





The Consortium for Resource, Adoptive, and Foster Family Training (CRAFT)

CRAFT's goals are:

- to increase the knowledge and skills of prospective and currently approved resource families through the development and delivery of standardized, competency-based, pre-and in-service training
- and to build capacity among local agencies to train and assess their own families.

Introductions

Name & position

How long have you
worked in the Resource
Family Program?



Class Course Structure

Two consecutive days
3-hour classes
Transfer-of-Learning (TOL)
after class
Survey completed at the
end of class



Day 1 Agenda

Introduction
Overview
Mutual Family
Assessment
Assessment
Interviewing



Learner Materials/ TOLs

- Learner Materials
- Resources
- Transfer-of-Learning Day



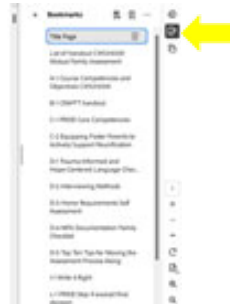
<https://fusion.dss.virginia.gov/wds/LTD-HomeLearnerMaterials>

Learner Handout

Bookmark table of contents

CWS3103W Mutual Family Assessment

LEARNER HANDOUTS



Understanding Goals

1. Utilize casework and interviewing strategies to promote development of a collaborative family/caseworker relationship
2. Assess the prospective resource parent's knowledge, abilities, attitudes, relationships, and capacity to foster
3. Compose a written and integrated summary of required documentation into the Mutual Family Assessment template

Handout A-1

Practice Profiles

Engaging

The process of gathering and address the needs, concerns, and wishes of the family, including the child, and working with the family to develop a plan for the child's care.

Assessing

The process of gathering and address the needs, concerns, and wishes of the family, including the child, and working with the family to develop a plan for the child's care.

Documenting

Documentation is the written record of the family's needs, concerns, and wishes, and the plan for the child's care.

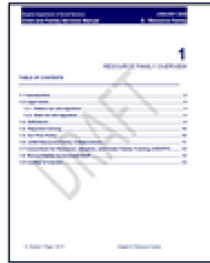


<https://fusion.dss.virginia.gov/wds/LTD/HomeSupervision-and-Coaching-Corner>

Chapter D Resource Family

Sections:

- 1 Resource Family Overview
- 2 Kinship Resource Family Approval
- 3 Resource Family Recruitment
- 4 Resource Family Approval (non-relative)
- 5 Resource Family Support



<https://fusion.dss.virginia.gov/dfs/Home/Resource-Family/Resource-Family-Guidance>

Recruitment/Development/ Support: A Framework of Practice

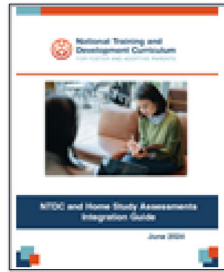
The Framework of Practice to develop and support resource parents as team members in child protection and trauma-informed care of children and youth in foster care.



National Training and Development Curriculum (NTDC)

The promise of a successful and stable placement for children is strongly dependent upon; preparation, education, development.

The curriculum provides transformative experiences for families embracing children with backgrounds of trauma, separation, and loss. We've infused adult learning theory, self-directed learning, transformative learning, and a layered curriculum approach into every aspect of our program.



<https://ntdctraining.org/>

Mutual Family Assessment

What do you currently know about **goals of a home study** (known as a Mutual Family Assessment in Virginia)?

Mutual Family Assessment

A Mutual Family Assessment is a process that includes both a study of the physical home as well as the prospective resource parent.





It is mutual in that while the LDSS maintains final authority on the decision to approve or not approve, the assessment is done with families rather than to families.

Prospective resource parents are empowered to assess themselves as prospective resource parents and to determine if the role of resource parent is right for them.

A thorough assessment ***integrates pre-service training topics into the home visits*** to maximize opportunities for developing and documenting a family's competence in meeting the unique needs of children in care.

Primary sources for assessment



Training



Interviews



Home visits



Observations



References



Background checks



Supporting documentation



Each prospective resource parent must be encouraged to participate in an open and honest assessment of their strengths in fostering or adopting, as well as their needs for support.

Their strengths and needs must be utilized in making *a match* with the needs of a specific child to be placed.

As a result of this process, the final decision to approve the resource parents must:

1) reflect the family's perceived ability and willingness to foster and/or adopt

2) as well as the local department's assessment of the family.

Purpose of the Mutual Family Assessment

- LDSS conducts a family assessment
- Address all elements required by guidance
- Utilize template for Mutual Family Assessment
- Must include demographic information
- Signed by the individual completing the assessment and the Director of the LDSS or their designee, often a Foster Care Supervisor

Section 4.52.1

Explain training *requirements* and the concept of **competencies necessary for foster and adoptive parenting**.

Resource parents benefit from on-going development through support and in-service training to address gaps in their understanding and their abilities to meet the needs of children placed with them.

During the approval process, the LDSS should encourage prospective resource parents to be active participants in their own development.

Section 4.52.3.1

Working with MFA Program staff

The MFA program is a free resource available to all LDSS offices provided by VDSS.

Assist with MFAs for new applicant foster/adoptive families, kinship families, and child-specific adoptions.

Provide a thorough and comprehensive assessment process ensuring all guidance standards are met.

