

# Unified Home Study

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## *Emergency Placement Home Study*



### **Trainer Guide**

Office of Child Welfare

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*4/1/2018*



## Emergency Placement Home Study

**Time:**

3 hours

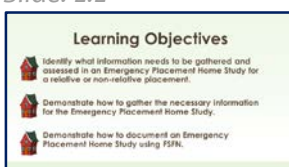
**Unit Overview:**

Slide: 2.1

The purpose of this unit is to teach Child Protective Investigators (CPI) and supervisors how to assess relative and non-relative placements and document this assessment using the Emergency Placement Home Study in FSFN.

**Learning Objectives:**

Slide: 2.2



PG: 3

1. Identify what information needs to be gathered and assessed in an Emergency Placement Home Study for a relative or non-relative placement.
2. Demonstrate how to gather the necessary information for the Emergency Placement Home Study.
3. Demonstrate how to document an Emergency Placement Home Study using FSFN.

**Materials:**

- Trainer's Guide (TG)
- Participant's Guide (PG)
- PowerPoint slide deck
- Flip chart paper / markers

**Activities:**

- Activity A:
  - Part 1 - Emergency! Jacob and Jenna are in Present Danger - TG: 47, PG: 38
  - Part 2: - Emergency! Jacob and Jenna are in Present Danger - TG: 62, PG: 47

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

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

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

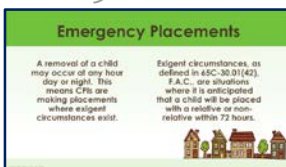
## Emergency Placements

### **When do we need to complete an Emergency Placement Home Study?**

#### **Endorse:**

- CPIs are responsible for completing an Emergency Placement Home Study when a child needs an emergency placement with a relative/non-relative.
- This can occur when a child is removed due to present danger and/or impending danger and an Out-of- Home Safety Plan is needed that includes an out-of-home placement with a relative or non-relative to keep the child safe.

Slide: 2.3

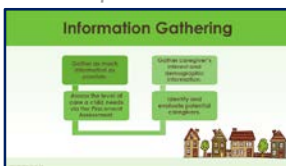


PG: 4

A removal of a child may occur at any hour day or night. This means CPIs are making placements where exigent circumstances exist. Exigent circumstances, as defined in Chapter 65C-30.01(42), F.A.C., are situations where it is anticipated that a child will be placed with a relative or non-relative within 72 hours. There are specific tasks that CPIs must complete prior to placing a child with an identified relative or non-relative.

## Information Gathering

Slide: 2.4



PG: 4

First and foremost, when CPIs decide it is necessary to remove children from their home, it is important that they attempt to gather AS MUCH INFORMATION as possible regarding the child. A number of tasks must be immediately performed PRIOR to placing the child.

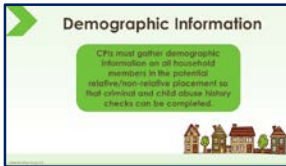
- Once information about the child is gathered, CPIs assess the level of care that the child needs via the Placement Assessment. This assessment, as discussed in the General Information unit, is designed to determine the level of care, not to determine if the child should be placed with a specific individual.

- CPIs need to identify potential caregivers. The parents/legal guardians may have relatives or non-relatives that they feel would be willing, able, and appropriate to care for their child while the child has to be in out-of-home care. Placing with a relative or someone that is familiar to the child is important to minimize trauma that impacts the child. This does not negate the in-depth home study assessment that must be completed to ensure that the placement is the BEST placement.
- When evaluating potential caregivers, especially if there are multiple potential individuals that are willing to care for the child, CPIs must consider:
  - The child's relationship with the potential caregivers
  - The relationship the potential caregivers have with the parents/legal guardians
  - How long the potential caregivers are willing to keep the child
  - Which placements will disrupt the child the least when there are multiple potential relative/non-relative placements. An example of this is a relative placement that resides in the same school district that the child currently attends versus a relative placement where the child would need to change schools.
- These factors help prioritize which caregivers to assess first.
- If potential relative/non-relative caregiver(s) are identified, the CPI speaks to the potential caregiver(s) in order to gather interest in caring for the child and demographic information. As discussed in the previous unit, demographic information is one of the core components of the Unified Home Study (UHS).



Slide: 2.5

Slide: 2.6



PG: 5

PG: 5-6

## Demographic Information

**For the UHS, who is considered a household member?**

**Endorse:**

- Any person who resides in the household.

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

CPIs must gather demographic information on all household members and adult visitors to the home who provide care of the child outside of the caregiver's ability to provide sight and sound supervision so that criminal and child abuse history checks can be completed. Questions that may be asked in gathering this information include:

- What is the person's full name?
- Do they have any other last names or aliases?
- What is the person's date of birth and social security number?
- Did the caregiver or any other household member ever live out of state? If so, how long ago and where?
- Do they have frequent visitors, over 18 years of age, who will be providing sight and sound supervision for the child(ren) being placed?
- Once the demographic information is gathered and documented in FSFN and the UHS is created, the demographic page captures the following information:
  - **Case(s) Associated:** Child Welfare Professionals can search for the relevant cases pertaining to the participants.
  - **Children Associated:** Based on the case that was selected, any child under 18 years of age and active in a case is also displayed as long as the child has a role designation of "child receiving services". Child Welfare

Professionals must select the child associated with the UHS being completed. Only the child checked as part of the UHS is displayed when the UHS is launched /printed.

- **Contact/Identifying Information** (for caregiver 1 and 2): This populates from the Person Management page which will be discuss shortly. Child Welfare Professionals must ensure that the social security numbers are verified and that dates of birth, addresses, phone numbers, and length of time in Florida is collected.
- **Other States of Residence and Approximate Dates Lived There:** For both caregiver 1 and 2, Child Welfare Professionals need to enter all of the states that they lived in and the time periods.
- **Home Evaluation:** The Date Initiated field is system derived based on the date that the UHS is launched and required to initially save the UHS page. The Date Completed field is user entered and should capture the date the user completed the home study.
- **Provider Notes:** Entered into FSN that are created on or after the Initiated Date captured in the Home Evaluation group box. The user can enter Provider Notes directly from this page.
- **Other Household Members:** Other household members are displayed in this section of the demographic page. The other household members include the caregivers' biological children that reside in the home. These individuals are pulled from the Person Provider page.
- **All Children Currently Placed OR Exited within 1 Year from Home Evaluation Date Initiated:** Name, date of birth, age, placement type, placement dates, race, ethnicity, gender, language, and client characteristics are populated for each child that is currently or was previously placed (within one year) with the potential caregivers.
- **Non-Household Members:** Non-household members involved with the family are displayed here. These are

individuals, such as frequent visitors, that the Child Welfare Professional listed in the Person Provider page.

- Once the demographic information is obtained, Child Welfare Professionals can continue their UHS assessment process by completing the background checks needed for placement.

Slides: 2.7-2.10

PG: 6-8

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

UHS Demographics tab:

**Florida Safe Families Network**

Hand Book | Print | Audit | Spell Check | Help

**General Information**

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

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

**Case Information**

**Case(s) Associated**

Case ID	Case Name	Investigation ID	Action
Insert			

**Children Associated**

Names (Person ID)	DOB	Age	Relationship to Caregiver(if any)	Court Case Number
-------------------	-----	-----	-----------------------------------	-------------------

**Contact/Identifying Information**

Rivera, Amanda  
Date of Birth: 05/27/1986

**Actions:**

Approval  
Upload Image

**Text:**

Unified Home Study  
Prior Maltreatments  
Findings/Referrals

Save Close



UHS Demographics tab:

**Florida Safe Families Network**

Hand Book Print Audit Spell Check Help

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

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

**Contact/Identifying Information**

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

**Other States of Residence and Approximate Dates Lived There**

State	From	To	Action
<div>Insert</div>			

**Other States of Residence and Approximate Dates Lived There**

State	From	To	Action
<div>Insert</div>			

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

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

Save Close

UHS Demographics tab:

**Florida Safe Families Network**

Hand Book Print Audit Spell Check Help

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

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

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

**Provider Notes**

PNID	Begin Date	Date Entered	Note Category	Note Type	Worker Creating Note	Worker Making Contact
<div>Insert</div>						

**Other Household Members**  
*This includes biological children*

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

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

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

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

Save Close

UHS Demographics tab:

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

First Name/Last Initial Only	Date of Birth	Age	Placement Type	Placement Begin Date	Placement End Date	Race	Ethnicity	Gender	Primary Language	Client Characteristics
<b>Non-Household Members</b>										
Name	Person ID	Date of Birth	Role	SSN Verified	Frequent Visitor	Action				
<a href="#">Rivera, Rebecca</a>	900000340	03/20/1968	Mother	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No	<a href="#">Delete</a>				

[Insert](#)

## Background Checks



Slide: 2.11

**FSFN Tutorial:** To show the material discussed below, use the FSFN tutorial to conduct a demonstration showing how to complete the FSFN Background Check Information tab on the Emergency Placement Home Study. Discuss the following information:

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

Slide: 2.12



PG: 8

CPIs must obtain and assess background checks for all household members over the age of twelve, and frequent visitors over the age of 18 who provide sight and sound supervision for the child being placed. This may be done by gathering the demographics of the potential caregivers and household members via phone or in person and then submitting them to the CIU. As mentioned earlier, a telephone request can be made to the CIU to request background checks when CPIs do not have access to FSFN. Otherwise, CPIs can request the backgrounds using FSFN functionality.

