

TOC	S#	New Slides (Publish Date 10/2024)
Title	1	<p>Unit 6C Section 1</p> <p>Permanency through the Child Welfare System</p> <p>New Family Service Worker Training</p>
Important Information	2	<p>Before You Start: Important Information!</p> <p>Before starting an activity outside the online training (for example: reading an article online), you must click on [Exit Activity] at the top right above the training window.</p> <p>This saves your work and lets you re-enter the training at the place where you exited.</p> <p>If you do not exit the activity, the system could time out. Once it is timed out, any information you enter will not be saved even though it looks like it is taking your answers and/or you have completed training.</p>
Welcome	3	<p>Welcome to Permanency through the Child Welfare System!</p> <p>In the previous training, you were introduced to the three overarching goals of reasonable efforts.</p> <ol style="list-style-type: none"> 1. Prevent the removal of children from their homes. 2. Reunify children who have been removed from their homes. 3. Achieve permanency for children who cannot safely return to their parent's care. <p>In this section, we will focus on reasonable efforts to find permanency.</p>
At One Table	4	<p>The DCFS practice Model At One Table is a framework for Guiding Child Welfare Practice.</p> <p>The framework provides DCFS's vision, which is:</p> <p>Every child has a safe and stable family every day.</p>
At One Table	5	<p>We want every child to have a safe and stable family every day. But how do we make that happen?</p>
DCFS Priorities	6	<p>DCFS Priorities</p> <p>Let's start by looking at DCFS's top three priorities.</p>

DCFS Priorities	7	<p>DCFS Priorities</p> <ol style="list-style-type: none"> 1. Safely stabilize and preserve families, and if that is not possible; 2. Safely care for children and quickly reunify children with their families of origin. <p>If children must be removed from the home, relatives and fictive kin caregivers will be considered immediately and throughout the entire engagement with the family, and if reunification is not possible;</p> <ol style="list-style-type: none"> 3. Safely support child permanency, well-being, and development of culturally safe, lifelong relationships.
DCFS Priorities	8	Now that we have discussed DCFS's vision and top priorities, let's explore permanency.
Practice Model Goals: Adoption	9	<p>Practice Model Goals: Adoption</p> <ol style="list-style-type: none"> 1. Ensure out-of-home care and other placements support permanency goals. 2. When reunification is not possible, use permanent placement with relatives or other adults who have a close relationship with the child or children (preferred permanency option.) 3. Ensure adoptions, when that is the best permanency option, are timely, well-supported, and lifelong.
Laws & Policies	10	<p>Laws & Policies</p> <p>Now that we have identified our practice goals, let's explore the laws and policies that give states the authority to seek permanency and meet the practice model goals.</p>
ASFA	11	<p>Adoptions and Safe Families Act Review</p> <p>The Adoption and Safe Families Act (ASFA), enacted in 1997, responded to concerns that many children remain in out-of-home care for long periods or experience multiple placements.</p> <p>The landmark legislation requires timely permanency planning for children and emphasizes that the child's safety is the paramount concern.</p>
ASFA	12	<p>How does ASFA address permanency and safety?</p> <p>Makes clear that the safety of the child is paramount in reasonable efforts. Allows for concurrent planning.</p> <p>States must document permanency efforts and must consider relatives.</p> <p>Sets timeframes and conditions for States to work toward permanency and to file for termination of parental rights (TPR).</p> <p>Relative kinship is preferred over non-relative/fictive kinship when they meet standards.</p> <p>Provides incentives for states to improve adoption rates.</p>





TPR Petitions	13	<p>Where to next? We have reviewed the federal statute that recognizes the child's need for timely permanency and sets time frames for the mandatory filing of TPR petitions.</p> <p>Now, let's look at state law, the agency's policy, and the roadmap to ensure compliance with federal guidelines.</p>
Juvenile Code	14	State Law, i.e., the Arkansas Juvenile Code, mirrors the language of federal law and forms the foundation for the Agency's policies related to permanency.
DCFS Policy	15	Click anywhere on the state to visit the DCFS site and to access the Policy & Procedure Manual. [DCFS Policy]
TPR	16	<p>Policy VII-D: Termination of Parental Rights</p> <p>The policy provides that all children have a right to a safe, permanent family.</p> <p>The Division of Children and Family Services is tasked with developing and implementing permanency plans for the children in their care.</p> <p>There are many permanency options, of which termination of parental rights with consent to adopt is one.</p>
TPR	17	<p>Please pay close attention to the next section.</p> <p>It will help you better understand the Termination of Parental Rights and Permanency Placement options.</p>
TPR	18	<p>Did you know?</p> <p>Termination of parental rights is a legal process that ends the legal parent-child relationship.</p>
TPR	19	<p>What are the conditions?</p> <p>Let's take a look at Policy VIII-D: Termination of Parental Rights.</p> <p>Certain conditions must be present to file a petition to terminate a person's parental rights.</p>
TPR	20	<p>The Division will file a petition to terminate parental rights if:</p> <p>A child (of any age) has been in an out-of-home placement for 15 of the most recent 22 months.</p> <p>The petition must be filed by the end of the child's 15th month in out-of-home care.</p>





TPR	21	<p>The Division will also file a petition to terminate parental rights if: A court of competent jurisdiction finds the parent to:</p> <p>Have committed murder of any child;</p> <p>Have committed manslaughter of any child;</p> <p>Have aided or abetted, attempted, conspired, or solicited to commit such a murder or such an act of manslaughter;</p>
TPR	22	<p>The Division will also file a petition to terminate parental rights if: A court of competent jurisdiction finds the parent to:</p> <p>Have committed a felony battery that results in serious bodily injury to any child or has aided or abetted, attempted, conspired, or solicited to commit felony battery that results in serious bodily injury to any child;</p> <p>Have subjected any child to aggravated circumstance [Aggravated circumstances exist when a child has been abandoned, chronically abused, subjected to extreme or repeated cruelty, sexually abused, sexually exploited, or a determination has been or is made by a judge that there is little likelihood that services to the family will result in successful reunification; or a child has been removed from the custody of the parent or guardian and placed in out-of-home care or in the custody of another person three (3) or more times in the last 15 months; or, a child or a sibling has been neglected or abused such that the abuse could endanger the life of the child.]</p>
TPR	23	<p>The Division will also file a petition to terminate parental rights if: The parent is found by a court of competent jurisdiction to:</p> <p>Have had their parental rights involuntarily terminated as to a sibling of the child; Have abandoned an infant, as defined at A.C.A. § 9-27-303(2) (the petition to TPR will be made within 30 days of the judicial determination that the child is an abandoned infant).</p>
TPR	24	<p>Remember...</p> <p>The petition to terminate parental rights must be filed within 30 days of a judicial determination that reasonable efforts to reunify the child and parent are not required.</p> <p>Note: There are additional circumstances in which the Division may elect not to file or join a petition to terminate parental rights. See Policy VIII-D.</p>


TPR	25	<p>Another avenue for initiating termination of parental rights is through action initiated by the court.</p> <p>The court may determine that the goal should be the termination of parental rights even though it is not the recommendation of DHS.</p> <p>If this happens, the agency must take steps to either appeal the decision or comply with the recommendations.</p> <p>Procedure VIII-D2: Court Initiates Termination of Parental Rights</p>
Permanency Plan Options	26	Now that you understand what termination of parental rights is, let's take some time to review the permanency plan options.
Permanency Plan Options	27	<p>Federal and state law recognizes the following permanency goals, which must be addressed in a plan for permanency:</p> <p>Return child home with fit parent Return child to guardian/custodian Placement with a fit relative Adoption Guardianship Permanent custodian Another planned permanent living arrangement (APPLA)</p>
Reinstatement	28	<p>Behavior change and the work of change is a part of the child welfare system's daily challenge.</p> <p>DCFS recognizes that parents who have made significant changes in their lives may qualify for resumption of services/reinstatement of rights.</p> <p>What does the policy say?</p>
Reinstatement	29	Parents who have had their parental rights terminated may qualify for a resumption of services if, at a later point in time, they significantly alter the life circumstances that caused the removal and subsequent termination of their parental rights.
Resumption	30	The Department of Human Services, Division of Children and Family Services (DCFS), or an attorney-ad-litem may file a motion to resume services for a parent whose parental rights were previously terminated.
Resumption	31	<p>Resumption of services may be considered if the child:</p> <p>Is not in an adoptive or pre-adoptive placement or under another permanent placement and there is some evidence that the child is not likely to achieve permanency within a reasonable period of time as viewed from the child's perspective.</p>
Resumption	32	<p>Resumption of services may be considered if the child:</p> <p>Was previously adopted, appointed a permanent guardian, or placed in the permanent custody of another individual and the adoption, guardianship, or custodial placement was disrupted or otherwise dissolved.</p>