Included in the assessment process are: three interviews with household members, a home inspection and an in-depth evaluation of the applicant's skills, supports, and sustained motivation to meet the 5 core competency categories.

Resource

Working with CRAFFT for training and assessment

Assistance with establishment of a plan to meet the pre-service and in-service training needs of resource families.

Plans include logistics such as identification of trainer (CRAFFT Coordinator, LDSS staff, or both as co-trainers) date, time, location, and topics.

Coordination and collaboration of assessment during the training session and shares information to inform the MFA.

Handout B-1

Mutual Family Assessment Report

Kin: 32-25-163-00

Non-Kin: 032-04-0060-02

LDSS are required to complete the Checklist for Initial Provider Approval.

Once completed, this form, attached to the completed narrative report, constitutes the completed Mutual Family Assessment Report.

Use of the MFA Report	Matching
	Development
	Mentoring
	Adoption

Do you have an example of when you've used the MFA Report?

To consider matching?
 Target training and support for parents?
 Adoptive placements?
 Other reasons?

Assessing

Assessing

The process of gathering and synthesizing accurate, comprehensive and credible information
- Virginia Department of Social Services Practice Profiles



Faster Families Highway

Thank you for your interest in serving children and families in your community through fostering. Foster parents play a key role in providing families for long-term children connected to their families as parents follow steps to achieve reunification.

Join the Foster Families Highway to start your foster parent journey and get connected with your local department of social services. Once you create an account on the highway, you'll be taken through a series of steps to determine your readiness to become a foster parent.

By creating an account, you'll be on the faster pathway to becoming a foster parent and beginning your journey of supporting children and families in your local community.





Self Assessment

It is designed to be self-administered, allowing participants to:

- ❖ Recognize their areas of strength,
- ❖ Identify areas that would benefit from additional support and information, and
- ❖ Discover areas that may cause the greatest challenge when parenting a child or youth.
- ❖ Determine how one parent's strengths and areas of growth complement their parenting partner's or support systems.

Resource
6

Further information/assessment may be needed:

- One of the prospective/adoptive parents is not interested
- Other household members are not supportive
- The family is not open to having visitors/service providers come into the home
- The family's schedule is not conducive to caring for children
- There is a lack of physical space or emotional support
- There are risk/safety issues that need to be resolved

Family Readiness

Early Stages: The family has some understanding of the requirements for fostering/adopting a child but needs more information and discussion.

Minimal Supports Needed: The family needs some support and/or more information from the LDSS or VA on what the experience of fostering and/or adopting a child will be like and the impact on their family. The family is willing and able to learn.

Acceptable: The family is prepared and knowledgeable about the experience of fostering and/or adopting a child and is aware of the impact on their family.

Resource Family Program Family Services Specialist

- Be honest and open
- Be approachable
- Be willing to talk about difficult topics
- Understand the Mutual Family Assessment process and the final product
- Knowledgeable about needs of children and youth in foster care
- Be flexible
- Be culturally competent

If your assessment is not done well, what could be the outcome for the child or youth?



Assessing the prospective resource parent's knowledge, abilities, attitudes, relationships, and capacity to foster

Section 4.52.2

Assess that the Resource Parent:

- Is knowledgeable about the necessary care for children and is physically and mentally capable of providing the necessary care for children.
- Can articulate a reasonable process for managing emergencies and ensuring the adequate care, safety, and protection of children.
- Expresses attitudes that demonstrate the capacity to love and nurture a child born to someone else.
- Understands their role as a resource parent and is aware of how to parent children with loss and trauma.

Section 4.5.2.2

Assess that the Resource Parent (cont'd):

- Values children's families and other significant relationships.
- Expresses appropriate motivation to foster or adopt.
- Shows stability in all household relationships.
- Has the financial resource to provide for current and ongoing household needs.

Section 4.5.2.2







Competency #1:
Creates a Stable, Supporting, and Safe Environment for Children

A child's early experience of being nurtured and developing a bond with a caring adult affects all aspects of behavior and development. When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.

A child's relationship with a consistent, caring adult in the early years is associated later in life with better academic grades, healthier behaviors, more positive peer interactions, and an increased ability to cope with stress.

Handout C-1

Competency #2:
Advocates for Children's Developmental Challenges through Trauma-Informed Care

Children and youth in foster care have experienced trauma. It's vital to understand the impact of the child's trauma and to meet them where they are emotionally, physically and mentally. A child's emotional age often does not match their chronological age and need support to grow. In response, it's important to develop new parenting skills to meet the individual needs of the children.

Competency #3:
Promotes Connections to Families, Community, and Culture

As we work to keep the child in the center of best practice, with returning home as the ultimate goal; helping children in care stay connected to their families, especially their parents, is crucial and foster parents play a critical role in successful reunification. Collaborative relationships between birth parents and foster parents minimizes the trauma of coming into care as well as the feeling of divided loyalty between the two sets of parents that can often be felt by the child. Supporting relationships with birth families also plays an important role in helping the child honor their racial and cultural heritage.

