interfere with ability to parent children in the child welfare system.
2	Applicant/Resource Parent (s) has significant physical health limitations that make difficult or prevent them from

	being able to parent children in the child welfare system.
3	Applicant/Resource Parent(s) is physically unable to parent children in the child welfare system as needed.

41. MENTAL HEALTH - This item refers to the Applicant/Resource Parent's mental health status. Serious mental illness (diagnosable mental health disorder) would be rated as a '2' or '3' unless the individual is in recovery or successfully managing illness.

0	Applicant/Resource Parent (s) has no mental health limitations that require assistance or impact childcare.
1	Applicant/Resource Parent (s) has some mental health limitations but they do not significantly interfere with ability to care for the child at this time.
2	Applicant/Resource Parent(s) has significant mental health limitations that make difficult or prevent them from being able to care for the child without immediate assistance.
3	Applicant/Resource Parent (s) is unable to provide any needed assistance or attendant care to child due to serious mental illness.

42. SUBSTANCE USE - This item rates the Applicant/Resource Parent's pattern of alcohol and/or drug use. Substance-related disorders would be rated as a '2' or '3' unless the individual is in recovery.

0	Applicant/Resource Parent (s) has no substance-related limitations that impact or impair parent/care giving ability and childcare.
1	Applicant/Resource Parent (s) has some substance-related limitations that interfere or may interfere with parenting ability and childcare.
2	Applicant/Resource Parent (s) has significant substance-related limitations that make difficult or prevent them from being able to parent and care for their child without assistance.
3	Applicant/Resource Parent (s) is unable to provide any needed assistance or childcare due to serious substance dependency or abuse. Involved in the use of illegal psychoactive substances, the abuse of prescription medication, or alcohol.

43. DEVELOPMENTAL - This item describes the Applicant/Resource Parent's developmental status in terms of low IQ, mental retardation or other developmental disabilities and the impact of these conditions on his/her ability to care for child.

0	Applicant/Resource Parent (s) has no developmental limitations that impact childcare.
1	Applicant/Resource Parent (s) has some developmental limitations that interfere or may interfere with his or her ability for childcare at this time.
2	Applicant/Resource Parent (s) has significant developmental limitations that make difficult or prevent them from being able to parent and care for their child without assistance.
3	Applicant/Resource Parent (s) is unable to provide any needed assistance or childcare due to serious developmental disabilities.

44. POSTTRAUMATIC REACTIONS - This rating describes posttraumatic reactions faced by Applicant/Resource Parent, including emotional numbing and avoidance, nightmares and flashbacks that are related to their child's or their own traumatic experiences.

0	Applicant/Resource Parent has adjusted to traumatic experiences without notable posttraumatic stress reactions.
1	Applicant/Resource Parent has some mild adjustment problems related to their child's or their own traumatic experiences. Applicant/Resource Parent may exhibit some guilt about their child's trauma or become somewhat detached or estranged from others. These symptoms may mildly impact their ability to provide childcare.
2	Applicant/Resource Parent has moderate adjustment difficulties related to traumatic experiences, and these difficulties impact ability to provide childcare. Applicant/Resource Parent may have nightmares or flashbacks of the trauma.
3	Applicant/Resource Parent has significant adjustment difficulties associated with traumatic experiences, and these difficulties severely impact the caregiver's ability to provide childcare. Symptoms might include intrusive thoughts, hyper vigilance, and constant anxiety.

45. HYGIENE AND SELF-CARE - *This item describes the Applicant/Resource Parent's ability to take care of personal hygiene and self-care needs, including dressing, bathing, eating, etc.*

0	No evidence of hygiene or grooming problems. This is characterized by the ability to independently complete all relevant activities such as bathing, grooming, and dressing.
1	This is characterized by some difficulties with hygiene and self care, but do not represent a significant short or long-term threat to the person's well-being.
2	This is characterized by an extreme disruption in one self-care skill or moderate disruption in more than one self-care skill. The person's self-care does not represent an immediate threat to the person's safety but has the potential for creating significant long-term problems if not addressed.
3	This is characterized by extreme disruptions in multiple self-care skills. The person's self-care abilities are sufficiently impaired that he/she represents an immediate threat to himself/herself and requires 24-hour supervision to ensure safety. For example, a person with an eating disorder that prevents sufficient nutritional intake would be coded here.