Resumption	33	<p>In addition, at least three years must have passed between the date the order terminating parental rights was entered and the date a motion to resume services on behalf of that parent is filed.</p> <p>Before considering resumption of services, it must also be determined that the parent did not interfere in any way with the child's ability to achieve permanency.</p>
Legal Guardianship	34	<p>Legal Guardianship is a legal relationship between a minor child and a guardian that gives the guardian certain rights and obligations regarding the care of the child.</p> <p>A guardianship does not sever the legal relationship between a child and their biological parents.</p>
Subsidized Guardianship	35	<p>Subsidized Guardianship provides an ongoing financial subsidy to eligible children who exit the child welfare system in the permanent care of a legal guardian, often a grandparent or other kin.</p> <p>It is a transfer of legal responsibility for a minor child from the state to a private caregiver or guardian, who is provided with a monthly subsidy for the care and support of the child. The parents' rights do not have to be terminated for the child to be eligible for the program.</p>
Subsidized Guardianship	36	<p>IV-E-eligible children must meet the federal requirement of being placed in a fully opened kinship home for at least six months.</p> <p>DCFS, in consultation with other parties to the case, may waive the 6-month placement criteria, as appropriate, if the child is non-IV-E eligible. The requirement for the home to be a fully approved kinship home still applies to non-IV-E eligible children.</p>
Adoption	37	<p>Adoption is the social, emotional, and legal process in which children who will not be raised by their birth parents become full and permanent legal members of another family while maintaining genetic and psychological connections to their birth family.</p>
Adoption	38	<p>Now that we have reviewed the permanency plan types, let's take a moment to dive into the option of Adoption.</p> <p>Read and select the correct answer to the question on the next slide.</p>
Permanency Plan	39	<p>According to DCFS Policy and practices, adoption starts at removal.</p> <p>How is this possible if the initial permanency goal is reunification?</p>
Concurrent Planning	40	<p>An adoption specialist is not automatically assigned to the case at the time of removal.</p> <p>When you hear adoption services begin at the time of removal, this refers to concurrent planning and information gathering.</p>

Transitions	41	<p>So now the big question is,</p> <p>If the case is not assigned to an adoption specialist at the time of removal, when is the adoption specialist assigned?</p> <p>What is happening during that transition period?</p> <p>Who does what?</p>
Gathering Information	42	<p>Remember what you learned in Unit 6A about information gathering?</p> <p>All FSWs need to be aware of the information that the Adoption Specialist will need to prepare the adoption packet and make diligent efforts to collect this information throughout the life of a case.</p>
Teamwork	43	<p>One team and one dream mean the Foster Care Unit and the Adoptions Unit must work together to ensure placements are secure, stable, and final.</p>
Transition	44	<p>A seamless transition from the Foster Care Worker to the Adoption Specialist should occur in all cases.</p> <p>However, because the Foster Care Worker and the Adoption Specialist's roles become confused, sometimes the transition hits a few roadblocks.</p>
Time Frames	45	<p>To avoid confusion, we are going to take a few minutes and discuss the time frames for including the adoption specialist.</p> <p>Remember, the goal is to find permanency for the CHILD!</p>
Staffing	46	<p>When to include the Adoption Specialist</p> <p>The Foster Care Worker shall:</p> <p>Invite the Adoption Specialist to the second staffing if the Court determines reunification services are not required. The Adoption Specialist is most likely to be asked to the 2nd staffing in cases with an expedited TPR.</p>
Staffing	47	<p>When to include the Adoption Specialist</p> <p>The Foster Care Worker shall:</p> <p>Invite the Adoption Specialist to the 6,9, and 11-month staffing if it appears likely that the child will not return home or if the goal for the child is adoption.</p>
TPR Staffing	48	<p>When to include the Adoption Specialist</p> <p>The Foster Care Worker shall:</p> <p>Invite the Adoption Specialist to the TPR staffing (30 days before the termination hearing). The case plan developed during the staffing should include the assigned tasks and responsibilities for the assigned FSW and the Adoption Specialist.</p>






	Permanency Planning	49	<p>When to include the Adoption Specialist</p> <p>The Foster Care Worker shall:</p> <p>Notify the Adoption Specialist within 14 days before the permanency planning staffing if there is a recommendation to change the goal to adoption during the hearing.</p>
	TPR Staffing	50	<p>When to include the Adoption Specialist</p> <p>The Foster Care Worker shall:</p> <p>Notify the Adoption Specialist within 14 days before the TPR staffing and hearing.</p>
	Job Expectations Handout	51	<p>The previous slides listed the timeframes for notifying the adoption specialist and inviting them to Family Team Meetings and hearings.</p> <p>Refer to Handout 6C.1.1, Job Expectations, and it will walk you through the role of the Adoptions Specialist.</p> <p>[Handout 6C.1.1 Link]</p>
	Transition	52	<p>Hopefully, the review of Handout 6C.1.1 helped you visualize the steps involved in preparing the child for adoption and locating a safe, secure permanent home.</p> <p>The transition from FSW to Adoption Specialist is seamless as long as staff members are prepared.</p> <p>When everyone works together for the well-being and safety of the children in our care, they create a winning team.</p>
	Knowledge Check	53	<p>Drop-Down. This landmark federal legislation of 1997, <u>Fostering Connections</u>, requires timely permanence planning for children and emphasizes that the child's safety is the paramount concern.</p>
	Knowledge Check	54	<p>All of the following are included in ASFA's provisions, EXCEPT:</p> <p>A) Prohibits concurrent planning in favor of working one plan at a time B) Requires States to file for TPR once children have been in out-of-home care for 15 of the most recent 22 months C) Mandates States to document efforts to find adoptive or other permanent placements for children, including placements with fit and willing relatives D) Emphasizes adult relatives over nonrelative caregivers when relative caregivers meet all relevant State child protection standards</p>
	Knowledge Check	55	<p>A Termination of Parental Rights (TPR) petition may be filed if the parent has committed a felony battery that results in serious bodily injury to any child or has aided or abetted, attempted, conspired, or solicited to commit felony battery that results in serious bodily injury to any child.</p> <p>True/False</p>

	Knowledge Check	56	<p>If there is a judicial determination that reasonable efforts to reunify the child and parent are not required, within how many days must a TPR petition be filed?</p> <p>A) 45 Days B) 30 Days C) 60 Days</p>
	Knowledge Check	57	<p>Even though a parent's rights have been terminated, they can have those rights "returned" by a court order.</p> <p>True/False</p> <p>[Feedback: See Policy VIII-M Resumption of Services Post-Termination and Reinstatement of Parental Rights.]</p>
	Knowledge Check	58	<p>A legal guardianship severs the legal relationship between a child and their biological parents.</p> <p>True/False</p>
	Knowledge Check	59	<p>Complete the sentence below by choosing the correct word or phrase in the drop-down menu.</p> <p>A Subsidized Guardianship provides an ongoing financial subsidy to eligible children who exit the child welfare system in the permanent care of a legal guardian, often a grandparent or other kin.</p> <p>It transfers legal responsibility for a minor child from the state to a <u>private caregiver or legal guardianship</u>.</p>
	Congratulations	60	<p>Congratulations!</p> <p>You have completed Unit 6C Section 1.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