- If calling the CIU for background checks, CPIs must inform the CIU that the background checks are needed for an emergency placement.
- If being completed via FSFN, CPIs indicate in the Criminal Background Check Request group box that the request type is for an emergency placement by selecting the emergency placement radio button.
- Regardless of the method used, the CIU will provide CPIs with background information via FSFN and it will be available for review for 72 hours.
- The following background checks are required when a child is placed with a relative/non-relative caregiver:

Slide: 2.13



PG: 9

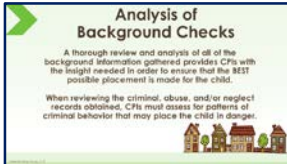
- **Abuse/neglect record checks:** This is done via a FSFN search of each individual.
  - In addition to assessing if they are a caregiver responsible for abuse or neglect, the child abuse investigation and service history can provide key information regarding the past family conditions and dynamics that may be currently present.
  - If any household members, age 18 and older, have resided in another state in the preceding five years, a request must be made to that state for an abuse/neglect history check. This additional history needs to be taken into account when assessing the person's background.

- **Local criminal checks:** These checks can be requested through local law enforcement or through a search of the Comprehensive Case Information System (CCIS).
  - A request for calls-outs from the local police or sheriff's office regarding the household members should be made and call-outs reviewed prior to placement if the results are available.
  - A CCIS search should only be used if local police or sheriff's office checks are not available. If used, the reason CCIS was used instead of local law enforcement checks must be documented in the "Additional background checks not listed above..." group box.
- **Juvenile Justice information:** Delinquency record checks are required for household members 12-26 years of age.
- **FCIC:** A state criminal check completed via the Florida Crime Information Center (FCIC) is required for all household members over the age of 12. When a request is made to the CIU for a background check for placement purposes, the Florida criminal history, designated as the "Q document" is obtained by the CIU from the FCIC for household members age 12 or older. This includes:
  - Results of a delinquency records check through the Florida Department of Juvenile Justice for household members and visitors age 12-26.
  - Results of a records check of the Florida Department of Corrections age 18 or older and Florida Sexual Predator websites for household members age 14 or older.
- **NCIC:** When an emergency placement is being made national crime information is required for all household members age 18 and older.
  - NCIC is a computerized index of criminal justice information including criminal record history, fugitives, stolen properties, and missing persons. It includes information across states.
  - If NCIC checks returns an arrest for a charge that may have safety implications, a request for the out-of-state local criminal information must be made. Information gathered from NCIC cannot be printed or

**PG: 9**

- shared with Case Management.
  - NCIC information is only provided for emergency placements since exigent circumstances exist.
- In addition to the required background checks, other record resources can be accessed in order to gather and/or validate additional background information all household members, especially the potential caregiver, to see if past behaviors have negative implications for child safety. These include, but are not limited to:
  - Florida Vital Statistics-Provides birth information
  - Parent Locator Services
  - ACCESS Florida Information
  - Comprehensive Case Information System (CCIS) - provides Florida Clerk of Court case information
  - FDLE Sexual Offender and Predator Public website
  - Dru Sjordin National Sexual Offender website
  - Accurant - a system that searches multiple data sources for public information that may be helpful with locating persons and/or verifying personal information
  - Driver and Vehicle Information Database (DAVID)
- When an emergency background check request is made to the CIU, information is provided by:
  - Florida Crime Information Center (FCIC)
  - National Crime Information Center (NCIC)
  - Driver and Vehicle Information Database (DAVID)
  - Department of Corrections (DOC)
  - Juvenile Justice Information System (JJIS)
- All other background check information must be completed by CPIs.
- Whenever background checks are completed for a placement, they must be followed with submission of fingerprints to the Florida Department of Law Enforcement (FDLE) for all persons' age 18 or older. This should be done no later than ten calendar days after the completion of the FCIC/NCIC name check.
- There are many reasons why fingerprints are completed rather than just NCIC checks. First, fingerprints are more

Slide: 2.14



PG: 10

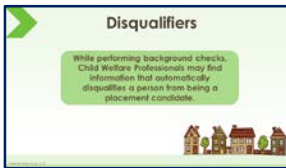
accurate than a name-based check so this ensures correct information is being received and assessed. Second, some states do not share information with the NCIC, so even when NCIC checks are completed, only fingerprints provide criminal history from all states.

## Analysis of Background Checks

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

- Patterns of assault and battery
  - Domestic and/or family violence
  - Substance abuse
  - Sexual assault
  - Crimes against children
  - Resisting arrest with violence
  - Other crimes involving violence
  - Open arrest warrants
  - Household member on probation/parole
  - Child welfare history with implications for placement due to similar allegations as the removal reason or other child safety-related concerns
- 
- If potential caregivers have prior abuse reports or a service record history with the Department, CPIs can look at the Prior Intakes and Investigations/Referrals tab in FSN. However, this tab only provides information about people attached to the UHS.
  - CPIS can print all previous intakes and/or investigations by clicking on the “Maltreatments and Findings/Referrals” button in the Outliner.

Slide: 2.15



PG: 10

Slide: 2.16



PG: 10

Slide: 2.17



PG: 11

## Disqualifiers

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

- Child abuse, abandonment, or neglect
- Domestic violence
- Child pornography or other felony in which a child was a victim of the offense
- Homicide, sexual battery, or other felony involving violence, other than felony assault, or felony battery when an adult was the victim of the assault or battery, or resisting arrest with violence (The underline section was a revision that was made this year, 2018, by House Bill 1079.)
- In addition, CPIs may not place a child with a person other than a parent if the criminal history records check reveal that the person has been convicted of a felony, within the last five years, that falls within any of the following categories:
  - Assault
  - Battery
  - A drug-related offense
  - Resisting arrest with violence
- A Children's Legal Services (CLS) staffing must be requested when it is learned that a household member, another visitor, or a paramour of a household member has had verified findings of sexual abuse or has been found guilty of any of the serious crimes listed in this section. A CLS staffing is also helpful as the court has the authority to approve a placement regardless of the Department's recommendation.

Slide: 2.18



PG: 11

## Documentation

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

- The written analysis includes a summary of information about the child welfare history and charges/dispositions from criminal history records obtained directly from a local law enforcement agency. The information is documented in the “Clearance Issues (Analysis of Background Check Results and All Priors)” text box within the Background Check Information tab of the UHS. The documentation needs to note the specific local law enforcement agency that provided the results and how the criminal and child welfare history is relevant given the person’s current situation and status.
- In addition to summarizing information obtained, the analysis explains how the information does or does not implicate child safety.
- It is important to be aware that CPIs may not share, even verbally, specific recorded details of any criminal history that contains Florida sealed/expunged records or NCIC results with other professionals outside of investigations, including Case Managers and placement professionals working for CBC Lead Agencies. The following standardized wording is recommended when documenting results of expunged, sealed, and/or national criminal histories provided by the CIU:
 

“The appropriate background checks were conducted on (date) for (individual’s name). The Child Protective Investigator has evaluated the information and reviewed for patterns of behavior or family violence that may pose a potential safety concern or elevated risk to a (child or vulnerable adult). At this time, (there appears to be) or (there does not appear to be) an immediate negative impact on the victim’s safety.”
- The above statement does not take the place of the full criminal analysis that must be completed and included within



Slide: 2.19–2.24  
PG: 12-15

the Background Check Information page.

- Within the Background Check Information tab, CPIs list the date fingerprint results were received and the fingerprint status. In addition, CPIs write up their analysis of the completed criminal and child abuse history checks.
- Local Effective Date is pulled from the date captured on the Background Screening pop-up page associated with the Person Provider page. This is not user-edited from the UHS.

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

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

### Prior Intakes Investigations/Referrals:

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

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

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

**Prior Intakes**

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

**Prior Investigations/Referrals**

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

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

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

Save Close

### Requesting Background Checks:

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

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

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

**Criminal Background Check Request**

Request Type: ☐ Planned Placement ☐ Emergency Placement

Background Check?	Name	Age	Last Background Check	Local Effective Date	Fingerprint Result Received	Date Received	Fingerprint Status	Action
<input type="checkbox"/>	Rivera, Amanda	31			<input checked="" type="radio"/> Yes <input type="radio"/> No	03/22/2018	No Disqualifying Offenses	
<input type="checkbox"/>	Rivera, Rebecca	50			<input type="radio"/> Yes <input type="radio"/> No	00/00/0000		Delete

Insert **Request Background Check**

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

Name	Action
[Empty Row]	