46. CHILDHOOD HISTORY OF NEGLECT/DEPRIVATION/TRAUMA- *Refers to the Applicant/Resource Parent's history of childhood or adolescent traumatic accidents, incidents or circumstances not related to abuse or victimization. (i.e. neglect, severe poverty, parent dies, separation or abandonment).*

0	No evidence of any childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. No history of neglect. No accidents or incidents causing major physical injury or significant loss of a loved one.
1	Some evidence of childhood or adolescent history of traumatic accidents incidents or circumstances. Some history of neglect. Applicant/Resource Parent experienced an accident or incident causing moderate physical injury or some significant loss of loved ones during childhood.
2	Constant evidence of childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. Some history of neglect. Applicant/Resource Parent experienced an accident or incident causing substantial physical injury or some significant loss of loved ones during childhood.
3	Frequent evidence of childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. Frequent history of neglect. Applicant/Resource Parent experienced an accident or incident causing extreme physical injury or major significant loss of loved ones during childhood.

47. CHILDHOOD HISTORY OF VICTIMIZATION - *Refers to the Applicant/Resource Parent's history of physical, sexual or psychological victimization experienced up to 18.*

0	No evidence of any childhood or adolescent history of victimization. No history of childhood or adolescent physical, sexual or psychological abuse.
1	Some evidence of childhood or adolescent history of victimization. One or Two incidents of childhood or adolescent non-injurious physical abuse, mild psychological abuse or sexual abuse.
2	Constant evidence of childhood or adolescent history of victimization. One or Two incidents of childhood or adolescent mildly injurious physical abuse, frequent psychological abuse or sexual abuse. This victimization affects emotional needs and daily functioning.
3	Frequent evidence of childhood or adolescent history of victimization. Severe incidents of childhood or adolescent physical abuse, psychological abuse or sexual abuse.

VII. FAMILY ECONOMICS-Financial factors that may affect potential for effective parenting

48. FINANCIAL RESOURCES - *This item refers to the income and other sources of money available to family members (particularly caregivers) that can be used to address family needs; please include government assistance Refer to Monthly Family Income & Expenditures Form CS-0431*

0	No difficulties. Family has financial resources necessary to meet needs.
1	Mild difficulties. Family has financial resources necessary to meet most needs; however, some limitations exist.
2	Moderate difficulties. Family has financial difficulties that limit their ability to meet significant family needs.

3	Significant difficulties. Family experiencing financial hardship, poverty.
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49. EMPLOYMENT - *This item is rated only for individuals who are employed or are in an employment like environment (e.g. training program, internship). An individual whose disability prevents employment would be rated as zero. Full-time employment means that the worker is employed full-time, or 40 hours per week. Refer to Monthly Family Income & Expenditures Form CS-0431*

0	If able, Applicant/Resource Parent is fully employed with no problems at work that could interfere with resource-adoptive parenting. Alternatively, Applicant/Resource Parent may not be seeking employment or chooses to be a full-time homemaker.
1	Applicant/Resource Parent is partially employed, employed significantly below her/his level of education/experience/training, or is having some work related problems that could interfere with resource-adoptive parenting.
2	Applicant/Resource Parent is having significant work-related problems that could interfere with resource-adoptive parenting or is temporarily unemployed because of such difficulties.
3	Significant difficulties with vocational functioning. Applicant/Resource Parent is chronically unemployed or obtains financial resources through activities that are illegal and/or potentially harmful to her/himself and her/his family members (e.g. prostitution, drug dealing).

50. TRANSPORTATION - *This item rates the Applicant/Resource Parent's current and likely future transportation circumstances.*

0	No difficulties. Family has transportation necessary to meet the current needs of children placed in their home. No future problems are anticipated.
1	Mild difficulties. Family has transportation necessary to meet current the needs of children placed in their home, however some limitations exist. Family has access to a vehicle that is not in their immediate possession or public transportation.
2	Moderate difficulties. Family has difficulty finding transportation necessary to meet current the needs of children placed in their home. Family has limited access to a vehicle that is not in their immediate possession or limited access to public transportation.
3	Significant difficulties. Family does not have transportation necessary to meet current the needs of children placed in their home. Family has no access to a vehicle that is not in their immediate possession or no access to public transportation.