Partner with Birth Families and support **active support of Reunification**

Video: AdoptUsKids
 Handout: C-2
 Equipping Foster Parents to Support Reunification
 Activity: Group discussion

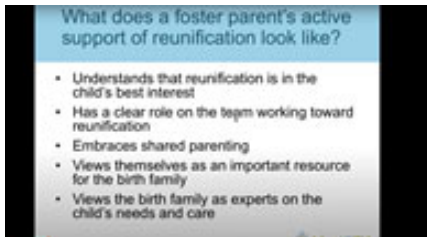


Actively Supporting Reunification

Five Practices:

1. Understands that _____ is in the child's best interest.
2. Has a _____ on the team.
3. Embraces _____ parenting.
4. Views themselves as _____ for the birth family.
5. Views the birth family as _____ on the child's needs and care.

Partner with Birth Families and support active support of Reunification



Actively vs. Passively

In contrast, a foster parent who **passively** supports reunification doesn't interfere with the achievement of the plan goal but doesn't work toward it.



Actively Supporting Reunification

Five Practices:

1. Understands that **reunification** is in the child's best interest.
2. Has a **clear role** on the team.
3. Embraces **shared** parenting.
4. Views themselves **as an important resource** for the birth family.
5. Views the birth family as **experts** on the child's needs and care.

Concurrent planning

While we ask foster parents to actively support and engage with a plan goal of reunification, we often simultaneously ask them to consider adopting children in cases where reunification is not possible. This can be a challenge for foster parents, who may feel they are being asked to prepare for two outcomes that appear to be in opposition to each other. For this reason, it's critical that agencies include comprehensive training on concurrent planning. Foster parents need to understand that there really is one unifying goal for each child—timely permanence—and that reunification is typically the first and best permanency goal. A comprehensive understanding of concurrent planning, and how plan goals shift based on the child's best interest, can help foster parents embrace a goal of reunification while simultaneously understanding that the circumstances of the case may necessitate a plan change down the road.

Competency #4: Supports Long-Term Relationships and Stability for Children Through Permanency

Our belief is that foster parents support children's relationships with family.

This support is continued after they are able to return home through reunification or placed with a relative.

This results in making lifelong connections, as well as providing support to the children for as long as they need it.

**Competency #5:
Fulfills Role/Responsibilities and Collaborates with
Stakeholders to Serve Children & Families**

Support the reunification process.

Collaborate with other stakeholders who are equally committed to positive outcomes for the families we are serving.

A Collaborative Process

We must collaborate with others that are also involved in the assessment to include their observations, written assessment, and recommendations



Interviewing

Key principles
of trauma-
informed
assessment
interviewing

👉 Safety and Trust

👉 Empowerment and Control

👉 Collaboration and Respect

👉 Empathetic Approach

👉 Understanding the Impact of Trauma

👉 Open-ended Questions

👉 Patience and Tolerance for Pauses

👉 Self-care for the Interviewer

Trauma-Informed and Hope Centered
Language Checklist

- Has person-centered language been used?
- Are the core tenants of the science of hope included?
- Has strengths-based language been used?
- Has inclusive language been used?
- Has accessible language been used?
- Has sensational or fear-based language been avoided?
- Has language that reinforces stigma and/or shame been avoided?

Handout D-1

What strategies have you or a
co-worker used when gathering
information from families?

Effective Interviewing Techniques

- Supportive Responses/Active Listening
- Summarization/redirection
- Closed-ended, Probing, or Yes/No Questions
- Open-ended questions and Clarification
- Confrontation
- Advising
- Behavioral Questions

CWS1305W
The Helping
Interview

Handout D-2

Let's review...

"Asking questions to ensure understanding of the client's statements and experiences, especially when there is ambiguity"

- A. Supportive Response
- B. Redirection
- C. Clarification
- D. Active listening

Answer: C- Clarification



Let's review...

"Paying close attention to what the client is saying, both verbally and nonverbally, and demonstrating through verbal and nonverbal cues"

- A. Active listening
- B. Closed-ended questions
- C. Probing
- D. Yes/No questions

Answer: A- Active Listening



Let's review...

"Periodically summarizing the client's emotions, which can make them feel understood and supported"

- A. Redirection
- B. Closed-ended questions
- C. Yes/No questions
- D. Summarization

Answer: D- Summarization



Let's review...

"Asking questions that encourage clients to elaborate and share their experiences, rather than limiting them to yes/no answers"

- A. Summarization
- B. Open-ended questions
- C. Redirection
- D. Closed-ended questions

Answer: B- Open-ended questions

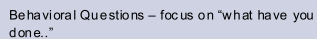


What makes some conversations difficult?

Additional Interviewing Techniques



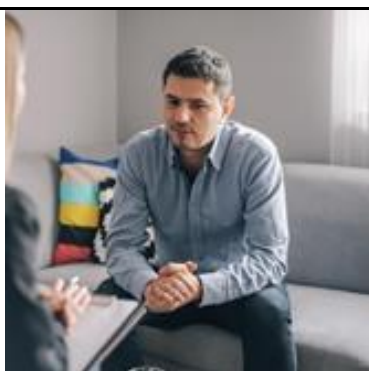
Confrontation- Gently challenging discrepancies or inconsistencies and helping them to explore their situation more fully



Utilize these techniques as we "take a closer look" into difficult subjects and difficult conversations tomorrow

Prepare prospective caregivers

- Interview Questions
- Home Walk-through
- Background Checks
- Reference Checks
- Paperwork



Family Name: _____

	Object	Topic	Page	Self-Reflection
1	Accounting			
2	Checklist for Preparation of Accounts			
3	Accounting cycle			
4	Accounting cycle			
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care in the home, including:

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Take and use with this 21st century lexicon entries

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From the same source given in response letter 10, copyright was taken after the emergency, and he was told that

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Home Safety Measures	
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A month after the storm, waves have all but died down, and the ship is now at sea, sailing toward
Lima, Peru, with other ships.