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

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

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

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

### Documenting Background Check Results and Analysis:

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<b>Criminal Background Check Request</b> Request Type: <input type="radio"/> Planned Placement <input type="radio"/> Emergency Placement						<a href="#">Approval</a> <a href="#">Upload Image</a>
Back-ground Check?	Name	Age	Last Background Check	Local Effective Date	Fingerprint Result Received	Date Received
<input type="checkbox"/>	Rivera, Amanda	31			<input checked="" type="radio"/> Yes <input type="radio"/> No	03/22/2018
<input type="checkbox"/>	Rivera, Rebecca	50			<input type="radio"/> Yes <input type="radio"/> No	00/00/0000
Child Not Placed Disqualifying Offenses <b>No Disqualifying Offenses</b> Pending Receipt of Results Requested in Error - Planned Not Emergency Requires Additional Review Unable to Submit						<a href="#">Delete</a>
<b>Criminal Background Checks Completed</b> Criminal Records have been checked by the caregiver(s), all adults and other persons living in the home as required. This may also include background checks for other individuals (Visitors, other individuals who may have supervised contact with the child(ren)).						Text: <a href="#">Unified Home Study</a> <a href="#">Prior Maltreatments and Findings/Referrals</a>
Additional background checks not listed above (include name of check, (e.g. driving record, civil court) name of individual's screened and date of results):						
Clearance Issues (Analysis of Background Check Results and All) Local Backgrounds: No records found for Amanda Rivera Clerk of Court: No records found for Amanda Rivera, except traffic offenses. FL Department of Corrections: No records found for Amanda Rivera. Sexual Offenders: No records found for Amanda Rivera.						
Save Close						

### Updating criminal history dates:

**Florida Safe Families Network** Financial

Create Maintain Utilities Help

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

☒ Date Restricted ☐ Participant View

- My Tasks Calendar
- Cases
- Providers
  - Abruzzese, Michael (100159127) Actions
  - Active Person Provider Relative/Non-Relative Sarasota Xilivi, Denise
  - Musgrove, STEPHANIE (100038042) Actions
  - Active Person Provider Adoption Miami-Dade Ilwittva, Maria E
  - Rivera, Amanda (900000202) Actions**
  - Active Person Provider Relative/Non-Relative Leon YILLPH, LISA I
- Assignments
  - Basic
  - Licenses
  - Members
  - Narrative
  - Parent Agency
  - Provider File Cabinet
  - Unified Home Study
    - Non-Relative Placement 03/22/2018 Approved - Meets Requirements
    - Non-Relative Placement 04/25/2018
- Approvals
- Intakes

**Florida Safe Families Network**

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

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

Home Members Characteristics Services Training Merge/Name History

**Home Information**  
Caregiver 1: Rivera, Amanda Primary Language: English  
Caregiver 2: Marital Status: Single Female **Background Screening**  
Provider Address: 518 Academy Ave, Tallahassee, FL 32399  
Mailing Address:  
Home: Work: Ext: Cell: (850)370-4516 Fax:  
Email: Contact Phone: Ext:  
**Alternate Contact Information**  
Name: Phone: Description:  
**Tax ID Number**  
☐ FEIN  
☐ SSN  
☒ N/A  
**Schools/Child Care Facilities**  
School Vendor ID  
**Vendor ID**  
Fiscal Agency Vendor ID  
**Operational Hours**  
Parent Agency: Rivera, Amanda  
Save Close

Where to insert clearance from different sources:

**Provider Background Screening -- Webpage Dialog**

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

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

**Screened Records**

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

Insert

**Background Screening Summary**  
NA  
Save Close

## Information Needed Prior to Emergency Placement

Slide: 2.25



PG: 16

Information that must be obtained and assessed before the child can be placed in the care of relative or non-relative caregiver includes:

- Background checks
- Interview
- Home evaluation
- Verbal supervisory approval

Background checks have already been discussed. The other requirements for an emergency placement of a child are covered in depth below.

### Interviews

During interviews, CPIs need to speak with the prospective caregiver(s) about:

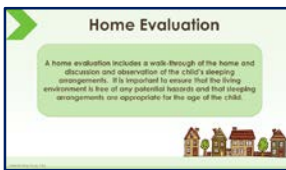
- The danger threats creating the child's need for out-of-home care.
- Any special medical needs the child has, including current medications.
- The ability and willingness of the caregiver(s) to protect and care for the child. This includes whether or not the caregiver is aligned with the child.
- The shelter process to include immediate court proceedings.
- Their rights and responsibilities as a caregiver.
- Support and resources available to the caregiver, such as relative/non-relative caregiver funds, Medicaid, at-risk daycare, and/or local flex funds.

Slide: 2.26–2.27



PG: 16

Slide: 2.28



PG: 16

## Home Evaluation

A home evaluation includes a walk-through of the home and discussion and observation of the child's sleeping arrangements. It is important to ensure that the living environment is free of any potential hazards and that sleeping arrangements are appropriate for the age of the child.

For example, if the child is a newborn does the caregiver have a crib or playpen? Will children be sharing rooms? If so, is this appropriate based on the children's age, sex, and individual needs?

- CPIs' observations and discussions need to be noted in the UHS. The date of this initial home evaluation is captured on the Demographic tab.

Slide: 2.29



PG: 17

## Caregiver Supports

Supporting relatives/non-relatives help children achieve stability and well-being with the caregiver(s) they know. CPIs should discuss the following supports that are available with the potential caregiver(s). The supports include:

- **Medical Insurance (Medicaid):** There is a process in place for automatic, temporary Medicaid enrollment of children placed in out-of-home care with a relative. The child will be enrolled in the [Sunshine Health Child Welfare Specialty Plan](#).
  - If the child is removed from the home, the Community-Based Care (CBC) staff must apply for Medicaid for the child within 48 business hours of the child's removal. The Economic Self-Sufficiency Child in Care (CIC) Specialist processes the Medicaid eligibility application immediately upon receipt of all required information.
- **"At-risk" Child Care Referral:** A child care referral may be available to eligible relative caregivers through the

Temporary Assistance to Needy Families (TANF) At-Risk category.

- Applications for an “at-risk” child care subsidy are processed by the local Early Learning Coalition (ELC).
- **“Child-only” Temporary Cash Assistance:** “Child-only” monthly cash assistance under Temporary Assistance to Needy Families (TANF) might be available subject to eligibility criteria.
  - Payment amounts, benefits, eligibility criteria, and application procedures are different than Relative Caregiver Program.
  - Once a child placed with a relative is adjudicated and a home study completed, the child-only payment can be transitioned to a Relative Caregiver Payment.
  - For this payment to be received, relatives are required to order child support from parents.
- **Relative Caregiver Program (RCP):** This is a program whereby monthly payments under the Relative Caregiver Program are established per s.39.5085 F.S.
  - Payments can be made to the relative caregiver for each eligible child placed to cover the cost of providing for the child’s basic needs.
  - In order for the child who is placed with a relative caregiver to receive a monthly Relative Caregiver Program payment, the child must:
    - Live in the home of a specified relative based on an approved home study.
    - Be adjudicated dependent and be in court-ordered temporary legal custody of the relative under protective supervision of the department or court-ordered placement in the home of a relative as a permanency option.
  - Contingent upon availability of funding and continuing eligibility, RCP benefits shall continue until the child reaches age 18, is no longer living in the home of the relative caregiver, or the child is

adopted, whichever is sooner.

- **Non-Relative Caregiver Program (NRCP)**
  - Payments can be made to a non-relative caregiver for each eligible child placed to cover the cost of providing for the child's basic needs.
  - The following criteria apply to Non-Relative Caregiver Financial Assistance payments:
    - A completed UHS - The UHS must be completed and filed with the courts prior to the courts consideration of the non- relative caregiver as a placement option for the dependent child.
    - A court order adjudicating the child dependent
    - A court order placing the child in the care and custody of the non-relative caregiver and finding that the placement is in the best interest of the child.
    - A signed statement by the non-relative caregiver expressing financial need to continue to care for the child long term (this should be documented in the court-approved unified home study)
  - **Note:** A non-relative caregiver may receive the Non-Relative Caregiver Financial Assistance (NFCA) payment for a minor parent who resides in the caregiver's home and meets other eligibility requirements.
- **DCF Tuition and Fee Exemption:** Children placed in out-of-home care may be eligible for a tuition and fee exemption at any public Florida University or Florida College System.



Slide: 2.30



PG: 17

## Verbal Approval

CPIs must obtain the supervisor's verbal approval for the placement before leaving the child in the care of the caregiver. Supervisors document their approval of placements in the FSFN Provider Notes within two business days of the child's placement.

If the supervisory consultation occurs within two business days of placement approval, the supervisor may also document this in the Supervisory Consultation module.

In addition to discussing the items noted above during the interview process, CPIs also must gather additional information in order to fully assess the potential caregiver's ability to care for the child and their financial security, resources, and child care needs.

## Financial Security Resources and Child Care Arrangements

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

When entering the information in the FSFN UHS, the Financial Security Resources and Child Care Arrangements page will only display the member name (potential caregiver), Employer Name, and Net Monthly Salary within the Employment Information group box. CPIs need to click on the edit hyperlink within the Actions group box in order to view the employer's address, length of current employment, and hours/shifts worked.

As mentioned in the General Information unit, CPIs explore the caregivers' financial situation in order to determine if the caregivers are financial able to care for the child and to assess what resources, if any, are needed by the caregivers.