	TOC	S#	New Slides (Publish Date 10/2024)
	Title	1	Unit 6C Section 2 Adoption Specialist Preparing the Child Introduction New Family Service Worker Training
	Important Information	2	Before You Start: Important Information! Before starting an activity outside the online training (for example: reading an article online), you must click on [Exit Activity] at the top right above the training window. This saves your work and lets you re-enter the training at the place where you exited. If you do not exit the activity, the system could time out. Once it is timed out, any information you enter will not be saved even though it looks like it is taking your answers and/or you have completed training.
	Welcome Back	3	Welcome Back
	Adoption Specialist	4	Welcome back to the online Adoption Specialist training! In the previous section, we discussed the termination of parental rights and the transition of responsibilities from the caseworker to the Adoption Specialist. This section will focus on the person most impacted by the adoption, the child.
	Getting Starter	5	Let's get started. Before the adoption, each child needs to be prepared for the changes they will face in their new permanent home. Follow along, and let's talk about preparing the child for adoption.
	Permanency	6	Questions on Permanency From your previous training, think about the issues a child seeking permanency will face. The following slide features a short answer space for you to list three issues a child in care must address before moving into a permanent home.
	Knowledge Check	7	Short Answer. List three issues a child in out-of-home care must address before moving into a permanent home.
	Questions on Permanency	8	Now that we have begun discussing permanency, let's move forward and discuss preparing a child for permanency. Now, what exactly does it mean to help prepare a child for permanency?
	Questions on Permanency	9	Remember training on Trauma-Informed Practice? When you think about preparing children for permanency, consider their life experiences. The children on your caseload may have unresolved losses due to past trauma.

	Permanency	10	<p>Look at the child's history and clarify the events leading up to this point.</p> <p>What is the role of the birth family?</p> <p>What are the child's thoughts about a new family?</p>
	Permanency	11	Take the time to seriously consider the effects that trauma has on children and the impact it can have on future placements.
	Questions	12	Assess the child's readiness by allowing the child an opportunity to ask and answer the following questions.
	Questions	13	<p>Allow the child to ask/answer the following questions</p> <p>Who am I?</p> <p>What happened that brought me to the agency's attention?</p> <p>What is going to happen next?</p> <p>Am I going home, to another resource home, or maybe a forever family?</p> <p>If I get a family, will they keep me after discovering who I am?</p> <p>When will I know I belong?</p>
	Knowledge Check	14	Make a list of at least three conversation starter questions for the child to help them determine their readiness for permanency.
	Interview Tips	15	<p>Now that you have a list of questions, the next step is to talk with the child. SOP tools can be used when gathering information from the child (Three Houses, Safety House, and Three Column Map)</p> <p>Remember these interviewing tips.</p> <p>Engage the child.</p> <p>Always be honest.</p> <p>Do NOT make promises you cannot keep.</p> <p>Make the child feel safe. Actively listen to what the child has to say.</p> <p>Support the child and the child's story.</p> <p>Confirm the details and add pieces if the child needs clarification.</p> <p>Respond to the child's questions in age-appropriate ways.</p>
	Interviewing Children	16	<p>Allow the child to go back down memory lane to talk about what they remember, past experiences.</p> <p>Assure them that some parts of their life may cause them to feel sad.</p> <p>Show empathy with the child when they express pain about the past.</p> <p>Validate their feelings and let them know that it is okay.</p>
	Note	17	Just a note to keep in your back pocket ...
	Note	18	<p>Children love their birth families.</p> <p>Children may have a negative self-image.</p> <p>Children may be too young to understand.</p> <p>Children may model some of their parent's behavior.</p>

	Considerations	19	<p>Considerations when talking to children</p> <p>Allow the child to guide the conversation.</p> <p>Initiate conversation about adoption.</p> <p>Never lie.</p> <p>If the information is negative, use a third party to help you explain it.</p> <p>Do not impose value judgments.</p> <p>Allow the child to be angry without joining in.</p> <p>The child should be in control of their story outside the family.</p>
	Considerations	20	<p>The child usually knows more than you think.</p> <p>Tell information in a developmentally appropriate way.</p> <p>Share all information by the time the child is 12 (developmentally).</p> <p>Use positive adoption language.</p> <p>Give the child time to respond and open up about feelings and concerns.</p>
	Tools of Communication	21	<p>Tools of Adoption Communication</p> <p>Letters or Journal</p> <p>Tell or write a story</p> <p>Heart Boxes</p> <p>Family Tree</p> <p>Safety House</p> <p>Life Books</p> <p>Family Collage</p> <p>Life Map</p> <p>Life Story Box</p> <p>Phone call</p> <p>Three Houses</p> <p>Books or Films</p> <p>Doll/Puppet Play</p>
	Permanency Options	22	<p>When identifying permanency options, you want to see who best meets the child's needs.</p> <p>The next slides will introduce you to one of the tools used by DCFS to:</p> <p>Identify interested families.</p> <p>Assess the attachment and parenting skills of each.</p> <p>Determine who is best able to meet the child's needs.</p>
	Meeting Needs	23	Who can best meet her needs?
	Data Match	24	<p>DCFS uses a matching tool to search for a family to meet the child's needs after exhausting all efforts to locate relatives.</p> <p>This is called a data match.</p>
	Data Match	25	A data match is run by the assigned Adoption Specialist before the Termination of Parental Rights hearing unless it is a resource parent adoption AND the resource parent consideration to adoption family team meeting has already been held.
	Data Match	26	Adoption Data Matching Tool [screenshot]

	Data Match	27	<p>To access the Adoption Data Matching Tool, go to DHS Share and click DCFS.</p> <p>On the left or right sidebar, select DCFSCHRISNet.</p> <p>Select “Adoption Home Matching Search”</p> <p>Enter the specific criteria and “Begin Search”</p> <p>The search will reveal all families that meet the child’s needs. We will discuss how to select a family in more detail in the following sections. The rest of this section will focus on preparing the child.</p>
	Review	28	Time for review!
	Knowledge Check	29	<p>To begin preparing a child for permanency, you will do which of the following? Check all that apply.</p> <p>A) Look at the history of the child's involvement with child services. B) Clarify the events in the child's life C) Look at the role of the birth family D) Discover the child's thoughts/feelings about a new family</p>
	Knowledge Check	30	<p>If a child reaches the point of TPR and gets a new forever family, they no longer have positive feelings for their birth families.</p> <p>True/False</p>
	Knowledge Check	31	<p>Children will not remember the pain and difficulties of transitioning to a new family.</p> <p>True/False</p>
	Knowledge Check	32	<p>List five tools to assist with Adoption communication with a child.</p> <p>Life books, Life Story Box, Life Map, Safety House, Three Houses, Family Tree, Family Collage, Books/Films, Phone Call, Doll and Puppet Play, Tell/Write a Story, Write a Letter or Journal, and Heart Boxes are tools you may consider.</p> <p>Click anywhere or press ‘y’ to continue.</p>
	Knowledge Check	33	<p>Fill-In-The-Blank. Complete the sentence below by filling in the blanks.</p> <p>When preparing for adoption, DCFS will use the matching tool to search for a <u>family</u> that meets the <u>child's</u> needs.</p>
	Upcoming	34	<p>In this short section, we have looked at some tips for preparing the child for permanence. We also looked at the DCFS Adoption Data Matching Tool to assist in locating possible families.</p> <p>In the next section, we will focus on preparing and introducing the child to their prospective family.</p>






	Congratulations	35	<p>Congratulations!</p> <p>You have completed Unit 6C Section 2.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>
--	------------------------	-----------	--