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	Ha
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Tips to Keep the process "moving along"

Schedule next appointment while you're together face-to-face
Carry extra sets of blank forms if needed

Utilize the Keep things moving tip sheet!



Making the most of interviews

Connect visits to the resource parent's pre-service training, to allow for give and take of information that helps inform mutual decision-making.

Approach visits from the perspective that assessment is truly mutual—just as the LDSS must assess the family's ability to support children and families, so should the family assess the LDSS's ability to support them in this endeavor.

Section 4.5.2.3.

Making the Most of Interviews (cont'd)

Observe interactions among household members, looking for the strengths and/or challenges individuals have in sustaining their current family relationships.

Have conversations with all family members in the home, focusing on how fostering/adopting will impact the current family system.

Section 4.5.2.3.

Making the Most of Interviews (cont'd)

Carefully and thoroughly examine the family's expectations of children in foster care, and how realistic these are.

Use opportunities to stress the importance of maintaining children's connections, and explore prospective resource parents' **skills, supports, and sustained motivation** to support these connections.

Section 4.5.2.3

Questions ?

Summary Day 1

Mutual Family Assessment
 Overview
 Guidance
 Best Practices
 Assessing
 Knowledge, Abilities,
 Attitudes, Relationships,
 and Capacity to Foster
 Competencies
 Interviewing
 Trauma-informed practices

Let's transfer the learning

After class today, open the Word document entitled "Transfer of Learning" in the Learner Materials downloaded from Fusion.

Complete the Transfer of Learning for Day 1 regarding the Mutual Family Assessment template(s).

Email your answers to your trainers



Handout: TOL Day 1

Resource: Kinship Resource Family Mutual Family Assessment template (blank)
Resource: Non-Relative Resource Family Mutual Family Assessment template (blank)

Thank you!
See you tomorrow!

Mutual Family Assessment
Welcome to Day 2
CWS3103W

Revised February 2026

Day 2 Agenda

Welcome and Review
Accessing coping skills
Accessing Relatives

MFA for Kin
MFA for non-relative
Resource Family Support
Approve or Deny



Review Day 1

✓ Assess the prospective resource parent's motivation, capacity, parenting skills and ability to meet the core competencies and whether those could be better developed to meet the needs of children in their care.

✓ Integrate and document assessment findings and conclusions in a thorough, summarized Mutual Family Assessment template

TOL Activity

Group discussion based on the introduction to the Mutual Family Assessment template.



Transfer-of-Learning Day 1



Questions:

1. What is the purpose of the Mutual Family Assessment Report Highlighted on the first page?

Answer: The Kinship Mutual Family Assessment states:

"The purpose of this report is to highlight the family's strengths along with areas of need to guide services and supports provided for a successful placement."

Transfer-of-Learning Day 1



Questions:

2. Would the Kinship Resource Parent report be used for ICPC (Interstate Compact on the Placement of Children) for states requesting a homestudy for a relative?

Answer: Yes, the Kinship Resource Parent Mutual Family Assessment is the template for relative assessments.

Transfer-of-Learning Day 1



Questions:

3. What differences do you notice between the Resource Family template and the Non-Relative template?

Answer:

The Kinship template includes a "Child-Specific" Section 5.

In contrast, the Non-relative templates includes a "Motivation to Foster/Adopt" as Section 5 and a "Foster/Adopt" Profile as Section 6.

Transfer-of-Learning Day 1



Questions:

4. Upon reviewing the templates, are there some sections that you have questions about? If so, which one(s)?

Answer:

We will discuss each section of both templates in great detail today and try to address all of your questions and needs.

Transfer-of-Learning Day 1



Questions:

5. Have you completed a Mutual Family Assessment report at this time?

Answer:

We usually have a class combined with new workers and experienced workers and we can learn from each other as we review the templates and share our questions or lessons learned and discuss requirements and best practices.

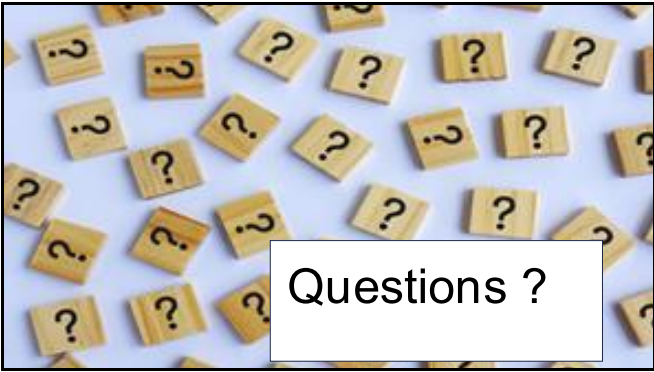
Transfer-of-Learning Day 1

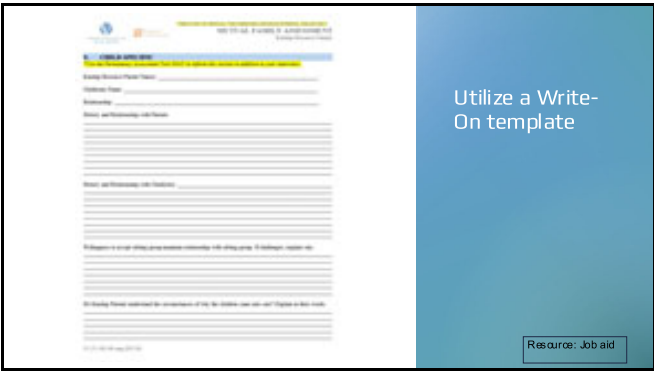


Matching Sections:

Review of 16 sections of each template

This exercise helps you to familiarize yourself with the sections, titles, and content.