- In the UHS, there are four areas of information used to assess the caregiver's financial situation:



Slide: 2.31



PG: 18-19

1. Finance Breakdown
  2. Additional Monthly Support
  3. Household Information
  4. Family Situation
- It is important to gather sufficient information in all of these areas to provide a clear picture of the family's financial status and their ability to financially care for the child.
  - Information that needs to be gathered for each area is included below:
    1. **Finance Breakdown:** information about all household members' current employment and the income they earn from each place of employment. It includes:
      - Employer Name: Includes all current employers for each household member. If a household member has multiple employers than each one must be documented. Current employment does not include retirement benefits. If the participant is retired, their retirement benefit is included under the additional Monthly Support or income section.
      - Employer Address
      - Length of Current Employment: The length is measured in years and months. For example, if the person has worked at their employer for 18 months this would be documented as one year, six months.
      - Hours and Shifts Worked
      - Net Monthly Salary: Total amount of money brought home after taxes and other expenses, such as insurance, are taken out.
    2. **Additional Monthly Support or Income:** In order to fully assess the financial situation of the caregiver(s), information about other sources of income for the household also needs to be gathered. This includes income, outside of employment, that a caregiver, household member, or non-household member is contributing to the household. For example, if a child is residing in the home who is receiving Social Security benefits, this information is included as part of the additional monthly support. The following information

needs to be gathered when assessing additional monthly support or income:

- Who Is Receiving the Additional Income (Member Name): In FSFN this is a dropdown menu that includes all of the household and non-household members' names.
- Income Type: type of income that is being received. This is another dropdown menu in FSFN and options include:
  - Adoption subsidy
  - Disability benefits
  - Retirement benefits
  - Social Security benefits
  - Temporary Cash Assistance
  - Other
- Income Amount: Amount of money from each specified type of income.
  - When assessing this area, additional questions to ask include:
    - Is this a long-term or short-term additional income?
    - How long is additional income expected to continue?

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

- Expense Type: Type of expense that has been identified. There is a dropdown menu that includes typical expenses, such as car insurance, car payment, child care, food/supplies, housing, medical, transportation, utilities. There may be other expenses that are identified outside of the typical list and for these, FSFN includes an “other expense” category to document the type of expense.
- Expense Amount: Monthly expense amount for each selected expense type.
- Combined Monthly Income, Total Monthly Expenses, and Net Monthly Income: This information is totaled

by FSN which allows for easy viewing.

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

- Does the family have sufficient funds to support their current expenses?
  - Will child care or after-school care be needed?
  - What new expenses are anticipated for the child(ren) to be placed in the home?
  - Will the family be able to provide sufficient care for children to be placed in the home without causing financial hardship for the family?
  - Were all available assistance programs discussed with the family? If yes, explain. If no, why not. What assistance programs will the family need in order to help ensure placement stability?
- An additional question is asked in this area about the need for an adoption subsidy, but this question will be greyed out and will not require an answer for this type of home study.
  - When answering narrative responses in the Emergency Placement Home Study, it is important to be thorough so it is clear what the family's strengths and needs are.

Slides: 2.33–2.37

PG: 19-21

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

### Employment Information:

### Adding Employment Details:

### Adding Additional Monthly Support or Income:

Member Name	Income Type	If Other, Specify	Income Amount	Action
Rivera, Amanda (900000240)	Other	Food Stamps	\$200.00	<a href="#">Delete</a>
	Adoption Subsidy		\$0.00	<a href="#">Delete</a>
	Disability Benefits			
	Other			
	Retirement Benefits			
	Social Security Benefits			
	Temporary Cash Assistance			

[Insert](#)

### Adding Monthly Expenses:

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

Car Payment	\$269.00	<a href="#">Delete</a>
Car Insurance	\$200.00	<a href="#">Delete</a>
Car Payment	\$200.00	<a href="#">Delete</a>
Child Care	\$200.00	<a href="#">Delete</a>
Food/Supplies	\$125.00	<a href="#">Delete</a>
Housing		
Medical		
Other Expense	Cable/Internet	\$75.00 <a href="#">Delete</a>
Transportation		
Utilities		

[Insert](#)

### Family Situation:

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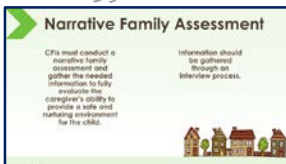
General Information  
 Provider ID: 900000202 Worker Name: YILLPH, LISA I (20FSIQ FAMILY SAFETY Q&A) Purpose of Home Study: Non-Relative Placement Pending

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



Slide: 2:38

Slide: 2:39



PG: 22

Slide 2:40



PG: 22-30

## Narrative Family Assessment

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

CPIs must conduct a narrative family assessment and gather the needed information to fully evaluate the caregiver's ability to provide a safe and nurturing environment for the child.

Information should be gathered through an interview process where the CPIs ask questions and follow-up questions based on what they know about the caregiver(s) and what additional information they need to know to complete the Emergency Placement Home Study.

- This assessment is not limited to just caregivers and needs to be reflective of all household members. Information is gathered through interviews with the proposed relative/non-relative caregivers, household members, and the child or children who are being placed in the home.
- Not all questions listed as part of the Narrative Family Assessment are required for the Emergency Placement Home Study. It is best practice to answer all enabled questions, but only the blue boxes are required to be completed.
- The Narrative Family Assessment is split into nine areas:
  1. Assess Caregiver
  2. Motivation
  3. Education and Employment
  4. Family History
  5. Children to Be Placed Interviews
  6. References and Reviews
  7. Child History
  8. Physical Environment
  9. Family Support and Resources



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

- Trainer provides information about each area and reads each question or has a participant read each question. After each question is read, a discussion occurs about the information that needs to be gathered and assessed to answer the question.
- Trainer instructs participants to read through the questions and then discuss them in more detail, including what information needs to be addressed to answer each question.

- Below is detailed information about the nine areas of the Narrative Family Assessment, including the questions included in each area:
  1. **Assess Caregiver:** There are 15 assessment questions. Of these questions, 12 are required for the Emergency Placement Home Study and three are optional based on the information gathered. This is where CPIs assess the caregiver(s) and the family environment. The questions are:
    - Question 1: Explain any experiences with child abuse or neglect, alcohol and/or substance abuse treatment, or domestic violence. If any, describe if the history involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).
      - This question is required for ALL home study types.
    - Question 2: Explain any caregiver physical or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges.
      - For example, the caregiver takes medications that may result in drowsiness, causing restrictions in



the caregiver's ability for driving a vehicle or the caregiver has significant individual needs that might affect the safety of the child, such as severe depression, lack of impulse control, medical needs, other current caregiving demands, etc.

– *This question is required for ALL home study types.*

- Question 3: Explain how the caregiver(s) will participate in a team supporting the child's safety, permanency, and well-being by:
  - a. Sharing necessary information with others on the team while maintaining the confidentiality of the child and caregiver as required by law, regulation, and professional ethics.
  - b. Participating in planning activities, court hearings, staffings, and other key meetings.
    - *This question is enabled, but NOT required for Emergency Placement Home Studies.*
- Question 4: Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well-being. This may include, but is not limited to, the following:
  - a. Providing appropriate supervision and positive methods of discipline.
  - b. Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes. Providing opportunities to develop the child's interests and skills.
  - c. Maintaining awareness of the impact of trauma on behavior.
  - d. Involving the child in family and community activities.  
Providing transportation to school, child care, extracurricular activities, etc.
  - e. Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.
    - *This question is required for ALL home study types.*

- Question 5: Explain how the caregiver(s) are willing and able to:
  - a. Respect and honor any child's culture, religion and ethnicity.
  - b. Adapt to and support any child's individual situation, including sexual orientation and family relationships. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.
    - *This question is required for ALL home study types.*
- Question 6: Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.
  - *This question is required for ALL home study types.*
- Question 7: Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.
  - a. These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.
  - b. The caregiver is caring for the other children or adults which results in significant demands on their time.
  - c. The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.
    - *This question is required for ALL home study types.*
- Question 8: Explain how the caregiver(s) are willing and able to participate in transition planning for the child(ren).
  - *This question is enabled, but NOT required for Emergency Placement Home Studies.*

- Question 9: Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.
  - *This question is required for ALL home study types EXCEPT Adoption and Adoption Addendum.*
- Question 10: Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate.
  - *This question is required for ALL home study types.*
- Question 11: Explain how the caregiver(s) will: Maintain records and ensure that these records are made available to other partners that are important to the Child Welfare System and to the child and family, that are important to any child's well-being including child resource records, medical records, school records and all psychotropic medication records.
  - *This question is enabled, but NOT required for Emergency home studies.*
- Question 12: Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the Child Welfare System, the court, and community agencies, including schools, child care, health and mental health providers, and employers.
  - *This question is required for ALL home study types.*
- Question 13: Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs, and dental care. This includes providing transportation, attending appointments, and communicating with professionals.
  - *This question is required for ALL home study types.*

- Question 14: Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:
  - a. Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings.
  - b. Assisting with school assignments, supporting tutoring programs, meeting with teachers, and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities.
  - c. For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court, and thereafter, advocate for the child(ren) in the school system.
  - d. Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.
  - e. Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year.
    - *This question is required for ALL home study types.*
- Question 15: Is the family willing and able to provide placement for any siblings?
  - *This question is required for ALL home study types.*

2. **Motivation:** This area of assessment is where CPIs describe the motivations the caregivers have to be approved as a relative/non-relative caregiver. If it is a two-parent household, CPIs need to address both caregivers' mutual desire to care for the child. This includes but is not limited to gaining an understanding of the following:
  - What is the alignment of the caregiver(s) with the child?
  - What is the understanding of the caregiver(s) of the danger threats that make the child unsafe?
  - What is the commitment of the caregiver(s) to implement and adhere to the safety plan?