TOC	S#	New Slides (Publish Date 10/2024)
Title	1	Unit 6C Section 3 Adoption Specialist - Preparing a Child New Family Service Worker Training
Important Information	2	"Before You Start: Important Information! Before starting an activity outside the online training (for example: reading an article online), you must click on [Exit Activity] at the top right above the training window. This saves your work and lets you re-enter the training at the place where you exited. If you do not exit the activity, the system could time out. Once it is timed out, any information you enter will not be saved even though it looks like it is taking your answers and/or you have completed training."
Introduction	3	We begin this section by talking about preparing and introducing the child to their prospective family.
Matching Needs	4	What happens when a prospective family is found that matches the child's needs?
Pre-placement Visits	5	Let's start with Pre-Placement Visits. The child's Adoption Specialist will lead and schedule the pre-placement visits.
Pre-placement Visits	6	Pre-placement visits include: Notifying the child's caseworker of the pre-placement dates, times, locations, etc. Observing some portion of the pre-placement visits (PAs do not observe adoptions or pre-placement visits). If the youth is 16 or older, inform the family that the youth is eligible for Transitional Youth Services, which includes Education and Training Voucher (ETV). There must be at least three pre-placement visits for a child who is two years of age or older between the child and the prospective adoptive family.
Pre-placement Visits	7	There MUST be at least three pre-placement visits for a child two years or older between the child and the prospective adoptive family. Best practice should include the following types and sequencing of visits: 1. An Initial Visit 2. An All-Day Visit 3. An Overnight Visit 4. A Full Weekend Visit

Pre-placement Visits	8	<p>Important Reminders about Pre-Placement Visits</p> <p>Each type of visit referenced on the previous slide should be separated by at least 2-3 days and preferably separated by a week, particularly between the overnight visit and the full weekend visit.</p> <p>In between visits, the Adoption Specialist should speak with the child and family regarding how the visit went.</p> <p>Overnight/weekend visits will never “roll over” into the six-month pre-adoptive placement; there will be at least 2-3 days, preferably one week, between the last pre-placement visit(full weekend) and the start of the six-month pre-adoptive placement.</p>
Pre-placement Visits	9	<p>Some placements may take longer and include the prospective family meeting with the child’s therapist and possibly being included in the child’s therapy sessions.</p> <p>The Adoption Specialists will assess and determine the number of pre-placement visits based on the child's needs.</p> <p>The child’s Adoption Specialist will take the lead (with support from the child’s caseworker) on arranging any needed appointments for the selected adoptive family to meet with the child’s various providers (e.g., therapists, medical doctors, school personnel, etc.).</p>
Pre-placement Visits	10	<p>Note ...</p> <p>After the family is selected and pre-placement visits occur, it is time to say goodbye. Remember, the child is saying goodbye to both the birth family and the resource family if the resource parents do not adopt the child.</p>
Goodbye Visit	11	<p>Will the visit help the child transition into an adoptive placement?</p> <p>Before scheduling a goodbye visit, discuss the pros and cons of a parental visit with all the important people concerned with the child’s welfare, including the supervisor.</p> <p>If the decision is to not have a goodbye visit, document in the case record why this decision was made and who was consulted before making the decision.</p>
Goodbye Visit	12	<p>Schedule a Goodbye Visit IF it is decided that it will HELP the child transition into the adoptive placement.</p>
Goodbye Visit	13	<p>Preparing for the goodbye visit involves more than simply scheduling a date, time, and location and notifying the appropriate parties.</p> <p>The worker MUST gain the cooperation of:</p> <p>The birth parents. The child’s current caregivers. Service providers (to ensure that the child and family are supported).</p>
Goodbye Visit	14	<p>The visit should be well-planned and conducted to benefit the child and the birth family, recognizing that this is and can be a highly emotional event for all parties.</p>
Goodbye Visit	15	<p>If the caseworker does not conduct the goodbye visit, the caseworker coordinates with the person who will conduct the visit to ensure that they will prepare the child, the child's substitute caregiver, and the parent.</p>







Goodbye Visit	16	<p>The child should be told of the upcoming goodbye visit in advance in a face-to-face meeting with the child's FSW. It may be helpful to the child to have current caregivers and/or a therapist present for this meeting to provide support.</p> <p>It should be decided before the meeting whether the worker, therapist, or caregiver will take the lead in this discussion with the child.</p>
Goodbye Visit	17	<p>The purpose and significance of the goodbye visit should be explained to the child in terms they can understand, considering the child's age and intellectual functioning.</p> <p>The FSW should be prepared to answer the child's questions. Often a child will have questions regarding future contact with the birth family.</p>
Future Contact	18	<p>If the plan is for the child to be adopted by the current resource parents, it would be helpful to initiate a discussion in advance with the pre-adoptive parents to determine their plans for future direct contact with birth family members. The child can then be given honest and consistent answers.</p> <p>If the pre-adoptive family is opposed to future contact or if such contact would not be in the child's best interest, it may be helpful to the child to discuss other ways to maintain connections.</p>
Goodbye Visit Debrief	19	<p>When the child returns to the resource home after the goodbye visit, the caseworker needs to meet with the child and the child's resource parents to debrief the visit.</p> <p>This debrief visit will also assess the child's response to the goodbye visit and determine if further follow-up work is necessary to help the child process the experience.</p>
Goodbye Letter	20	<p>A helpful tool to prepare children to transition to a new family is assisting the child in writing a goodbye letter or letters.</p> <p>The following slide will ask you to draft a goodbye letter. The letter can be addressed to the birth family, resource parents, or other children in the home.</p> <p>Take a moment to consider what might be included in this letter.</p>
Goodbye Letter	21	<p>Draft a goodbye letter. The letter can be addressed to the birth family, resource parents, or other children in the home. [short answer]</p>
Birth Family	22	<p>As a family service worker, you must also prepare the birth family for the reality that their child will be adopted by another family.</p>
Birth Family	23	<p>This serious and potentially difficult conversation with the birth family takes place in a face-to-face meeting and needs to address the purpose and importance of the goodbye visit.</p>
Birth Family	24	<p>Help the parents by:</p> <p>Reinforcing the important role the parent has played in the child's life.</p> <p>Emphasizing that because of the child's love for the parent, it is important for the parent to give the child "permission" to be happy and to love and trust another family.</p>
Disruption	25	<p>Research and practice have shown that children are much less likely to disrupt an adoptive placement if the birth family has permitted them to accept a new family.</p>

Practice	26	<p>It will be helpful to practice with the parents what they will say to the child during the visit.</p> <p>Emphasize the importance of telling the child how much they are loved and will be missed, that none of this is the child's fault, and that it is okay to be happy and love other important adults in the child's life.</p> <p>Children need to hear from their biological family that attaching to an adoptive family is not a betrayal.</p>
Birth Family	27	<p>Help the parents decide if there are other extended family members the birth parent would like to invite to the goodbye visit or whether the birth parent is agreeable to inviting significant people the child has mentioned.</p>
Losses	28	<p>Now that we have discussed the goodbye visit, let's take a few minutes to discuss grief and loss. After the goodbye visits or during the initial placement, the child may begin to express grief and loss.</p> <p>Children who join their families through adoption often bring a tremendous amount of grief and loss.</p> <p>Losses could include the loss of birth parents, extended family, home, pets, neighborhoods, schools, friends, treasured belongings, and in some cases, culture.</p>
Child Behavior	29	<p>What is the behavior telling you? Children don't always have the words to express loss and grief; instead, they express their feelings through various behaviors.</p>
Child Grief	30	<p>Children's grief and loss reactions can come out in behaviors. Reactions could include: anger - sadness - hyperactivity - changes in appetite - hoarding food - inappropriate emotional responses - headaches - difficulty making decisions - regressive behaviors - clinginess.</p> <p>These behaviors can be difficult to understand.</p>
Ambiguous Loss	31	<p>Adopted children often experience ambiguous loss.</p> <p>Ambiguous loss refers to the grief experienced by a person when there is confusion or uncertainty about the loss.</p> <p>For instance, a parent may be physically present but emotionally unavailable to the child (as in the case of addictions or mental illness). Or the parent may be physically absent (whereabouts unknown) but still very present in the child's mind (as in the case of abandonment or an unknown parent).</p>
Grief & Support	32	<p>These circumstances make it difficult for the child to grieve healthily and for others to know how to support the child and acknowledge the loss.</p> <p>The adoption specialist must reinforce with the adoptive parents the lifelong commitment to children.</p> <p>Part of being an adoptive family is to understand and help the child work through loss issues throughout their lives.</p>