Assessing Coping Skills

Individual assessments

This element of the MFA includes information from caregivers about their own upbringing, family dynamics, and significant life events.

This helps assess how a prospective caregiver's past experiences may influence their parenting approach.

Assessment should include:

- History of personal loss/trauma (life experiences)
- Fertility issues and the grieving process if applicable
- Coping strategies and stress management
- Level of self-awareness on the impact of stress
- Current functioning due to the impact of life experiences
- Evidence of personal gains from coping with personal loss/trauma

Deeper inquiry... let's take a closer look

- Past or present substance abuse or overuse
- Recurrent arrests and convictions
- Physical health problems
- Rigid, inflexible beliefs
- Marital/relationship difficulties

Other circumstances...



This informs the applicant's ability to:

- demonstrate stamina and handle stress;
- manage trauma reactions; and
- demonstrate a variety of coping strategies, adaptive behaviors, and resilience.

It will also help the applicant to explore their own understanding of

- how the experience impacted them at the time it occurred, and what/who helped them through the experience/trauma/loss;
- how the experience impacts them today;
- how the experience might impact foster/adoptive parenting; and
- self-readiness.

Take a closer look at Coping Skills



Ask additional exploratory or clarifying questions

What strategies have been effective or ineffective?

What supports have been sought out?

Take a closer look at Stress Management



Are there any signs of unresolved grief, loss, or trauma?

Did the applicant receive adequate natural and/or community supports after the trauma?

Is the applicant open and willing to access ongoing support as needed?

If infertility is identified, where is the applicant in the stages of grief?

Take a closer look at Stress Management (cont'd)



Are there any concerns regarding the coping strategies of the applicant(s)?

Is the applicant insightful into their history and has an awareness of the impact of such experiences?

Are there any additional assessments or information needed (i.e., counselor recommendation, trauma assessment, etc.)?

Take a closer look at Behavioral Health



Are there any unresolved mental health, family/partner violence, or substance abuse issues that require additional assessment?

Are there any mental health conditions that may impact the applicant's ability to foster/adopt?

Are additional assessments and/or supporting documentation needed to proceed?

Are there any additional resources or supports necessary to explore with the applicant(s) prior to proceeding?



"Red flags"

Certain information related to the safety of children has to be **carefully considered**

Discuss further with your supervisor and others that may be involved in the training and assessment of the family

Collaborate with your Supervisor

In collaboration with your supervisor, discuss the final assessment and information gathered and determine whether the family should be approved to provide foster/adoptive care.



Include the *critical assessment components* in the Mutual Family Assessment report



Address:

- When and why the incident occurred
- The applicant's feelings when the event occurred and how they feel about it now
- What steps the applicant has taken to resolve their feelings about the experience
- How the applicant would respond if a similar incident occurred in the future



Questions ?

Assessing Kin



Criteria

Age / Marital Status / Citizenship/ Maximum number of children

Begin by ensuring that:

- The child feels safe with the prospective kinship resource parent and the prospective kinship resource parent has the capacity to meet the physical and emotional needs of the child.
- The prospective kinship resource parent conveys a commitment to complete and maintain approval as a kinship resource parent, as well as a commitment to supporting reunification and permanency.

Permanency Assessment Tool

Use this tool to conduct and document the assessment of prospective kinship resource parents.




MFA should be used to further identify what strengths the family brings to the table, and where there are areas to support the family.

The goal is to ensure the LDSS has all information necessary to support the placement and ensure the success of relatives and caregivers.

It also helps family members realistically assess their own capacities and areas where they may need support.



Kinship specific Mutual Family Assessment template

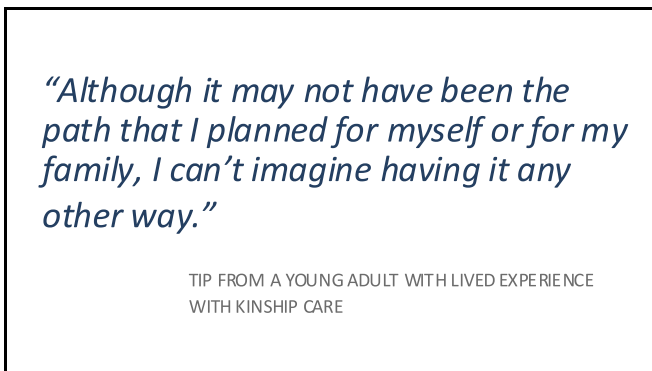




Kin-specific

Include:
Strengths
Considerations
Supports







Kinship Resource Family MFA Example

Date of the Permanency Assessment Tool is noted at the top of the template.

There are also boxes to note if the Kinship Resource Family report is for ICPC purposes and if the family is aware and understands the ICPC process.