- What is the willingness of the caregiver(s) to help the child achieve permanency?
  - *This question is required for ALL home study types.*
- 3. **Education and Employment:** This area of assessment differs from the financial employment questions previously discussed. Here CPIs are not detailing where caregivers work or how much money they make, but how their education and /or employment history has helped prepare them to care for a child. In this area of assessment, CPIs will:
  - Describe how the caregiver(s)' education, special training or employment history helps prepare them to care for a child.
  - Discuss whether the person may have any challenges, including but not limited to the caregiver(s)' past difficulties in school, a specific learning disability or his/her current work schedule.
    - *This question is required for ALL home study types.*
- 4. **Family History:** This area used to be called Family Life in previous home studies. Here CPIs describe the relationships between household members, extended family and friends. This means gaining a clear understanding of the elements below:
  - Describe/discuss relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements.
  - Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.
  - Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children.
  - Describe attitudes towards children and parents involved in the child welfare system.
  - Describe how family members have demonstrated capacity to parent children with special needs.
  - Discuss any significant losses by the family members and any coping mechanisms used to manage such

- loss.
  - Describe the type of discipline used in the family prior to fostering and how they were disciplined as children.
    - *This question is required for ALL home study types.*
5. **Child(ren) To Be Placed Interview(s):** This is a new area of assessment included in the UHS. For this area CPIs interview the child or children being placed to gain their understanding and/or feelings about being placed in the home.
- Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the potential caregiver(s) to know about them.
    - *This question is required for ALL home study types.*
6. **References and Reviews:** This is also a new area of assessment where CPIs contact references regarding the family's ability to meet the needs of the child.
- Obtain, contact, and document the results of a minimum of two references from relatives, non-relatives, professionals and/or services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.
    - *This question is required for ALL home study types.*
7. **Child History:** This area of assessment is also new to the UHS. CPIs describe each child that is currently living in the home.
- Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges.
  - In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family.
  - Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.
    - *This question is required for ALL home study types.*

8. **Physical Environment:** As mentioned earlier, it is important to ensure that the living environment is free of any potential hazards and the sleeping arrangements are appropriate for the age of the child. This may have been assessed already if an initial interview was completed. If so, the information gathered in the initial walk-through can be documented here.

- Discuss the physical environment, including a description of the home; address the interior, exterior, number of rooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings.
- Are there any changes needed in order to accommodate child(ren)?
  - *This question is required for ALL home study types.*

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

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

Slides: 2.41 – 2.49

PG: 31-36

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

### Narrative Family Assessment – Assess Caregiver(s) Questions:

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

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

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



## Narrative Family Assessment – Assess Caregiver(s) Questions:

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

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>4. Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well being. This may include but is not limited to the following:</p> <ul style="list-style-type: none"> <li>a) Providing appropriate supervision and positive methods of discipline.</li> <li>b) Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.</li> <li>c) Providing opportunities to develop the child's interests and skills.</li> <li>d) Maintaining awareness of the impact of trauma on behavior.</li> <li>e) Involving the child in family and community activities.</li> <li>f) Providing transportation to school, child care, extracurricular activities, etc.</li> <li>g) Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.</li> </ul> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda states that she is attached to the children. She wants the Jenna and Jacob to be safe and healthy. She is willing to provide transportation to any doctor appointments or any other necessary appointments. She is willing to provide and maintain the safety measures in his home to ensure the safety of the children. She is aware that as the children grow, if still in her care, there may be behavioral changes and/or difficulties. She would be supportive to engage the children in any needed services that are recommended or identified that the children would benefit from. She will remain with the children at all times when in the home and provide</p>					<p>Approval</p> <p>Upload Image</p>	
<p>5. Explain how the caregiver(s) are willing and able to:</p> <ul style="list-style-type: none"> <li>a) Respect and honor any child's culture, religion and ethnicity.</li> <li>b) Adapt to and support any child's individual situation, including sexual orientation and family relationships.</li> </ul> <p>If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.</p> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda is willing to continue their family traditions with the children. She is willing to provide any type of special support that the children will need while living in her home. She would like the children to learn about other cultures and religions. She wants the children to learn about many cultures and religions and identify with whichever one they desire. She does not want to sway the children's beliefs in any way and support them with whichever religion they choose. She will support the children regardless of what sexual orientation they will identify with if they are still in her home at an older age.</p>					<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>	
<p>6. Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.</p> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda is willing and able to keep the children as long as needed in her home. She has hope that the parents will recover and will be able to reunify with the children. If the children reunify with their parents she is willing to continue her relationship with the children. She is willing to have the children in her home for as long as needed. There is nothing that would change her mind in caring for the children at this time. Financially she is able to support the children without any added financial burden.</p>						

## Narrative Family Assessment – Assess Caregiver(s) Questions:

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

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>7. Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.</p> <ul style="list-style-type: none"> <li>a) These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.</li> <li>b) The caregiver is caring for the other children or adults which results in significant demands on their time.</li> <li>c) The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.</li> </ul> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda stated that she has no challenges to provide care for the children. She is aware that the children will need special care and they have her best interest. If any issues arise for the children, she is willing to have the children enter services and receive the assistance from professionals that is needed at that point in time.</p>					<p>Approval</p> <p>Upload Image</p>	
<p>8. Explain how the caregiver(s) are willing and able to participate in transition planning for the child(ren).</p> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda stated she is willing to participate in transition planning for the children and will help maintain a relationship with them after they leave the home. She is open to any suggestions that are presented on how to make this transition easy for the children. She will maintain a strong relationship with them.</p>					<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>	
<p>9. Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.</p> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda stated she is willing to assist the parents with improving their life to be able to care and protect the children. She is willing to help with reunification as long as the parents are providing a caring, loving and safe environment for the children. She wants the parents to become stable and drug free to be able to fully care for their children. She is willing to participate in identified services with the parents to help better themselves. She desires for the parents to become stable and able to care for their children. She has attempted to help the parents in the past.</p>						
<p>10. Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate.</p> <p><b>*Reference any other household members (if applicable)*</b></p> <p>Amanda is willing to assist with visitation for the parents in her home and able to communicate with both parents appropriately. She is willing to supervise contact between the parents and the children should it be approved by the courts.</p>						

## Narrative Family Assessment – Assess Caregiver(s) Questions:

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

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

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

## Narrative Family Assessment – Assess Caregiver(s) Questions:

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

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p>14. Explain how the caregiver(s) are willing and able to support the child(ren)'s school success by:            a) Participating in school activities and meetings, including disciplinary and/or IEP (Individualized Education Plan) meetings.            b) Assisting with school assignments, supporting tutoring programs, meeting with teachers and working with an educational surrogate if one has been appointed and encouraging the child's participation in extra-curricular activities.            c) For any child who has a disability, or is suspected of having a disability, to attend Educational Surrogate Parent training, if needed or recommended by the court; and thereafter advocate for the child(ren) in the school system.            d) Maintaining the children in the school of origin, if it is in the child(ren)'s best interest to do so.            e) Maintaining the child(ren) in the school of origin until an appropriate grading break in the academic year, if not possible or not in the child(ren)'s best interest to remain in the school of origin for the remainder of the school year.            *Reference any other household members (if applicable)*</p> <p>Amanda is willing to participate in any school services that are needed for the children. She will assist with assignments, support any school programs and meet with educators.</p>					<a href="#">Approval</a> <a href="#">Upload Image</a>	
<p>15. Is the family willing and able to provide placement for any siblings? <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Undecided</p> <p>Amanda is willing to care for both children.</p>						
<p><i>This section is intended to be a descriptive narrative assessment to further describe the overall functioning of the family and their capacity to provide (or to continue to provide) a safe and appropriate placement for children.</i></p> <p><b>MOTIVATION</b>          Describe the motivation to foster, adopt or be approved as a relative/non-relative caregiver. If a two-parent household, address both caregivers' mutual desire to care for the child. This includes but is not limited to the following:          a) What is the alignment of the caregiver(s) with the child?          b) What is the understanding of the caregiver(s) of the danger threats that make the child unsafe?          c) What is the commitment of the caregiver(s) to implement and adhere to the safety plan?          d) What is the willingness of the caregiver(s) to help the child achieve permanency?</p>						<b>Text:</b> <a href="#">Unified Home Study</a> <a href="#">Prior Maltreatments or Findings/Referrals</a>