	Grief & Support	33	<p>Adoptive parents need to exercise skill and sensitivity when dealing with their children around grief and loss. The child often loses more than a parent. They lose a whole community.</p> <p>Additionally, they will provide the necessary support to ensure children emerge from this stage as self-assured and confident adults.</p>
	Unresolved Grief	34	<p>The following slide will ask you to compile a list of:</p> <p>Physical symptoms a child may exhibit due to unresolved grief. Emotional symptoms a child may exhibit as a result of unresolved grief.</p> <p>Review one of the files in your caseload or reflect on the previous training.</p> <p>If needed, conduct a Google search to help with compiling the list.</p>
	Knowledge Check	35	List at least five physical and emotional symptoms that a child may exhibit due to unresolved grief.
	Information Covered	36	<p>We have reviewed a lot of important information that impacts your practice.</p> <p>Pre-placement visits Preparing a child for the transition Preparing the birth family for the transition</p>
	Permanency Plan	37	<p>The next slide will ask you to begin the process of assessing a child's readiness and creating a permanency plan.</p> <p>Take a moment to consider your training from the previous online section, such as acknowledging the impact of trauma on the child's readiness for permanency, and clarifying questions that the child can ask/answer.</p>
	Knowledge Check	38	Describe three things you would do to assess a child's readiness for permanency. [Short answer]
	Review	39	Time for review!
	Knowledge Check	40	<p>Complete the sentence below by choosing the correct word or phrase.</p> <p>_____ take the lead on scheduling pre-placement visits.</p> <p>Out-of-home services caseworkers Adoption specialists</p>
	Knowledge Check	41	<p>One preplacement visit between a child and the prospective resource family is sufficient.</p> <p>True/False</p>
	Knowledge Check	42	<p>Who takes the lead in arranging appointments for the selected adoptive family to meet with the child's various providers?</p> <p>A) Foster Care Case Worker B) Program Assistant (PA) C) Adoption Specialist</p>

	Knowledge Check	43	The policy requires a goodbye visit between a child and their birth family before transitioning into adoptive placement in every situation and circumstance. True/False
	Knowledge Check	44	Complete the sentence below by choosing the correct word or phrase from the drop-down menu. Following a goodbye visit, the worker needs to meet with the child and the child's resource parent to debrief the visit. The visit will also be used to assess the child's response to the visit and determine if <u>further follow-up is needed to help the child process the experience.</u>
	Knowledge Check	45	Children are less likely to disrupt from an adoptive placement if their birth family has permitted them to accept a new family. True/False [Feedback: Research and practice indicate that when birth families give children permission to move on, it increases a positive outcome.]
	Knowledge Check	46	List five physical or emotional signs/symptoms that children with unresolved grief may experience: [Short Answer.] [Feedback: All of the following can signal unresolved grief: Anger, sadness, hyperactivity, changes in appetite, hoarding food, inappropriate emotional response, headaches, difficulty making decisions, regressive behaviors, and/or clinginess.]
	Well Done	47	Great Job sticking with it. We covered a lot of information about adoption practices.
	Congratulations	48	Congratulations! You have completed Unit 6C Section 3. Click [Exit Activity] at the top of the page to exit the training.

TOC	S#	New Slides (Publish Date 10/2024)
Title	1	<p>Unit 6C Section 4</p> <p>Adoption Specialist Recruitment and Inquiries</p> <p>New Family Service Worker Training</p>
Important Information	2	<p>"Before You Start: Important Information!</p> <p>Before starting an activity outside the online training (for example: reading an article online), you must click on [Exit Activity] at the top right above the training window.</p> <p>This saves your work and lets you re-enter the training at the place where you exited.</p> <p>If you do not exit the activity, the system could time out. Once it is timed out, any information you enter will not be saved even though it looks like it is taking your answers and/or you have completed training."</p>
DCFS Services	3	<p>The Division of Children and Family Services provides services to recruit, assess, prepare, and retain adoptive families.</p> <p>These services seek to ensure that adoption, when the best permanency option, is:</p> <p>Timely.</p> <p>Well-supported.</p> <p>Lifelong.</p>
DCFS Services	4	<p>The Division of Children and Family Services provides services to recruit, assess, prepare, and retain adoptive families.</p> <p>The services focus on finding families for children rather than finding children for families.</p>
DCFS Services	5	<p>The Division of Children and Family Services provides services to recruit, assess, prepare, and retain adoptive families.</p> <p>Assessment and preparation of prospective adoptive families are completed according to the need for homes for children.</p>
DCFS Services	6	<p>The Division of Children and Family Services provides services to recruit, assess, prepare, and retain adoptive families.</p> <p>The child's health, safety, and well-being shall be paramount in developing the adoptive placement.</p>
Review	7	<p>The following slides will ask you to complete a few matching questions on the information you just read.</p> <p>Review the previous slides now if needed.</p>


	Knowledge Check	8	<p>Match the following phrases that summarize the practice goal related to adoption.</p> <p>Adoption Services are primarily aimed at <u>recruiting, assessing, preparing, and retaining adoptive families.</u></p>
	Knowledge Check	9	<p>Match the following phrases that summarize the practice goal related to adoption.</p> <p>DCFS is committed to ensuring that adoption is <u>timely, well-supported and lifelong permanency for children.</u></p>
	Knowledge Check	10	<p>Match the following phrases that summarize the practice goal related to adoption.</p> <p>The paramount concern is always <u>the child's safety, permanency, and well-being.</u></p>
	Recruitment	11	<p>Recruitment is everyone's business.</p> <p>How can adoption staff help in recruitment efforts?</p> <p>Create interest by actively coordinating with local professional organizations and minority groups.</p> <p>Let community organizations and the media know about DCFS' needs AND any known adoption-related successes.</p>
	Recruitment	12	<p>Adoptive Parents are EXCELLENT recruiters!</p> <p>Staff can encourage adoptive parents to ...Talk about their experiences! Make contact with other people who are interested in adopting. Speak to community groups and share information about adopting.</p>
	Procedure VIII-B4	13	<p>Adoption Staff can also help recruit by conducting and participating in information meetings.</p> <p>Procedure VIII-B4 provides guidelines for these meetings and recruitment activities.</p>
	Recruitment & Subsidy	14	<p>The Adoption Specialist: Makes people aware of the NEED for adoptive families AND the availability and purpose of an adoption SUBSIDY.</p>
	Knowledge Check	15	<p>Making people aware of the need for adoptive families and the availability and purpose of an adoption subsidy reflects <u>general</u> recruitment.</p>
	Recruitment & Diversity	16	<p>The Adoption Specialist: Recruits adoptive families that reflect the ethnic/racial diversity of children who need homes.</p>
	Knowledge Check	17	<p>Recruiting adoptive families that reflect the ethnic/racial diversity of children who need homes is <u>targeted</u> recruitment.</p>
	Recruitment	18	<p>The Adoption Specialist: Recruits adoptive families for specific children when necessary.</p>
	Knowledge Check	19	<p>The type of recruitment described on the previous screen reflects <u>child-specific</u> recruitment.</p>