Section I includes Kinship Resource Parent information for Parent and Co-Parent.

Resource

Section II Section III Section IV

Section II : Other Household Members

Section III: Contacts and Interviews


Section IV: Training, additional training requirements, verifying core competencies

Narrative



Mutual Family Assessment Specialist(s) share:

- Tips and best practices for this section
- Common areas of concern in this section
- Address common questions




Tips for writing assessments


- Use words that convey an exact meaning
- Remove unnecessary words.
- Don't use slang or jargon
- Give complete information; don't leave out valuable information

Handout 1-1

Section V

Section V: Child specific approval information





Use of the Write-On template

Resource: Job aid

Section VI

Parent and Co-Parent info:

Background

Sibling(s)

Significant Life Events

Education &

Employment



Include any critical assessment components

Address in specific sections pertaining to:

- When and why the incident occurred
- The applicant's feelings when the event occurred and how they feel about it now
- What steps the applicant has taken to resolve their feelings about the experience



Considerations

Significant Life Events

Ms. Lee reported that she experienced a significant amount of trauma in her life from her mother. She remembers being forced by her mother to eat foods she did not like, for example, hot dogs and sandwiches with condiments that she knew she did not like. Ms. Lee stated she ate the food as quickly as she could, despite not liking it, to avoid physical discipline from her mother. She remembers this started occurring when she was age 7 when her mother kicked her in the head for the first time for making a mess after eating so fast to avoid consequences. Her mother did not justify her punishments or discipline. Other methods of punishment included cursing, name-calling, yelling, and hitting with a belt, plunger, or whatever object her mother could pick up quickly. Ms. Lee also remembers her mother often saying, "I hate you."

As an adult, Ms. Lee has received therapy to process her childhood trauma. She stated that she has learned to cope with her anxiety and anger toward her mother, which is noted in her trauma. Ms. Lee has learned how to move past her experiences, exercise forgiveness for her abuser, and take great care in providing her own children with the nurturing that she never received. Mrs. Lee stated that she has never physically disciplined her children and that she learned to parent them with love, not fear. Mrs. Lee also had positive role models in her life, such as her grandmother, who showed her what a mother should be to her children.

[illegible]

Section IX

Section IX: Health information
Parent and Co-Parent:
Physical Examination
Narrative
Tuberculosis Screening or Test

The form is titled 'LOPEZ MUTUAL FAMILY ASSESSMENT' and 'Section IX: Health information'. It includes a header with the organization's name and logo. Below the header, there are several sections: 'Parent and Co-Parent', 'Physical Examination', 'Narrative', and 'Tuberculosis Screening or Test'. Each section has a corresponding table or form for data entry. The 'Parent and Co-Parent' section has a table with columns for 'Parent', 'Co-Parent', and 'Child'. The 'Physical Examination' section has a table with columns for 'Physical Examination', 'Narrative', and 'Tuberculosis Screening or Test'. The 'Narrative' section has a large text area for writing. The 'Tuberculosis Screening or Test' section has a table with columns for 'Tuberculosis Screening or Test', 'Narrative', and 'Tuberculosis Screening or Test'.

Section X

Section X: Financial information
Monthly income
Monthly expenses
Narrative

The form is titled 'LOPEZ MUTUAL FAMILY ASSESSMENT' and 'Section X: Financial information'. It includes a header with the organization's name and logo. Below the header, there are several sections: 'Monthly income', 'Monthly expenses', and 'Narrative'. Each section has a corresponding table or form for data entry. The 'Monthly income' section has a table with columns for 'Monthly income', 'Monthly expenses', and 'Narrative'. The 'Monthly expenses' section has a table with columns for 'Monthly income', 'Monthly expenses', and 'Narrative'. The 'Narrative' section has a large text area for writing. The 'Tuberculosis Screening or Test' section has a table with columns for 'Tuberculosis Screening or Test', 'Narrative', and 'Tuberculosis Screening or Test'.

Section XI

Section XI: Home environment
Physical home environment checklist was completed
Non-safety waiver completed?
Exterior/Interior
Public schools
Pets
Weapons
Home safety requirements
Vehicles

The form is titled 'LOPEZ MUTUAL FAMILY ASSESSMENT' and 'Section XI: Home environment'. It includes a header with the organization's name and logo. Below the header, there are several sections: 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. Each section has a corresponding table or form for data entry. The 'Physical home environment checklist' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Non-safety waiver completed?' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Exterior/Interior' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Public schools' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Pets' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Weapons' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Home safety requirements' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'. The 'Vehicles' section has a table with columns for 'Physical home environment checklist', 'Non-safety waiver completed?', 'Exterior/Interior', 'Public schools', 'Pets', 'Weapons', 'Home safety requirements', and 'Vehicles'.

Background check results shall not be disseminated and are not transferable. If necessary, elaborate on criminal or control registry checks or driving record on background check attachment.

- ☐ All required background checks and driving record checks are completed, clear, and documented on the Checklist for Initial Provider Approval.

Section XII

Section XII- Background checks and Driving Record
meet safety requirements

Note: last page of MFA will allow for additional narrative



Addresses in specific sections
pertaining to:

- When and why the incident occurred
- The applicant's feelings when the event occurred and how they feel about it now
- What steps the applicant has taken to resolve their feelings about the experience

Section XIII

Section XIII References and Prior Experience

10.2002. 000.0.000007400000

There are no subjective differences across the different "sets" of data.