## Narrative Family Assessment – Motivation and Education and Employment:

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

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

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

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

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

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p><b>FAMILY HISTORY</b></p> <p>Describe/discuss relationships between household members and extended family and friends. Identify the family's formal and informal support systems, including current and anticipated child care arrangements. Describe the family's cultural and religious beliefs and their willingness to accommodate children of different faiths, beliefs, ethnicities, and/or cultures.</p> <p>Discuss each caregiver's history to include any past trauma that could impact the family's ability to provide quality care to children. Describe attitudes towards children and parents involved in the child welfare system. Describe how family members have demonstrated capacity to parent children with special needs. Discuss any significant losses by the family members and any coping mechanisms used to manage such loss. Describe the type of discipline used in the family prior to fostering and how they were disciplined as children.</p> <p>Amanda grew up in a single family home with her mother and sister, who both live close by. She has a good relationship with them and has Sunday brunch with them, every other Sunday. Amanda reports no history with DCF involvement as an adult or child. Her relationship with her mother has always been a good one. Her mother did spank her as a child, but it was never excessive. She does not believe she will use physical discipline on the children, simply because she doesn't think they need corporal punishment at the moment, but more positive reinforcement. Amanda is worried about Bill and Elizabeth and their ability to get their life together and get</p>						<p>Approval</p> <p>Upload Image</p>
<p><b>CHILD(REN) TO BE PLACED INTERVIEW(S)</b></p> <p>Discuss and assess the child(ren)'s understanding or feeling about being placed in the home. Document any concerns or needs that they would want the potential caregiver(s) to know about them.</p> <p>Both Jessa and Jacob were advised of the placement. They both have known Amanda most of their life and report no concerns for being with her. Jessa was upset with the thought of having to move schools and missing her friends. Jacob was upset at first however when he learned he was able to bring all of his transformers with him, he calmed down and was willing to go with Amanda.</p>						<p>Text:</p> <p>Unified Home Study</p> <p>Prior Maltreatments or Findings/Referrals</p>
<p><b>REFERENCES AND REVIEWS</b></p> <p>Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.</p> <p>Rebecca Rivera (Amanda's mother) advised that she is willing to help daughter as needed. She has known Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.</p>						

### Narrative Family Assessment – Child History and Physical Environment:

**Florida Safe Families Network**

Hand Book Print Audit Spell Check Help ?

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p><b>REFERENCES AND REVIEWS</b></p> <p>Please document the references received from relatives, non-relatives, professionals and services providers regarding the family's ability to meet the needs of a child(ren) placed in the home.</p> <p>Rebecca Rivera (Amanda's mother) advised that she is willing to her help daughter as needed. She has know Jessa and Jacob for a long time and care for them as if they were her grandchildren. Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time but believes Amanda will have no issues caring for the children.</p>						<a href="#">Approval</a> <a href="#">Upload Image</a>
<p><b>CHILD HISTORY</b></p> <p>Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.</p> <p>Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.</p> <p>Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He</p>						<p>Text:</p> <p><a href="#">Unified Home Study</a>  <a href="#">Prior Maltreatments at Findings/Referrals</a></p>
<p><b>PHYSICAL ENVIRONMENT</b></p> <p>Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?</p> <p>Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.</p>						
<p><b>FAMILY SUPPORTS AND RESOURCES</b></p> <p>Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home. If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning?</p>						

### Narrative Family Assessment – Family Supports and Resources:

**Florida Safe Families Network**

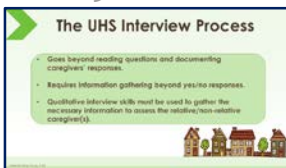
Hand Book Print Audit Spell Check Help ?

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

Demographics	Prior Intakes and Investigations/Referrals	Background Check Information	Financial Security Resources and Child Care Arrangement	Narrative Family Assessment	Outcome/ Attachments to the Unified Home Study	Actions:
<p><b>CHILD HISTORY</b></p> <p>Describe each child living in the home separately, including developmental history/issues, personality, health, education level, special needs and behavioral challenges. In addition, describe/discuss the adjustment and integration of children previously adopted by or placed with the family. Discuss with all family members any failed placements in terms of the cause, resolution, and any differences or changes that will be made as a result of lessons learned.</p> <p>Jessa is 7 years old, in the second grade at Ivey Hawn Elem. She is working at grade level in math, reading and English. Her teacher reports she is a bright child but there has been problems with behavior. However she is easily redirected. Jessa enjoys working on art projects and even won 2nd place last year at the school fair for a painting she completed.</p> <p>Jacob is 4 years old, in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors and numbers. He</p>						<a href="#">Approval</a> <a href="#">Upload Image</a>
<p><b>PHYSICAL ENVIRONMENT</b></p> <p>Discuss the physical environment, including a description of the home and how the environment relates to the safety of the child(ren), including any pets and vehicles; address the interior, exterior, number of rooms, bathrooms, etc., sleeping arrangements, and accommodations for child(ren)'s personal belongings. Are there any changes needed in order to accommodate the child(ren)?</p> <p>Amanda resides in a two bedroom, 1 bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings.</p>						<p>Text:</p> <p><a href="#">Unified Home Study</a>  <a href="#">Prior Maltreatments at Findings/Referrals</a></p>
<p><b>FAMILY SUPPORTS AND RESOURCES</b></p> <p>Describe if the applicant(s) have a well-developed support system comprised of extended family, friends and community organizations that affirms the applicant's decision to provide care for a child placed in their home. If there were an unforeseen emergency, whom would they identify as using for respite, or additionally, for long term planning? What is their willingness to engage in recommended services such as therapy and support group, etc.</p> <p>Amanda is currently single and has no children of her own. Her sister and mother live locally and has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointment, if needed.</p>						



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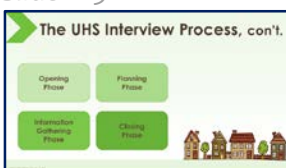
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## The UHS Interview Process

There is a lot of information that must be gathered and assessed because the UHS is not, as mentioned earlier, only the caregiver's willingness to take the child, the physical home, and/or the caregiver's background. It is much more than that. The desired outcome is the first placement to be the BEST placement for the child!

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

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PG: 37

The purposes of each phase is as follows:

1. **Opening Phase:** The purpose of this phase is to establish rapport and a working relationship with the interviewee. Here CPIs:
    - Introduce oneself.
    - Discuss the purpose for the contact.
    - If needed, address any immediate concerns before the interview begins.
  2. **Information Gathering Phase:** In this phase, CPIs gather the needed information and reconcile and/or validate the information collected. During this phase, CPIs:
    - Ask relevant open-ended questions that provide information for each UHS component required.
    - Discuss documentation gathered, such as background checks, in order to validate/reconcile information already attained.
  3. **Planning Phase:** This is an opportunity to discuss next steps. Prospective caregivers will want to know what to expect regarding the process, when the decision will be made regarding placement, if further visits/contacts will be warranted, and what other tasks, if any, they will need to complete.
  4. **Closing Phase:** This is the last step in the interview process. Here CPIs check and confirm their understanding of the information conveyed, discuss next steps, and follow-up with information requested.
- As CPIs conduct each phase in the interview process, there are specific behaviors and skills that they can exhibit that will make the interview a success.
  - As CPIs begin to build rapport with the prospective caregivers, being genuine, respectful, and having empathy for the situation at hand will be key. These can be displayed by:
    - Being aware of one's body language and tone of voice
    - Providing appropriate verbal responses
    - Limiting self-disclosure
    - Being non-judgmental

- Recognizing strengths
  - Recognizing and acknowledging the person's experiences, feelings, and non-verbal communication
- When moving into the second phase of the interview process, the use of active listening allows CPIs to gather the relevant information needed. Active listening requires full concentration, accurate understanding, proper responses, and the ability to remember what is being said.
- The use of reframing and providing clarification are integral to the Planning and Closing phases. This ensures that the information gathered is accurate and sufficient to make the needed assessment. It also ensures that prospective caregivers feel validated and heard as they provides sensitive details of who they are and why they are the best placement option.

## Activity A: Part 1 - Emergency! Jacob and Jenna Are in Present Danger

<b>Time:</b>	20 minutes
<b>Purpose:</b>	To practice conducting an interview by utilizing the interview phases.
<b>Materials:</b> <i>Slide: 2.52</i>	<ul style="list-style-type: none"> <li>• <b>PG:</b> 38-40, Part 1 - Emergency! Jacob and Jenna Are in Present Danger worksheet</li> </ul>
<b>Trainer Instructions:</b>	<ul style="list-style-type: none"> <li>• Break participants into groups of two: one Caregiver/Interviewee, one CPI/Interviewer.</li> <li>• The scenario is split into two parts, Part A and Part B. Ask all participants to read scenario Part A.</li> <li>• Ask Interviewees only to read scenario Part B.</li> <li>• The interviewer is to select at least five of the following questions from the Family Narrative Assessment to gather information around:             <ul style="list-style-type: none"> <li>- <b>Question 1:</b> Explain any experiences with child abuse or neglect; alcohol and/or substance abuse treatment; or domestic violence. Describe whether the history, if any, involved either of the parent(s) of the child being placed or the child. Explain how experiences may positively or negatively impact the ability of the caregiver(s) to care for and protect the child(ren).</li> <li>- <b>Question 2:</b> Explain any caregiver health or mental health conditions that may interfere with the ability of the caregiver(s) to care for the child. Explain how the caregiver will address any challenges. For example, the caregiver takes medications that may result in drowsiness, causing restrictions in the caregiver's ability for driving a vehicle; or the caregiver has significant individual needs that might affect the safety of the child such as severe</li> </ul> </li> </ul>



depression, lack of impulse control, medical needs, other current caregiving demands, etc.

