



434 Background Summary Outline



Batthula, Sharath B
Application Analyst II

CHAPTER 4, Adoption and Birth Parent Services

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Adoptive Family:

Child for Adoption:

- Name:
- Date of Birth:
- Race:

I. Physical

- A. Physical Description (eyes, hair, complexion, height, weight, personality)

B. Physical Development

- · Current functioning (Is child on target developmentally for age?)
 - Fine and gross motor development
 - If developmentally delayed, in what areas and to what extent? (include developmental assessment). What is prognosis and recommended treatment?

C. Medical/Birth Records

- Birth
 - Prenatal alcohol, tobacco, drug exposure
 - Birth weight, length, head/chest circumference
 - APGAR scores
 - Complications during pregnancy
 - Type of delivery (normal? vaginal/cesarean delivery?)
 - Complications during/after delivery
 - Summary of hospital stay (include anything out of the ordinary, treatment and outcome)
 - To who discharged? Date of discharge?

Other Medical (Do not list appointments)

- Summarize other medical records, hospitalizations
- Regular medical care since placement in foster care
- Vision (vision test, glasses, normal vision)
- Hearing (include results of testing, if any)
- Dental (Has child had regular dental care, orthodontist? Does child need dental work?)
- DHEC (EPSDT appointments)
- WIC records

II. Emotional

- A. Attachment
 - · Child's attachment to caretaker, birth parent, grandparent, siblings
 - Child's level of acceptance of/desire for the adoption plan
 - What is child's understanding of the meaning of adoption?
 - Child's loyalty to birth family (Has child dealt with this loss? How do you know?)
 - Goodbye visit (Did one occur? If so, what happened during the visit? What did the birthparent(s) say? How did the child react after the visit?)
 - If siblings are to be placed into separate homes, why?
 - Describe sibling relationship and need for continued contact, or specify why none is needed.
 - Describe visitation with birth family during foster care placement (frequency & quality), and date of last visit.
 - Child's ability to recognize and express feelings (open expression, avoidance, or acting out?). Are feelings expressed appropriately when

child is angry, sad, etc?

- How child responds to affection, ability to give and receive affection (words, hugs, and kisses)
- Child's feelings about and ability to relate to male/female caretakers
- Any issues that may affect child's ability to bond to both sexes
- Child's general attitude (positive, negative, etc.)
- Child's ability to recognize feelings of others

B. Self-Esteem

- · Child's feelings about self (does child see him/herself as deserving?)
- How child handles change, including moves in foster care. Describe how child handled change in the past and how you expect child to handle adoptive placement.
- Child's ability to have fun
- Child's ability to describe things he/she has done successfully. Does child seem to get satisfaction from a job well done?
- Child's success in school. Is child generally successful?
- How do others (teachers, caretakers, foster parents) describe the child in terms of success?
- Is child interested in pursuing activities in which he/she can succeed?

C. Grief and Loss Issues

- · Child's understanding of reasons for foster care placement and why he/she cannot return
 - to birth family
- Child's acceptance of adoption as the plan
- Child's understanding/concept of family
- Child's level of acceptance/acknowledgement of the various stages of grief

III. Social

• A. Peer Relationships

- · How child relates to peers (include positive and negative aspects). Does child relate better to older or younger children than to peers?
- How child handles conflict with peers

- Child's relationship to other children in the home, how they interact
- Does child receive gratification from relationships with other children?
- Does child have a best friend or close friends? Is it easy for child to form friendships?
- Child's understanding of what it means to be a friend. Child's ability to reciprocate a friend's attention or emotional closeness
- Loyalty to friends
- Is child a follower or a leader? Is he/she easily influenced by peers negatively/positively?
- Child's ability to say no when he/she knows something is wrong and he/she should not be involved

B. Adult Relationships

- · Child's relationships to parental figures
- Child's relationships to other adults (teachers, neighbors, friends of foster family, coaches, etc.)
- Child's trust level of adults
- Child's understanding of the parental role
- Child's concept of his/her role in the family

C. Affection

- · Child's attitude to affection. Does child demand it or shy away? What type of affection does child prefer?
- Does the child easily give and receive affection?
- Does the affection have depth?