[illegible]

The second interview is a third who has known Mr. John for 17 years. She describes Mr. John as a good person and a pleasure to be around. He does regularly volunteer for local charities, and she does not have observed while caring for the two sons grandchildren. This interview reported that children love to be around Mr. John, and she treats them as her own. She is known for getting on a child's level to provide information with communication and other parents. Some of the management and goals for children's education. The interview is in support of Mr. John becoming a foster parent.

L'esperance de vie est de 75 ans (Source: INSEE, 2008)

Page 515 of 515

The two colleagues are a gay couple, married and living with two teenage girls. John is 35 years. The colleague described him: John is a middle-aged professional, well-liked, fit. John is nervous but he is going home. The colleague notes that a lot of his friends at his school will be the following month.

Water Experiment

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- © 2005 Blackwell Publishing Ltd, *Journal of Internal Medicine* 258: 103–110

10. <http://www.elsevier.com>

- © 2006 Blackwell Publishing Ltd, *Journal of Internal Medicine* 260: 101–108

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Section XIV Impressions and Recommendations

Competency Category #1: Creates a Stable, Supporting, and Safe Environment for Children

Sample Strengths:

Mr. Evans has demonstrated his skills, supports, and sustained motivation to create a stable, supportive, and safe environment for children. He resides in a safe and comfortable home in Paris, VA. He has been a teacher working with school-aged children for 16 years and has coached sports for 18 years. He has supported them in all areas of their lives, meeting their physical and emotional needs. He understands the level of protection Nina may need and his responsibility to guard against any potentially unsafe situations. He reportedly understands the agency's policy on discipline and has identified appropriate discipline techniques. Mr. Evans has the available space and financial resources to support Nina in his home. He also has the resource of time to dedicate to attending to her needs.

Sample Challenges/Recommended Supports:

Ms. Evans currently resides in subsidized housing, receives SNAP benefits, and has a limited income that barely meets the needs of the family. While she receives financial assistance from other family members to meet any unforeseen financial obligations, Ms. Evans may not be able to fully meet her monthly expenses and financially support Nina in her home. Therefore, it is recommended that the agency provide Ms. Evans with additional resources/support as available and ongoing financial support to ensure that Nina's basic needs are met.

Supervisor Approval

Discuss important things to include in the MFA and how you will include them in each section.

Discuss the recommendation section to identify needs and supports in the report.



(Sample) Recommendation:

It is recommended that Ms. Dean continue to receive ongoing financial support for Nina and other financial resources/support to ensure Nina's basic needs are met.

It is recommended that a parent coach be provided to Ms. Dean to understand Nina's ongoing developmental needs.

It is recommended that family counseling or similar types of support be provided to the family to better understand the issues impacting Nina's mother, the effects it may have on Nina, and to improve family dynamics to ensure Nina's needs are met.

It is recommended that Ms. Dean be provided additional support and training in understanding the importance of foster children maintaining long-term relationships with their families of origin to promote stability, wellness, and a connection to their family members and traditions.

It is recommended that Ms. Dean be provided additional training in fulfilling her role and responsibilities as a kinship foster parent to ensure that Nina's needs and commitments are addressed in a timely manner.

The family should be provided ongoing routine support as identified and needed.

[illegible]

Section XV

Section XVI

Section XV: Approval

Section XVI- Signatures for Approval

[illegible]




Mutual Family Assessment
Specialist(s) share:

- Tips and best practices overall
- Common areas of concern overall
- Address common questions

Assessing non-relatives

Non-relative
Mutual Family
Assessment
template




Resource

Criteria

Age / Marital Status / Citizenship/ Maximum number of children

Assessing capacity





Write-A-Form
Writing Forms & Correspondence
for the 21st Century

Form 100: Job Application

Directions: Complete the following form.

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Phone: _____


Education: _____

Experience: _____

References: _____

Signature: _____

Date: _____



Write-A-Form
Writing Forms & Correspondence
for the 21st Century

Form 100: Job Application

Directions: Complete the following form.

Name: _____

Address: _____

City: _____

State: _____

Zip: _____

Phone: _____

Education: _____

Experience: _____

References: _____

Signature: _____

Date: _____

Utilize a Write-A-Form template

Form 100: Job Application

Form 100: Job Application

Form 100: Job Application

Resource: Job aid

[illegible]

Section 5 Motivation to Foster/Adopt

Foster/Adopt Profile

[illegible]



Non-relative Assessments

Include:
Strengths
Considerations
Supports

When assessing strengths...

- summarize and highlight strengths under each item;
- support your assessment with “how you know what you know”;
- strengthen the assessment with behaviorally specific information; and
- consider specific skill sets (e.g., nurse, teacher) that should be considered.

When further assessing areas for careful considerations, ask yourself the following:

- What information would need to be considered when placing children with the applicant?
- Will the applicant be able to work in partnership with birth parents, the agency, and other providers?
- Will the applicant's prior life experiences impact fostering/adopting?
- Are there any identified or potential triggers? How could they impact foster/adoptive parenting?
- Are there areas where there is experience/inexperience or numerous/few resources?