- **Question 3:** Explain how the caregiver(s) are willing and able to make a loving commitment to the child(ren)'s safety and well-being. This may include but is not limited to the following:
  - a. Providing appropriate supervision and positive methods of discipline.
  - b. Encouraging the child in his/her strengths, and respecting the child's individual likes and dislikes.
  - c. Providing opportunities to develop the child's interests and skills.
  - d. Maintaining awareness of the impact of trauma on behavior.
  - e. Involving the child in family and community activities.
  - f. Providing transportation to school, child care, extracurricular activities, etc.
  - g. Ensuring the child's safety by employing appropriate physical safety measures, including in the household, for transportation, and with pets.
- **Question 4:** Explain how the caregiver(s) are willing and able to:
  - a. Respect and honor any child's culture, religion and ethnicity.
  - b. Adapt to and support any child's individual situation, including sexual orientation and family relationships. If the caregiving family's religion, culture, or other factors will impair their ability to meet the needs of any child, please explain what the family's limitations are, and how limitations could impact any child placed in their home.
- **Question 5:** Explain how the caregiver(s) are willing and able to commit to maintaining any child they accept in their home until such time as it is in the child's best interest to leave the home.
- **Question 6:** Explain how the caregiver(s) will address challenges in caring for the child(ren) to be placed, including available supports and resources.

- a. These challenges may include, but are not limited to, behaviors that are a significant threat to others, juvenile sexual abuse, problematic sexual behavior, severe self-harm behavior, etc.
  - b. The caregiver is caring for the other children or adults which results in significant demands on their time.
  - c. The caregiver is caring for family members with mental health or medical conditions that might result in harm to the child.
- **Question 7:** Explain how the caregiver(s) are willing and able to assist the biological caregivers in improving their ability to care for and protect their children and to provide continuity for the child after reunification.
- **Question 8:** Explain how the caregiver(s) are willing and able to assist the child(ren) in family time/visitation and other forms of communication including Post Adoptions Communication Plans when appropriate.
- **Question 9:** Explain how the caregiver(s) are willing and able to advocate for children in their care as needed with the child welfare system, the court, and community agencies, including schools, child care, health and mental health providers, and employers.
- **Question 10:** Explain the willingness and ability of the caregiver(s) to participate fully in any child's medical, educational, psychological, special or physical needs and dental care. This includes providing transportation, attending appointments and communicating with professionals.
- The CPI/interviewer is to conduct the four interview phases (Opening, Information Gathering, Planning, Closing) with the Interviewee/Caregiver.
- After the activity, as a large group, conduct a discussion to address the following:
  - What was easy and/or difficult about completing the interview phases?
  - What interview behaviors/skills needed to be employed

<b>Participant Instructions:</b>	<p>when conducting the assessment?</p> <ul style="list-style-type: none"> <li>- What areas were harder/easier to gather information around?</li> <li>- Address questions and areas of difficulty.</li> </ul> <ol style="list-style-type: none"> <li>1. Read the scenario. Note that the scenario is split into a Part A and Part B. The first part is for everyone, the second part should only be read by the Interviewee/Caregiver.</li> <li>2. Select who will be the CPI/Interviewer and who will be the Caregiver/Interviewee.</li> <li>3. The interviewer must select up to five of the narrative assessment questions and using the four interview phases gather the needed information from the caregiver.</li> </ol>
<p style="text-align: center;"><b><u>Scenario Part A:</u></b></p> <p>A child abuse investigation has been received on parents, Bill and Elizabeth, and their two children, four-year-old Jacob and seven-year-old Jenna. At commencement, it is determined that Jacob and Jenna are in present danger due to ongoing drug use by the parents and an In-Home Safety Plan will not be able to control the danger threats in the home. The children are removed and the parents request that the children be placed with a family friend, Amanda Rivera, age 32, who they both have known for most of their life. They believe she will provide the children with a loving home.</p> <p>The following information has been gathered about Jenna and Jacob:</p> <ul style="list-style-type: none"> <li>• Jenna is seven years old and is in the second grade at Ivey Hawn Elementary. She is working at grade level in math, reading, and English. Her teacher reports she is a bright child, but there have been problems with her behavior. However, she is easily redirected. Jenna enjoys working on art projects and even won 2<sup>nd</sup> place last year at the school fair for a painting she completed.</li> <li>• Jacob is four years old and is in VPK at Busy Bee Daycare. He has shown improvement over the year with his shapes, colors, and numbers. He is struggling with fine motor skills, such as holding a pencil correctly. He is very active and likes to spend time playing outside. He also loves playing video games.</li> <li>• Both Jenna and Jacob have good things to say about Amanda and talked about times when she had taken care of them in the past. They were advised of the placement. Jenna was upset with the thought of having to move schools and missing her friends. When she learned that Amanda was willing to transport her to her school, she was willing to go with Amanda. Jacob was upset at first, however,</li> </ul>	

when he learned he was able to bring all of his transformer toys with him, he calmed down and was willing to go with Amanda.

The following information has been gathered from Rebecca Rivera (Amanda's mother):

- She advised that she is willing to her help daughter as needed.
- She has known Jenna and Jacob for a long time and care for them as if they were her grandchildren.
- Rebecca believes Amanda will make a great caregiver. She will have some adjustments to make as she has never cared for children full time, but believes Amanda will have no issues caring for the children.

Emergency placement checks have been completed and Amanda Rivera has no criminal or child abuse histories.

### **Scenario Part B:**

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

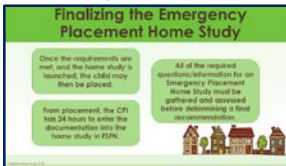
- Amanda has known the family for six and a half years. She met the mother, Elizabeth, through work and they became friends.
- Amanda is currently single and has no children of her own. Her sister and mother live locally and she has a good relationship with them. She knows she will be able to depend on them if she is caught at work and unable to get the children on time as well as help with appointments, if needed.
- Amanda takes Lisinopril 25mg for hypertension and Metoprolol for gout. She has no diagnosed mental health issues.
- Amanda has worked full-time at Wal-Mart for two years and five months. She works four ten-hour days, Monday, Tuesday, Thursday, and Friday from 7 am to 5 pm. Her hours are stable and she does not have to switch shifts unless she requests it.
- Amanda reports she has no previous involvement with DCF.
- Amanda reports having an excellent relationship with Elizabeth and Bill up until last year when their drug usage became more frequent. She is open to supervising visits between the children and Elizabeth and Bill, but is concerned that the parents will not listen to her if they are high. She wants Elizabeth and Bill to stop using drugs and be able to provide full-time care for the children again. She is willing to do whatever she can to help the parents get better.

When providing information to the interviewer, at first be vague or give too much information – some not relevant.

### Activity STOP

## Finalizing the Emergency Placement Home Study

Slide: 2.53



PG: 41

Once the requirements are met, the home study is launched, and verbal Supervisor approval is obtained, the child may be placed with the relative/non-relative.

All of the required questions/information for an Emergency Placement Home Study must be gathered and assessed before determining a final recommendation.

From placement, the CPI has two business days to enter the documentation of the home study into FSFN.

### Attachments

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

Attachments provide verification of information gathered and evidence of information shared with the caregivers. The attachments that are required depend on the type of UHS being completed.

- The Outcome/ Attachments tab includes attachments that are in print form and external to the UHS and/or FSFN. This tab includes a list of sixteen possible attachments that may be uploaded. When one of these possible listed documents is not attached, an explanation must be provided in the appropriate comment field. CPIs can enter N/A when a document is not required.
- Listed below are the upload requirements for each listed attachment in the Emergency Placement Home Study.



Slide: 2.54

Slide: 2.55



PG: 41

Slide: 2.56

Attachments	Upload Requirements for Emergency Placement Home Study
Affidavit of Firearm Safety	Required: Signed Acknowledgement of Firearms/Safety Requirements
Consent to Release Information	Required: Use Agency Specific Release
Personal References	Optional to Upload Information
Referrals	Optional to Upload Information Provided to Caregiver
Receipts of Rights and Responsibilities	Optional to Upload Information Provided to Caregiver
Receipt of Grievance Brochure	Optional to Upload Information Provided to Caregiver
Water Addendum	Optional to Upload Information Provided to Caregiver
Relative Caregiver Program Information	Optional to Upload Information Provided to Caregiver
Adoption-Child Study	N/A
Adoption-Subsidy Acknowledgement form	N/A
Affidavit of Good Moral Character	N/A
Florida Adoption Assistance Program	N/A
Information Packet Sent-Adoptive Home	N/A
Information Packet Sent-Foster Home	N/A
Florida Adoption Reunion Registry	N/A
TANF Information	N/A

## Signatures, Recommendations, and Final Approvals

### Signatures

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

- Once signed by the caregiver(s), CPIs, and supervisors, the entire UHS, including the signature page, must be uploaded into the UHS page in FSFN within two business days.
- When the information is entered in FSFN and caregiver signatures obtained and uploaded, CPIs are then ready to develop their recommendation for the home study.

Slide: 2.57



PG: 42

Slide: 2.58



PG: 42

Slide: 2.59



PG: 42

- The recommended outcome must be based upon the information gathered and if the caregiver(s) will be able to provide the needed care, nurturing, and protection for the child(ren) to be placed within the home.

### Recommendations

In the FSN UHS Outcome page, CPIs have to select a recommended outcome for their supervisor to review. The outcomes available to choose from are as follows:

- “Withdrawn”: Occurs if the prospective placement changes their mind about wanting the child to be placed with them.
- “Denied”: The home study can be denied because of one or more of the following:
  - “Criminal Disqualifier”: The CPI must not place the child(ren) with the caregiver(s) based on criminal history.
  - “FSFN Disqualifier”: The CPI determined that, based upon information reviewed in FSN, placement in this home is not in the best interest of the child(ren).
  - “Review Comments”: There are other reasons which are the basis for the CPI’s determination that placement in this home is not in the best interest of the child(ren).
  - “Duplicate - Created in Error”: Used if the UHS was created by mistake.