51. RESIDENTIAL STABILITY - *This item rates the Applicant/Resource Parent's current and likely future housing circumstances.*

0	This rating indicates a family/parent in stable housing with no known risks of instability.
1	This rating indicates a family/parent who is currently in stable housing but there are significant risks of housing disruption (e.g. loss of job).
2	This rating indicates a family/parent who has moved frequently or has very unstable housing.
3	This rating indicates a family/parent who is currently homeless.

52. RESOURCES FOR CHILDREN - *This item rates the Applicant/Resource Parent's ability to provide resources to the child such as extra curricular activities, community activities involvement*

0	The Applicant/Resource Parent is very capable and knowledgeable of how to actively seek out community, recreational or extra-curricular activities based on the child's interest and abilities.
1	The Applicant/Resource Parent is generally capable and knowledgeable of how to actively seek out community, recreational or extra-curricular activities based on the child's interest and abilities.
2	The Applicant/Resource Parent has limited capability and knowledge of how to actively seek out community, recreational or extra-curricular activities based on the child's interest and abilities. Assistance is needed.
3	The Applicant/Resource Parent has no capability and knowledge of how to actively seek out community, recreational or extra-curricular activities based on the child's interest and abilities. Immediate assistance is needed.

VIII. HOME SAFETY FACTORS (Safety Factors that may affect Parenting Capacity)

53. CHILD SAFETY -*This rating refer to whether Applicant/Resource parents in the home present a danger to the child. This item does NOT describe situations in which the resource parent is unable to prevent the child from hurting him/herself despite well intentioned efforts. A '2' or '3' on this item requires immediate supervisory review. Abuse and neglect are rated here.*

0	This level indicates that the Applicant/Resource Parent's home is safe for children. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is safe. Youth is at no risk from parents. They can describe what abuse and neglect are.
1	This level indicates that while the Applicant/Resource Parent's home is currently safe, unsafe circumstances in the past warrant continued monitoring of previously assessed safety threats. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is safe. Some concerns exist about the safety of the child.
2	Threats to safety have been identified but cannot be effectively managed by Applicant/Resource Parent's protective capacities and supportive services. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is not safe without additional services, training or corrective action Do not have an understanding of abuse and neglect and need additional support. Youth is in some danger from parents.
3	Safety threats have been identified and Applicant/Resource Parent capacities are not sufficient to ensure the child's safety. Safety plan or protective custody has occurred. Home closure may be recommended for traditional homes. For Kinship/ICPC resource homes with foster children present, the children have returned to Tennessee or the sending state or the home will be closed. Child(ren) is in immediate danger.

54. HOUSEHOLD RESOURCES - *Refers to furniture, appliances, house wares, play area, equipment and clothing meets the needs of the family. Refer to Home Safety Checklist CS-0676*

0	Adequate opportunities and resources exist to promote healthy home environment and appropriate items needed to maintain the home are present.
1	Some area's of the home may be lacking necessary items to meet needs but does not interfere with the daily functioning of the family
2	Limited resources available in the home to adequately meet the needs on a daily basis; appliance does not work or needs replacing to be safely used; inappropriate clothing available; items needed to support daily functioning in the home such as furniture, house wares, play items, and etc.
3	Limited resources available in the home that prevent healthy family environment functioning on a daily basis. Items needed to be fixed, replaced, or obtained in order to continue living in the home. Environment unsafe until this need is met.

55. SECURING MEDICATIONS/WEAPONS OR OTHER POTENTIAL HAZARDS - *Refers to the ability of the Applicant/Resource Parent to monitor and secure weapons, medications, and other potential hazardous areas in the home (i.e. pool). Refer to Home Safety Checklist CS-0676*

0	Clear understanding of dangers related to potential safety hazards in the home. Medications are locked or inaccessible by child; weapons are locked up; pool area is secure when adult not present and etc.
1	General understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas need minor changes to ensure safety.
2	Limited understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas need significant changes to ensure safety.
3	Poor understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas are dangerous and children are not safe in this home without immediate changes.