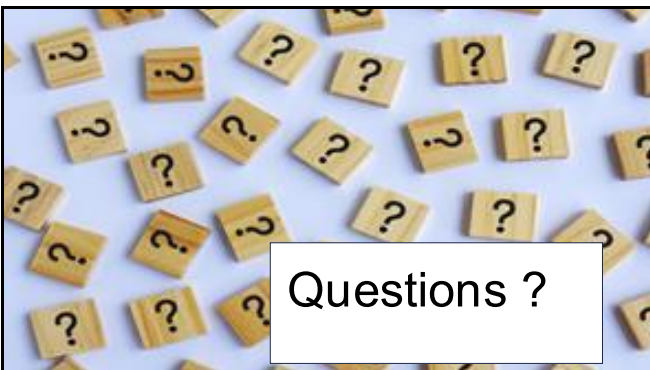
Recommendations on supports needed should correlate with identified considerations

Ask yourself the following:

- What supports/education/resources does the applicant(s) need for themselves?
- What supports/education/resources does the applicant(s) need from the agency? What does the agency agree to provide?
- What other supports/education/resources might the applicant(s) need (i.e., community resources)?

A good final product

- ✓ Provides information about family (and their "fit" for resource parenting – including both strengths and needs for support)
- ✓ Validates approval decision and informs what is needed for success (from matching children to needed supports)
- ✓ Is built on good listening and dialogue
- ✓ Is well-written and comprehensive



Questions ?

Resource Family Support

Family Development Plan

Identify any gaps or areas where additional training may be beneficial

Retention and Support



Support specific to **Kinship** Caregivers

- ✓ Continue to utilize the Permanency Assessment Tool to assist with needs identified during the assessment of kin
- ✓ Continue to utilize the Kinship Navigator Programs throughout Virginia to support kin
- ✓ Assure kin complete all the requirements waived through the Kinship Waiver to ensure there is no lapse in approval after the six-month period

Deny or Approve?

The decision to approve or deny

- Consider the prospective Resource Parent's motivation, capacity, parenting skills and ability to meet the core competencies and whether those could be better developed to meet the needs of children in their care.
- Ensure sufficient information to justify the recommendation
- Consult with your supervisor if there are any concerns
- Be prepared for potentially challenging discussions with applicants

Handout L-1

Guidance
Section 4.5.3.1

Must notify the prospective resource parent in writing as to the reason why the approval process was stopped.



If you decide not to place with relative...

- Notify in writing:
- Clear and specific explanation for the denial
- Statement that the denial is appealable
- Information about the procedure for filing an appeal, including contact info for Office of Appeals & Fair Hearings

Guidance

Notification of Denial
& Appeal Letter

This letter must be sent to the relative by mail within 10 business days from the decision to deny approval. Details as to why the prospective kinship foster parent was denied must be specified on this letter.

This letter is required by law from the 2022 General Assembly session




030-25-160-01-emp (08/24)



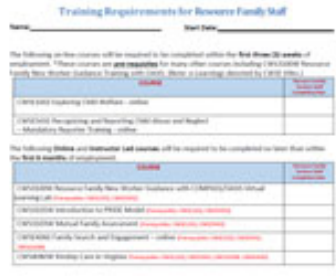
Counseling out conversations

1. Preparation is key
2. Conduct the conversation
3. Address potential challenges
4. Documentation is crucial




A thorough Mutual Family Assessment **documents a family's competence** in meeting the unique needs of children in care.

Next Steps



Handout M-1



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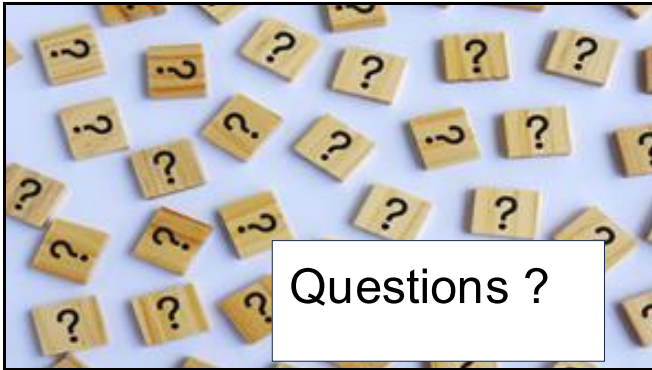
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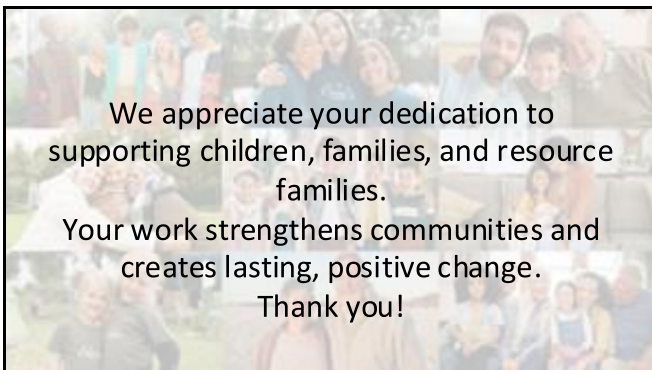
Handout M-2



Survey



- Your feedback is important to us.
- It is anonymous.
- The course is CWS3103W Mutual Family Assessment
- The trainers are
- Date is



We appreciate your dedication to supporting children, families, and resource families.

Your work strengthens communities and creates lasting, positive change.

Thank you!