	Recruitment	20	The Adoption Specialist: Uses adoptive families and volunteers to help in recruitment campaigns. Remember, the stories from people “walking the walk” are one of your most powerful recruiting tools.
	Recruitment	21	The Adoption Specialist: Explains and discusses the adoption process. Provides adoption brochures. Adoption Specialists can get adoption brochures from the DCFS Public Information Specialist. They are also included in the recruitment packet in your online Resources folder.
	Recruitment	22	The Adoption Specialist: Refers applications to the Adoption Supervisor. Completes the adoption preparation/assessment within 4-6 months, including pre-service training (more about these activities in upcoming sections).
	Recruitment Partners	23	Remember ... DCFS has community partners who assist with recruitment.
	Recruitment Partners	24	Let’s discuss one very important DCFS partner in recruiting adoptive families.
	Project Zero	25	The Division of Children and Family Services and Project Zero have an agreement that gives Project Zero the authority to maintain the Arkansas Heart Gallery for children/youth waiting for adoptive homes. In addition, Project Zero holds recruitment events.
	Project Zero	26	What is Project Zero? Project Zero is a state-wide coalition of adoption professionals, ministry, community leaders, DCFS, attorneys, resource & adoptive parents, and other volunteers united by a common mission. Project Zero Mission: The mission of Project Zero is to diligently and enthusiastically promote adoption through the foster care system to find a forever family for every child who is waiting. www.theprojectzero.org
	Project Zero	27	Project Zero promotes adoption by: Raising AWARENESS about the need for adoptive families through the Arkansas Heart Gallery, online and traveling exhibits, short films featuring waiting kids, and promotional products and speeches.
	Project Zero	28	Project Zero promotes adoption by: Building HOPE in and relationships with waiting children and teens through exciting monthly events filled with new experiences.
	Project Zero	29	Project Zero promotes adoption by: Helping to CONNECT waiting children and teens with the right forever family through our partnership with Arkansas DCFS, through 'connection' events that bring waiting families and waiting children together, and through one-on-one interaction with interested and waiting families.


Project Zero	30	<p>Adoption Eligibility. Central Office Adoptions staff receive an automatic CHRIS report when the criteria for adoption eligibility are met, which is 30 days after the parents' TPR plus the exhaustion of all appeals.</p> <p>The Adoption Specialist is responsible for sending a Project Zero referral email to the Project Zero Logistics Coordinator, DCFS Public Information Specialist, and DCFS Adoption Manager.</p>
The Heart Gallery	31	Raising Awareness through the Heart Gallery [logo screenshot]
The Heart Gallery	32	The Arkansas Heart Gallery is a collection of beautiful photographs of waiting children and teens taken by professional photographers from every corner of the state.
The Heart Gallery	33	<p>Getting Children's Information Included in The Heart Gallery</p> <p>The Adoption Specialist is responsible for providing the information to Project Zero within a week of child's designation as adoption eligible.</p>
The Heart Gallery	34	<p>An updated biography includes:</p> <ul style="list-style-type: none"> Basic demographics CHRIS case info Current school grades Interests Behaviors Issues Concerns Current photograph of the child Information on <p>Siblings, including adoptive siblings, and any sibling issues</p> <p>If contact is maintained</p> <p>If they are local</p> <p>Need for adoption by one parent or two parents</p> <p>Pets</p> <p>Special Needs</p> <p>Developmental Needs</p> <p>Qualify for subsidy</p> <p>Anything else pertinent</p>
The Heart Gallery	35	<p>The Heart Gallery does not include children who are currently:</p> <ul style="list-style-type: none"> Placed in pre-adoptive placements. Placed with resource parents who likely will adopt or with kin who likely will assume custody or adopt. Involved in pending legal appeals. Other situations where adoptive placement is imminent or very likely (will require one-on-one conversations with Adoption staff).


Project Zero	36	<p>The Adoption Specialist coordinates with Project Zero staff throughout the process of:</p> <ul style="list-style-type: none"> Placing information on adoption-eligible children in the Heart Gallery. Participating in Connection Events. Removing children's information from the Heart Gallery when they find a forever family.
Project Zero	37	<p>New Adoption Specialists need to find out who their Project Zero Logistics Coordinator is.</p> <p>Remember that your supervisor is one of your trainers?</p> <p>This is the time to tap into your supervisor for help.</p>
Project Zero	38	<p>Project Zero connection events are great opportunities for waiting children and families to come together in a fun environment.</p> <p>Every month, Project Zero hosts connection events to build hope in waiting kids and bring them together with the right forever family.</p> <p>At these events, the Adoption Specialist is expected to:</p> <ul style="list-style-type: none"> Interact with the children, Supervise the children on their caseload, and Interact with waiting families <p>Check out www.theprojectzero.org/events.php for a full list of events.</p>
Project Zero	39	<p>What happens when a potential forever family seeks out information through the Project Zero website about adopting a child or children?</p>
Time Frames	40	<p>Time frames for the adoption process vary based on the child being adopted and the family interested in adopting.</p> <p>Almost all adoptions follow the steps outlined in the next screens.</p>
Time Frames	41	<p>When an inquiry is made, Project Zero staff will respond via email within 24 hours of the inquiry and send a copy of the response to the Adoption Specialist, Adoptions Supervisor, and DCFS Public Information Specialist.</p>
Inquiry	42	<p>At this point, both the Adoption Supervisor and the Adoption Specialist know a family has made an inquiry.</p> <p>The Adoption Specialist will respond to the person inquiring within 3 business days of receiving notification.</p>
Inquiry	43	<p>During this contact with the interested family, the Adoption Specialist will:</p> <ul style="list-style-type: none"> Give a brief explanation of the county's adoption needs. Correct any misinformation the potential forever family may have. Explain the adoptive parent assessment process.
Documentation	44	<p>The Adoption Specialist will enter information on all activities with "adopt-only" families in CHRIS.</p> <p>Remember, some families may be "foster/adopt" families. In this case, the Adoption Specialist and Resource Worker need to coordinate closely as the family works its way through the assessment process.</p>


Information Packet	45	<p>The Adoption Specialist will:</p> <p>Provide the family with an information packet within five (5) business days after the initial contact is made (the first response by the Specialist to the family's Inquiry).</p> <p>See what's included in the information packet on the next screen.</p>
Information Packet	46	<p>What is in the Information Packet?</p> <p>A letter identifying a contact person and thanking the family for their interest. PUB-406: Care, Commit, Connect PUB-409: What is DCFS? Adoption Brochures (obtained from the Adoptions Unit) containing general information, including information on the adoption subsidy and the Mutual Consent Voluntary Adoption Registry.</p>
Information Packet	47	<p>NOTE: Background check forms are not provided at this point.</p>
Follow-Up	48	<p>Within five business days of sending the information packet, the Adoption Specialist will:</p> <p>Contact the family by phone (if the family has not already contacted the Specialist) to ensure they received the packet. Determine if they will be able to attend the next scheduled information meeting. Answer any more questions they have.</p>
Information Meetings	49	<p>Information Meetings in your county or area may be conducted by community partners.</p> <p>Be sure you know when and where they hold the meetings.</p>
Information Meetings	50	<p>Can/does the family attend the meeting?</p> <p>Yes, they can. Yes, they do.</p> <p>They get critical information at the meeting. No, they can't. No, they don't.</p> <p>Send the family critical information by mail:</p> <p>PUB 4 PUB 30 Background Check Packet</p> <p>Remember, if this family is "adopt-only," these duties are the clear responsibility of the Adoption Specialist.</p>