56. HOUSEHOLD PETS -*The Applicant/Resource Parent's ability to treat and care for pets and potential safety issues the pets present to children.*

0	Adequate treatment and care for pets in the home. No safety issues present to foster children. Pets in the home are not aggressive nor present any danger to children.
1	Treatment and care for pets in the home may be inconsistent. Potential safety issues present to children but no immediate danger to foster children.
2	Limited care for pets in the home. Safety issues are immediate. Significant changes needed to ensure safety to children.
3	Poor treatment and care for pets in the home. Pets in the home are dangerous to children. Children cannot be placed in this home due to pet safety or care without immediate changes. Appropriate authorities need to be contacted to remove animals.

57. NEIGHBORHOOD SAFETY & RESOURCES - *This item describes the characteristics of the neighborhood where they live (within several blocks) pertaining to safety and availability of community resources that could mitigate risks.*

0	Applicant/Resource Parent lives in a safe neighborhood with community resources.
1	Applicant/Resource Parent lives in a neighborhood that is generally safe but there are limited community resources for children.
2	Applicant/Resource Parent lives in an unsafe neighborhood with limited resources for children.
3	Applicant/Resource Parent lives in a dangerous neighborhood with no resources for children.

58. CONDITION OF THE HOME - *This item refers to the physical condition of the house or apartment in which the Applicant/Resource Parent is currently living. Refer to Home Safety Checklist CS-0676*

0	No health or safety concerns on property
1	Minor health or safety concerns on property that pose no threat and easily correctable
2	Serious substantiated health or safety hazards, i.e. over crowding, inoperative or unsafe water and utility hazards, vermin, or other health and sanitation concerns including home where drugs are produced/sold or where there is current drug activity).
3	Substantiated life threatening health or safety hazards, i.e. living in condemned and/or structurally unsound residence; exposed wiring, potential fire/safety hazards, or vermin infestation.

59. DOMESTIC VIOLENCE IN THE HOME - *This rating describes the degree of difficulty or conflict in the Applicant/Resource Parent's relationship and the impact on parenting and childcare.*

0	Applicant/Resource Parent(s) appear to be functioning adequately. There is no evidence of notable conflict in the parenting relationship. Disagreements are handled in an atmosphere of mutual respect and equal power.
1	Mild to moderate level of family problems including marital difficulties and partner arguments. Applicant/Resource Parents are generally able to keep arguments to a minimum when child is present. Occasional difficulties in conflict resolution or use of power and control by one partner over another.
2	Significant level of caregiver difficulties including frequent arguments that often escalate to verbal aggression or the use of verbal aggression by one partner to control the other. Child often witnesses these arguments between caregivers or the use of verbal aggression by one partner to control the other.
3	Profound level of caregiver or marital violence that often escalates to mutual attacks or the use of physical aggression by one partner to control the other. These episodes may exacerbate child's difficulties or put the child at greater risk.

60. HISTORY OF MALTREATMENT OF CHILDREN - *This item describes whether the parent has any prior history of maltreating a child in his/her care.*

0	No evidence of any history of maltreatment
1	Parent's maltreatment of children has been investigated for abuse or neglect.
2	Parent has two unfounded investigations with DCS
3	Parent has three or more unfounded investigations with DCS or biological/adopted child(ren) has been in custody

IX. CHILDREN OR OTHER ADULTS RESIDING IN (OR FREQUENTLY VISITING) THE HOME

61. HIGH RISK BEHAVIORS-*This item describes any behavior that has the potential of placing the child or others at risk of physical harm. Suicidal behavior, violence, recklessness, A&D use, and sexual aggression, delinquency, DCS involvement, etc. would be rated here.*

0	No evidence of any high risk behavior.
1	Has a notable history of high risk behavior but not in the past month or a notable concern in need of monitoring. Preventative training or services needed now or obtained in the future.
2	Engages in high risk behavior that interferes with functioning and may place self or others at risk of physical harm. Non immediate Training or Services needed/obtained to address the problem/need.
3	Engages in high risk behavior that places him/her or others at immediate risk of physical harm. Immediate training or services needed to address the problem.