D. Responsibility

- · Degree of child's acceptance of chores and his/her responsibility for them. Does child perform without reminders, without complaint, without expecting anything in return? Does child see chores as part of his/her role in the family?
- Does child accept responsibility for his/her actions (right or wrong)?

E. Social

- · Involvement in extra curricular activities, sports, clubs, church, etc.
- How important are these activities to child? How does child perform?
- Is child generally an introvert or extrovert?

- How does child handle stress?
- Child's understanding of sexual development/level of sexual education (if age appropriate)?
- Holidays/family traditions. Are there special ways of celebration that are important to the child, special stories, moments from the past that are significant to the child?

F. Control Issues

- · Child's ability to control own behavior. Does he/she need external controls?
- Does child need to be in control in all situations?
- Child's awareness of consequences for actions?
- Is child's attention span appropriate? If not, describe problem.

IV. Cognitive Development

- · IQ – full scale, verbal, performance
- Psychological testing, dates, diagnoses, recommendations
- Child's ability to think logically
- Can child think ahead?
- Child's ability to understand cause and effect, especially regarding own actions
- Child's understanding of sense of time
- Child's ability to think abstractly
- Is child able to apply what he/she has learned/experiences to new situations, especially so that he can repeat appropriate actions or avoid negative actions?

V. Moral Development

- · Child's understanding of rules as a part of fairness
- Does child express guilt/remorse for breaking rules/laws? If yes, how is it expressed?
- Does child accept responsibility for misdeeds or blame others?
- Child's understanding of right and wrong

VI. Spiritual Development

- · Child's previous church attendance, including frequency
- · Child's religious affiliation/preference
- · Importance of church attendance to child
- · Child's specific beliefs that would affect his/her ability to integrate into a family (attitudes toward alcohol/tobacco use, etc.)

VII. Discipline

- · How does child respond to authority?
- · What type of discipline does the child respond to?
- · What type of discipline does not work with child? What type should be avoided?
- · Does child escalate a reasonable request into a battle?
- · Child's ability to control behaviors when he wants to do so?

VIII. Behaviors

- · List the specific problem behaviors the child has had in the past as well as current behaviors.
- · Which behaviors are survival behaviors and have persisted over a period of time? These will be hardest to change.
- · Connect the child's behavior to his/her past, life experiences, moves in foster care, etc., as a means of explaining and helping the adoptive family understand the reasons for the behavior.
- · Does the child think the problem behavior needs to change?
- · What has been done to correct the problem behavior on the part of the child, caretaker, therapist, etc.?
- · If the child has any of the following behaviors, address them in the background summary (not an inclusive list - add others as necessary)
 - Ø Bedtime problems: fear of the dark, nightmares, other fears
 - Ø Destruction of property (child's or others')
 - Ø Bedwetting, soiling (day or night)
 - Ø Lying
 - Ø Stealing
 - Ø Specific fears/phobias

- Ø Sexual problems: sexual acting out, sexually active, public masturbation, abuse of others, provocative
- Ø Fighting, physically aggressive with children or adults
- Ø Fire setting
- Ø Harmful to self, others, animals
- Ø Hard/soft drug use, alcohol, tobacco use
- Ø Eating disorder

IX. Academic Performance

- · Grade level in school. Is child on target for chronological age?
- School testing: types of tests, results and recommendations
- Type of school placement: mainstream, LD, EMH, resource, etc.
- IEP dates, results and recommendations. Include current and past IEPs.
- Special school services needed other than those already mentioned
- Child's easy/difficult subjects in school
- Child's classroom behavior with peers, teachers. List any problem behaviors.
- Homework/school assignments: how much assistance and monitoring is required?