- “Approved”: There are two options when recommending a home study for approval.
  1. “Approved- Meet Requirements”: The CPI determines that both of the following conditions exist.
    - The caregiver(s) meet home study requirements.
    - Placement in this home is in the best interest of the child(ren).
  2. “Approved-Review Comments”: There are other reasons the CPI would like the supervisor to be aware of that are a part of the determination.

### Final Approvals

Slide: 2.60



PG: 43

- After CPIs select the recommended outcome on the FSFN page and provide a narrative detail regarding why the recommendation is being made, they must launch the UHS template and submit it for supervisor review and approval. All of the required fields on the home study pages must be completed in order to submit a “completed” home study to a supervisor for review.
- The supervisor reviews the home study in FSFN to determine that appropriate interviews, background checks and analysis, and assessment of caregiver(s) have been completed.
- For the approval/denial process, Child Welfare Professional supervisors must enter a justification for approval or denial in the Outcome text box.
- The supervisor has the authority to approve or deny a completed home study regardless of a CPI’s recommendation. The supervisor must use the FSFN UHS module to record the final decision and completion date for all home study types.

Slide: 2.61



PG: 43

Slide: 2.62



PG: 43

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

Slide: 2.63



PG: 44

- Once reviewed by the Supervisor, the outcome is documented in FSFN. The CPI will print the UHS to be provided to the court. The UHS should not be finalized until the court has made a determination. If the court makes a determination that is not the outcome of the Department, the supervisor should document this within the Outcome group box, under their recommendation and use the “Denied - Court Approved” option from the drop-down.
- When the supervisor approves or denies a home study, they will document the reason in the Outcome text box. Supervisors document their approval or denial in the Outcome text box after reviewing the completed UHS.
- If the supervisor is unavailable, the Child Welfare Professional can choose an alternate supervisor.
- Child Welfare Professionals cannot approve their own home study.
- Upon the supervisor approving or denying the home study in FSFN, the document freezes along with the associated UHS template and is no longer editable. Supervisors need to finalize the home study and freeze it even if the UHS was denied via the approval routing FSFN functionality.
- Once the recommendation, approval/denial, and signatures are complete CPIs have five business days to provide a copy of the signed home study to the caregiver(s), regardless of the supervisor’s decision.

Slide: 2.64

PG: 45

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

### Outcome/Attachments, Recommendations, and Approval:

**Florida Safe Families Network**

Hand Book | Print | Audit | Spell Check | Help

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

**Recommendation**  
 Recommendation: Denied - Review Comments  
 Amanda appears to be willing to care for the children long term and has a good relationship with the family. However there is only one extra room in the home and the children will have to share a bedroom. Due to the children being a different sexes, it is the recommendation of this CPI to deny the homestudy at this

**Outcome**  
 Outcome:

**Attachments**

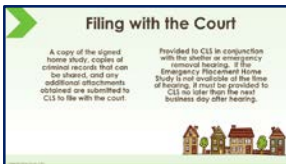
Attachment	Attached	Not Attached	Reason
Adoption - Child Study	<input type="radio"/>	<input type="radio"/>	
Adoption Subsidy Acknowledgement Form	<input type="radio"/>	<input type="radio"/>	
Affidavit of Firearm Safety	<input type="radio"/>	<input type="radio"/>	
Affidavit of Good Moral Character	<input type="radio"/>	<input type="radio"/>	
Consent to Release Information	<input type="radio"/>	<input type="radio"/>	
Florida Adoption Reunion Registry	<input type="radio"/>	<input type="radio"/>	
Florida Adoption Assistance Program	<input type="radio"/>	<input type="radio"/>	

**Actions:**  
 Approval  
 Upload Image

**Text:**  
 Unified Home Study  
 Prior Maltreatments or Findings/Referrals

### Filing with the Court

Slide: 2.65



PG: 45

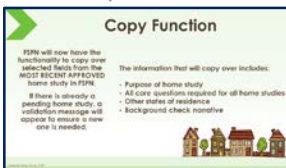
A copy of the signed home study, copies of criminal records that can be shared, and any additional attachments obtained are submitted to CLS to file with the court. Note that the home study must be provided to CLS in conjunction with the shelter or emergency removal hearing documents.

- If for any reason the home study is not available in time for the shelter or emergency removal hearing, it must be provided to CLS no later than the next business day after the hearing.



Slide: 2.66

Slide: 2.67



PG: 46

## Copy Function

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

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

FSFN will now have the functionality to copy over selected field from the most recent approved home study in FSFN. This will allow CPIs to complete a home study without having to start from scratch if there is already an approved home study in the system. This can be a huge timesaver as well as a big convenience to the caregiver who may have already answered all of the questions. While CPIs need to validate the information to ensure it is still correct, they do not have to re-enter duplicative information.

- The information that will copy over includes:
  - Purpose of home study
  - Narrative Family Assessment information, except for non-required questions (i.e., questions 3, 8, 9, and 11)
  - Finance Breakdown, Additional Monthly Support or Income, and Household Information from the Financial Security Resources tab
  - Other states of residence
  - Background check narrative

Slide: 2.68

PG: 46

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

Copy Function:

The screenshot shows a web application window titled "New Unified Home Study -- Webpage Dialog". The application has a purple header bar with the text "FSFN" and several menu items: "Print", "Audit", "Spell Check", and "Help". Below the header, there is a "Provider" section with fields for "Provider ID" (900000202) and "Provider Name" (Rivera, Amanda). Underneath is a "Forms Information" section containing a table with the following data:

Date Created	Date Initiated	Purpose	Status	
03/22/2018	03/22/2018	Non-Relative Placement	Pending	<a href="#">Copy</a>

The "Copy" link in the table is circled in red. At the bottom right of the form, there are two buttons: "Create" and "Close".

## Activity A: Part 2 - Emergency! Jacob and Jenna Are in Present Danger

**Time:**

45 minutes

**Purpose:**

To practice completing an Emergency Placement UHS.

**Materials:**

Slide: 2.69

- Computer and access to sandbox
- **PG:** 47, Part 2 – Emergency! Jacob and Jenna Are in Present Danger worksheet

**Trainer Instructions:**

- *Instruct participants to read the Scenario which builds on the information learned in Part 1 of this activity. Additional information, not included in the scenario, can be added as needed to complete the home study.*
- *Have participants access seed data in sandbox.*
- *Ask participants to read the following scenario and complete an Emergency Placement Home Study with a CPI denial and a CPI Supervisor approval on their designated computer as a group at their table.*
- *Verify that the Emergency Placement Home Study that each group completed was done correctly.*
- *As a large group discuss any issues participants had when completing the home study.*
- *Before this activity, a provider inquiry needs to be completed as seed data in the sandbox for each group to complete the Emergency Placement Home Study. If there is already existing seed data built that will fit this purpose, the scenario can be changed to fit the seed data that exists.*
- *In the TTT session, the activity was demonstrated in tutorial format, but please ensure that participants are able to complete the activity either individually or in small groups so that they become familiar with FSFN functionality.*

<b>Participant Instructions:</b>	<ul style="list-style-type: none"> <li>• Please ensure that the scenario is built in sandbox PRIOR to training session.</li> </ul> <ol style="list-style-type: none"> <li>1. Read the scenario.</li> <li>2. Create and complete Emergency Placement Home Study CPI denial and a Supervisor approval in FSFN.</li> </ol>
<p style="text-align: center;"><b><u>Scenario Part 2:</u></b></p> <ul style="list-style-type: none"> <li>• Amanda resides in a two bedroom, one-bathroom home with a fenced in backyard. When you enter the home through the front door, there is an open-concept living space. The carpeted living room is to the left, which flows into the kitchen area with an eat-in dining space. There is a door to the backyard off of the kitchen area. There is a hallway to the left which leads to the bathroom on the immediate right, and the spare bedroom on the left which will be for the children. Amanda will be purchasing bunk beds for the children. The master bedroom is on the right. All parties have their own sleeping arrangements and each bedroom has a closet for their belongings. The home was observed to be very clean and no environmental hazards were noted.</li> <li>• The home study was not recommended by the CPI as Amanda's home only has one extra bedroom and the CPI felt the children should not share a room, even though they would have their own beds. The supervisor approved the home study.</li> </ul>	
<b>Activity STOP</b>	



**Unit Summary:**

The Emergency Placement Home Study is completed by CPIs when present and/or impending danger arises and the child must be immediately placed out of the home.

Before making relative/non-relative placements, CPIs must gather critical information at the onset in order to assess caregivers' criminal and child welfare histories, their home environment, and their ability to immediately care for the child. To complete the Emergency Placement Home Study, CPIs must gather all of the required information needed to make a thorough assessment of the caregiver's ability to nurture, care, and protect the child. This is documented in FSFN using the UHS functionality.

Once the information is obtained, CPIs assess all of the information gathered regarding the caregivers and ALL of the household members in order to make a recommendation for their supervisor to review. Supervisors will then approve or deny the home study accordingly.