	Background Check Packet	51	<p>Along with the PUB 04: Minimum Licensing Standards for Child Welfare Agencies and PUB-30: Resource Parent Handbook, the Adoption Specialist provides the prospective family with the Background Check Packet.</p> <p>The Background Check Packet contains the following: FBI fingerprint card CFS-316: Request for Child Maltreatment Central Registry Check APS-0001: Authorization for Adult Maltreatment Central Registry CFS-341: Certification of Absence of Criminal Record CFS-342: State Police Criminal Record Check</p>
	Background Check Packet	52	<p>The Background Check Packet also contains the following: CFS-419: Resource Family Support System Information CFS-593: Arkansas State Vehicle Safety Program Additional Requirements for DCFS Drivers VSP-1: Authorization to Operate State Vehicles and Private Vehicles on State Business VSP-2: Authorization to Obtain Traffic Violation Record Arkansas State Vehicle Safety Program Manual</p> <p>See Policy VII-C for background check processing information.</p>
	Providing Information	53	<p>The Adoption Specialist is responsible for assessing and preparing applicants for adoption.</p> <p>Providing prospective families with specific and honest information about the process EARLY is critical.</p> <p>Click HERE for Handout 6C.4.1 - Information Provided to Prospective Family.</p> <p>[Handout 6C.4.1 Link]</p>
	Contact	54	<p>What if the Adoption Specialist cannot contact the family after an inquiry?</p> <p>After THREE phone attempts, send another letter to inform the family of the Adoption Specialist's attempts to contact them.</p> <p>DCFS will not continue to try to contact them. The family is welcome to call or email the Adoption Specialist if they are still interested in adopting.</p>
	Upcoming	55	<p>We will provide more information about preparing and assessing families for adoption in the next online section.</p>
	Congratulations	56	<p>Congratulations!</p> <p>You have completed Unit 6C Section 4.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>

	TOC	S#	New Slides (Publish Date 10/2024)
	Title	1	Unit 6C Section 5 Adoption Specialist New Family Service Worker Training
	Important Information	2	"Before You Start: Important Information!" Before starting an activity outside the online training (for example: reading an article online), you must click on [Exit Activity] at the top right above the training window. This saves your work and lets you re-enter the training at the place where you exited. If you do not exit the activity, the system could time out. Once it is timed out, any information you enter will not be saved even though it looks like it is taking your answers and/or you have completed training."
	Introduction	3	So far, we have talked about: Preparing a child for adoption. The partnership between DCFS and Project Zero. Responding to inquiries about children. Matching children with potential families. Providing initial information to prospective families. Now, let's briefly review the assessment process.
	STOP	4	Stop here if you haven't completed Online Unit 6A and 6B Complete those online units first. And why is that?
	Units 6 & 7B	5	The process of becoming a resource home and the home (SAFE) study are covered in-depth in Units 6A & 6B. While this section will address the process and the SAFE study, it is built on the assumption that you have done the other training, so it will not go into the same level of detail on some aspects.
	Types of Families	6	Something to note ... When you look at the tasks, there are two types of prospective adoptive families. Families who are ONLY interested in adoption Families who are interested in both fostering and adopting.
	Adoption	7	This part of the training is geared towards families only interested in adoption.
	Adoption	8	Keep in mind that people who express an interest in adoption come to the attention of DCFS in several ways. The previous section discussed preliminary conversations when a person inquires through a partner, such as the Heart Gallery, or calls the office asking for information.

	AR Road to Adoption	9	<p>Let's use the Arkansas Road to Fostering infographic to quickly review the process of becoming an adoptive family.</p> <p>Click on the graphic to print or download the infographic</p> <p>[Arkansas Road to Fostering Link]</p>
	AR Road to Adoption	10	<p>Step 1: Regardless of how they come to the Adoption Specialist's attention, the first formal step in the process is for the interested party to submit an inquiry through the Centralized Intake Unit at www.fosterarkansas.org</p> <p>You may have to help families negotiate the website because it can be hard to locate the inquiry form.</p>
	AR Road to Adoption	11	<p>Step 2: The family will receive an email from the Centralized Inquiry Staff acknowledging receipt of their inquiry.</p> <p>The email will also ask the family to contact them if they want to move forward.</p> <p>Step 3: The Centralized Inquiry Unit staff mail the background checks to the family.</p> <p>Step 4: Centralized Inquiry runs the background checks.</p>
	AR Road to Adoption	12	<p>Step 5: On Adopt Only families, the Adoption Specialist completes the In-Home Consultation (IHC).</p> <p>Consult your supervisor and the Resource Worker to double-check that you (the Adoption Specialist) do the IHC on Adopt-Only families. We suggest this because some counties do things a little differently.</p>
	AR Road to Adoption	13	<p>Step 6: If background checks are OK and nothing in the IHC would prevent the home from being approved, the Adoption Specialist refers the family to Connecting AR Families Training.</p> <p>Step 7-9: Look closely at the infographic for steps 8 – 9.</p> <p>These are steps that may be scheduled/completed while the Connecting AR Families Training is still in progress or may be completed after the family completes the classroom part of Connecting AR Families.</p>
	AR Road to Adoption	14	<p>Step 10: The home study (SAFE) is completed and submitted to DCFS. DCFS reviews the study and determines whether they want to approve this applicant as an adoptive parent or family resource.</p> <p>Remember these important points:</p> <p>Read the whole study, not just the summary.</p> <p>Address any red flags you see (if any). Be prepared to discuss these areas further with the family.</p> <p>Look for beliefs, preferences, & practices that will help you match a child to the family.</p> <p>See Online Unit 6B for more detailed information on reviewing and assessing the SAFE study.</p>




	AR Road to Adoption	15	Step 11: DCFS conducts a final walk-through and addresses any last-minute issues and questions before opening the home.
	Approval	16	<p>We quickly reviewed the steps in getting a family approved to adopt.</p> <p>The rest of this unit assumes that the family has been approved and is a good match for a child or sibling group waiting for a forever home.</p>
	Approval	17	<p>At this point in the process, the prospective adoptive family needs to be fully informed about the child(ren) who may become a part of their lives.</p> <p>This includes the ‘good’ and the ‘not-so-good.’</p> <p>So, let’s look at disclosure and the possible difficult conversations that may arise at this point.</p>
	Difficult Conversations	18	<p>We discussed the need for difficult conversations with families and children at several points throughout the training.</p> <p>It’s time for another look at potentially difficult conversations on the road to permanency.</p>
	Disclosure	19	<p>Disclosure is a critical step in achieving permanency for a child. This is when vital information about the child is shared with the prospective parents.</p> <p>It is critical because prospective parents need to be fully informed before deciding on accepting someone into their family.</p>
	Disclosure Packet	20	<p>Before a child is placed in an adoptive home, the adoption specialist is tasked with disclosure.</p> <p>This includes completing a disclosure packet and participating in the disclosure staffing.</p> <p>The information in the disclosure packet is shared with the prospective adoptive parents during the disclosure staffing.</p>
	Disclosure Packet	21	<p>Role and Responsibilities of the Adoption Specialist in Disclosure</p> <p>The adoption specialist will:</p> <ul style="list-style-type: none"> Ensure the packet is complete. Ensure all parties are present. Review all of the information with the selected family. Thoroughly discuss the adoption disclosure packet. Allow the family time to process the disclosure.
	Disclosure Packet	22	<p>The packet contains a detailed written health history and the child's genetic and social history.</p> <p>The policy is to redact identifying information of birth parents of family members unless a signed consent form (CFS-416) is obtained from the parent, allowing the information to remain unredacted.</p>

	CFS-471	23	<p>The disclosure packet will accompany the CFS-471: Disclosure for Adoption form.</p> <p>Click on the link below to print a copy of this form.</p> <p>[CFS-471 Link - See ...]</p>
	Difficult Conversations	24	<p>If the child is being adopted out of county/area, the child's adoption specialist will invite the family's adoption specialist to the disclosure staffing.</p> <p>The child's adoption specialist will lead the disclosure staffing and review the disclosure packet with the family.</p>
	The Disclosure	25	<p>The Disclosure:</p> <p>Occurs before the pre-placement visits. Occurs in person or via Zoom. Covers the personal aspects of the child's life.</p>
	The Disclosure	26	<p>Disclosure includes information on:</p> <p>Child's age Child's history Physical and emotional needs Behavioral needs Discipline Family member's background/history Post-adoption services Adoption subsidy Finances</p>
	The Disclosure	27	<p>This information must be thoroughly discussed with the prospective adoptive parents.</p> <p>The parents must be allowed to ask questions to absorb the magnitude of accepting a child into their home and family.</p>
	The Disclosure	28	<p>When you disclose information about past abuse or neglect, the information may overwhelm the prospective family.</p>
	Difficult Conversations	29	<p>You cannot assume a prospective family's level of interest in moving forward with an adoption based on whether they ask many questions or no questions.</p> <p>Some people are open with their questions and concerns, while others keep to themselves, especially about confusing or challenging subjects.</p>