X. Therapeutic Interventions

- · Type of therapeutic services child receives or has received in the past: therapeutic foster home, psychological counseling, physical/occupational/speech therapies, etc.
- Reason for therapeutic services, date began, treatment recommendations, goals, progress toward goals, frequency of service, recommendations for continued treatment, prognosis for improvement
- Child's specific diagnoses, current and past
- Medication currently prescribed, dosage, frequency, and effectiveness. Include previous medication prescribed for specific diagnoses, with dates.

XI. Routine Functioning

- · Personal hygiene, ability to manage with/without supervision
- Sleeping habits: night light, door open/closed, alone or share room
- Eating habits: food likes/dislikes, favorites, table manners, etc.

- Talents: music, art, drama, singing, crafts, etc.
- Other interests/hobbies/sports

XII. Foster Care History

- Previous DSS involvement with birth family prior to child entering foster care
- Previous CPS reports, results of the investigations, findings, CPS treatment records, services to the birth family while child remained in the home, efforts to prevent the removal of the child from the home
- Child's entry into foster care, date, reason, specific circumstances surrounding the removal from the home. Include initial entry and all re-entries into foster care.
- Efforts made by the birth parents (all parents) to work on the treatment plan for the return of the child
- Visitation between child, siblings, birth parents, and other relatives, if applicable, after placement into foster care. Include frequency and impact on the child.
- List in chronological order all foster care placements. Include dates, type of placement, reason child was moved, and child's reaction, if significant.
- Termination of Parental Rights/Relinquishment. Include date(s) and child's reaction to being told that TPR /relinquishment had been completed.
- Good-bye visit with birth parents/other significant people: describe the event, date, who attended, what birth parent said/did, how child responded, emotional impact on child, closure/lack of closure for child.

XIII. Family History

- A. Maternal
 - Birth Mother
 1. Physical description
 2. Race
 3. Educational level
 4. Occupation
 5. Health, including drug/alcohol/tobacco usage
 6. Marital status, previous marriages

7. Relationship with the child's birth father, including how they met/became involved, whether they still have a relationship, history of domestic violence, if any
7. Personality traits and interests
8. Degree of interaction with child
9. Reason for releasing the child, if applicable
10. Birth mother's relationship with her parents, her childhood experiences, why she was not able to parent child. Was she ever in foster care?
11. Has birth mother always lived in SC, or has she lived in other states? If so, what were the circumstances surrounding the moves?

- Maternal Grandmother

1. Physical description
2. Race
3. Educational level
4. Occupation
5. Health, including drug/alcohol/tobacco use
6. Marital status
7. Personality traits and interests

- Maternal Grandfather

1. Physical description
2. Race
3. Educational level
4. Occupation
5. Health, including drug/alcohol/tobacco use
6. Marital status
7. Personality traits and interests

- Maternal Aunts/Uncles

1. Physical description
2. Race
3. Educational level
4. Occupation
5. Health, including drug/alcohol/tobacco use
6. Marital status
7. Personality traits and interests

B. Paternal

- Birth Father
 - Physical description
 - Race
 - Educational level
 - Occupation
 - Health, including drug/alcohol/tobacco usage
 - Marital status, previous marriages
 - Personality traits and interests
 - Knowledge of child and attitude toward child and birth mother
 - Degree of interaction with child
 - Reason for releasing the child, if applicable
 - Birth father's relationship with his parents, his childhood experiences, why he was not able to parent child. Was he ever in foster care?
 - Has birth father always lived in SC, or has he lived in other states? If so, what were the circumstances surrounding the moves?
- Paternal Grandmother, Grandfather, Aunts, Uncles
(Same information as for maternal relatives)

C. Siblings of Child (include if child has been adopted or is living with birth parents, extended relatives, etc., and include half/step siblings, as well as full birth siblings)

- · Physical description
- Race
- Health, including drug/alcohol/tobacco usage
- Personality traits and interests
- Describe any specific emotional, behavioral, physical, mental, or medical problems of siblings.

XIV. Legal Status (include birth mother, named birth father(s), John Doe and legal father, as applicable)

Referenced Documents

Revision Comments