Difficult Conversations	30	<p>The prospective family needs to know and understand the full history including:</p> <p>The child's background. Health and developmental needs. Experiences in out-of-home care. Any trauma the child has experienced before and since coming into care.</p> <p>AND the parents need to know the history of the birth family, the birth family members' health concerns, and the trauma the family has experienced.</p>
Difficult Conversations	31	<p>What if the prospective family tries to minimize the information?</p> <p>Challenging behaviors may stick around long after a child is placed in a home with well-intentioned caregivers.</p> <p>Confronting certain issues can lead to difficult conversations; difficult because it requires a detailed explanation of facts others may not want to accept.</p>
Difficult Conversations	32	<p>The conversation will likely center around any inappropriate behaviors exhibited by the child.</p> <p>The prospective parents may become uncomfortable if asked to discuss or demonstrate ways they would respond to the child's actions.</p> <p>This discomfort is a natural reaction. Let the parents know this is the perfect time to determine the best ways to support the child's emotional needs.</p> <p>While we use the word inappropriate to describe unwanted behavior, many of these behaviors began as a normal response to abnormal treatment.</p>
Difficult Conversations	33	<p>How will you handle it if your child curses you?</p> <p>Can you take your child to and attend multiple medical or counseling visits?</p> <p>Are you prepared to commit to this child for the rest of your life?</p> <p>If you have children at home, how will your children react to the new child's behavior?</p> <p>What will you do if your child runs away?</p>
Difficult Conversations	34	<p>During disclosure, you help create the environment for honest conversations and problem-solving by asking the right questions and listening attentively to any concerns.</p> <p>The family must think critically about how to best support the child. Your role is to facilitate that process while avoiding sharing personal opinions and commentary.</p>
Committment	35	<p>Why do they need to know? The family needs to know all of this information to assess the level of commitment needed to help the child develop into a healthy and happy adult.</p> <p>Adoption is a lifetime commitment!</p>
Difficult Conversations	36	<p>Allow prospective parents time to digest the information disclosed. This may include several meetings and possible consultations with a therapist or medical doctor.</p>

Disclosure	37	<p>Disclosure provides the adoption specialist an opportunity to see how the prospective parents will respond to certain situations and parenting challenges brought by the child.</p> <p>It allows for an opportunity to assess whether the family can meet the child's needs.</p>
Concerns & Abilities	38	<p>What if the disclosure raises concerns about the family's ability to meet the child's needs?</p> <p>Suppose the family is not appropriate for this child. In that case, a conversation needs to take place to help the family acknowledge their limitations and their ability to parent this child.</p>
What if?	39	<p>What if the family is not a match due to the child's age, physical, emotional, or behavioral needs?</p> <p>The adoption specialist will have to talk with the family and explain why the family cannot meet the child's needs.</p>
Adoption Needs	40	<p>The match needs to be with a family that can meet the child's needs.</p> <p>If the child is placed with a family that understands what to expect AND is willing and able to accept and care for the child based on these needs, the adoption is less likely to disrupt.</p>
Moving Forward	41	<p>Moving Forward After The Disclosure Meeting</p> <p>The child may face a lifetime of:</p> <p>Therapy. Medical issues. Unpredictable behavior.</p> <p>If the family is willing to move forward after knowing these possibilities, the worker can begin to discuss:</p> <p>Preplacement visits. Adoptions. Aftercare services.</p>
Post-Adoption Services	42	<p>After an adoption has been finalized, services may be offered to help preserve adoptive families:</p> <p>A. Adoption subsidy B. Casework management C. Education and training D. Family Support Services</p>

Post-Adoption Services	43	<p>After an adoption has been finalized, services may be offered to help preserve adoptive families.</p> <p>Those services may include:</p> <ul style="list-style-type: none"> A. Information about, and referral to, service providers B. Mutual Consent Voluntary Adoption Registry C. Resource library D. Respite care E. Support groups
Post-Adoption Services	44	<p>The Adoption Specialist will:</p> <ul style="list-style-type: none"> A. Open a supportive services case for the family. B. Make referrals and arrange services upon request from the adoptive family. C. Assist the adoptive family in completing forms and in following procedures.
Post-Adoption Services	45	<p>The Adoption Specialist will:</p> <ul style="list-style-type: none"> D. Document contacts, activities, progress, concerns, etc. in Provider Screens; E. Request and participate in Interdivisional Staffing, as appropriate; F. For cases remaining open for more than thirty (30) days, transfer the supportive services case to a protective services unit for assignment to the FSW for further provision of services.
Protective Services	46	<p>If the case needs to be transferred to the protective service unit for further provision of services.</p> <p>The Adoption Supervisor will:</p> <p>Assign the case to a Protective Services case unit inbox. Consult with Protective Services Unit Supervisor to provide information regarding the needs of the family.</p>
Protective Services	47	<p>The Protective Services Unit Supervisor will:</p> <ul style="list-style-type: none"> - Assign the case to an FSW for service provision. - Transfer information from Adoption Supervisor to FSW. - Ensure appropriate services are provided for family preservation.
NTI	48	<p>Now that you have completed the Midsouth online training for new FSW staff, it is time to introduce you to the next phase of the adoption training, which is the online training by the National Adoption Competency Mental Health Training Institute (NTI).</p> <p>IMPORTANT: The NTI Training is a requirement for all Adoption Specialists.</p>

	NTI	49	<p>What is the National Adoption Competency Mental Health Training?</p> <p>The National Adoption Competency Mental Health Training Initiative (NTI) developed two state-of-the-art, standardized, web-based trainings to build the capacity of child welfare and mental health professionals in all states, tribes, and territories to effectively support children, youth, and their foster, adoptive, and guardianship families.</p>
	NTI	50	<p>The NTI-aligned training provides the skills, strategies, and tools professionals need to:</p> <ul style="list-style-type: none"> - Support children to heal from trauma and loss. - Provide parents with skills to parent more effectively. - Collaborate effectively with child welfare and mental health professionals. - Improve outcomes for permanency, child well-being, family well-being, and stability.
	NTI	51	<p>What is the Goal of the NTI Training?</p> <p>The National Adoption Competency Mental Health Training Initiative (NTI) is a self-paced online training designed to enhance the capacity of child welfare professionals to better understand and address the mental health and developmental needs of children moving to or having achieved permanency through adoption or guardianship.</p>
	NTI	52	<p>Why is Specialized Training Needed?</p> <p>Because of traumatic life experiences and early losses, many children who are adopted, in guardianship, or out-of-home care experience elevated risks for developmental, health, emotional, and behavioral challenges.</p>
	NTI	53	<p>The NTI training can be accessed through the DCFS training portal. Select the link (NTI Professional).</p> <p>This training curriculum consists of eight Interactive Learning Modules focused on Casework Practice (20 hours).</p>
	Knowledge Check	54	<p>There are two types of prospective adoptive families. Families interested in adopting only and families interested in being a resource home and adopting.</p> <p>True/False</p>
	Knowledge Check	55	<p>Disclosure is a critical step in achieving permanency for a child. This is when vital information about the child is shared with the prospective parents.</p> <p>True/False</p>
	Knowledge Check	56	<p>If a child is placed with a family that can meet the child's needs, a family that understands what to expect, and a family willing to accept the child, the adoption is less likely to disrupt.</p> <p>True/False</p>

	Congratulations	57	<p>Congratulations!</p> <p>You have completed Unit 6C Section 5.</p> <p>Click [Exit Activity] at the top of the page to exit the training.</p>
--	------------------------	-----------	--