

**FOSTER CARE
CHILD ASSESSMENT OF
NEEDS AND STRENGTHS**

Children Ages 10 – 13 Years

FC Case #:
FC Case Name:
Court ID #:
DHS FC Worker Load #:
DHS FC Worker Name:
DOB:
POS Agency Name:
POS Agency Worker Name:

Date Completed: _____

Check One Initial Service Plan Updated Service Plan

Instructions: Rate the child according to the current level of functioning. Explanation of scored items must be contained in the ISP or USP under the "Child Needs and Strengths Assessment" section. All "situational concerns" and priority needs and strengths must be addressed on the current Parent-Agency Treatment Plan and Service Agreement. "U S" (unable to score) may only be scored for a child at the Initial Service Plan. Strengths are defined as any domain scored with a positive number. Scores of "0" reflect appropriate behavior and/or functioning within the specified domain. Items scored as "0" may, but do not have to, be considered a strength.

C1. Medical/Physical

- Was there prenatal drug/alcohol exposure? Y N U/K _____
- Is there a need for prenatal care? Y N U/K _____
- a. Good health..... +5
 - b. Adequate health..... 0
 - c. Situational concern -2
 - d. Impaired health -3
 - e. Severely impaired health -5
 - f. Unable to score US _____

C2. Mental Health and Well-Being

- a. Healthy emotional behavior/coping skills..... +5
- b. Appropriate emotional behavior/coping skills 0
- c. Situational concern -2
- d. Limited emotional behavior/coping skills -3
- e. Severely limited emotional behavior/coping skills -5
- f. Unable to score US _____

C3. Family and Kin/Fictive Kin Relationships/Attachments

- a. Nurturing/supportive relationships/attachments +5
- b. Appropriate relationships/attachments 0
- c. Situational concern -2
- d. Limited relationships/attachments -3
- e. Severely limited or no relationships/attachments -5
- f. Unable to score US _____

C4. Education

- Does child have a special education plan? Y N _____
- Does child need an assessment for special education? Y N _____
- a. Exceptional academic achievement +4
 - b. Adequate achievement 0
 - c. Situational concern -1
 - d. Minor difficulty -2
 - e. Major/chronic difficulty -4
 - f. Unable to score US _____

- C5. Substance Use (Substances include alcohol, tobacco, and other drugs)**
- a. No substance use+1
 - b. Past experimentation 0
 - c. Situational concern-2
 - d. Periodic substance use.....-3
 - e. Frequent substance use-4
 - f. Unable to score US

- C6. Sexual Behavior**
- Has child been sexually abused? Y N U/K**
- Does child demonstrate sexually inappropriate behavior? Y N U/K**
- a. Healthy sexual adjustment/responsible behavior+1
 - b. Appropriate sexual adjustment/behavior 0
 - c. Situational concern-2
 - d. Compromised sexual adjustment/behavior-3
 - e. Severely compromised sexual adjustment/reckless behavior.....-4
 - f. Unable to score US

Rate the child according to their current level of functioning.

- C7. Life Skills**
- a. Appropriate life skills+3
 - b. Adequate life skills 0
 - c. Situational concern-1
 - d. Limited Life skills.....-2
 - e. Severely limited life skills-3
 - f. Unable to score US

- C8. Peer/Adult Social Relationships (Non-Family)**
- a. Strong social relationships +3
 - b. Adequate social relationships0
 - c. Situational concern -1
 - d. Limited social relationships..... -2
 - e. Severely limited social relationships..... -3
 - f. Unable to score..... US

- C9. Cultural/Community Identity**
- a. Strong cultural/community identity..... +3
 - b. Adequate cultural/community identity.....0
 - c. Situational concern-1
 - d. Limited cultural/community identity.....-2
 - e. Disconnected from cultural/community identity-3
 - f. Unable to score US

PRIORITY NEEDS AND STRENGTHS:

Based on this assessment, identify below up to three priority needs and strengths of the child (indicate item code and title), if three needs have been scored. Priority needs are the top three domains with a negative number and priority strengths may be the domains that score 0 or a positive number. Address all situational concerns and priority items in the Individual Child Activities and Foster Parent/Relative sections of the Parent Agency Treatment Plan and Service Agreement. If a child has an identified need or situational concern in Medical/Physical, Mental Health and Well-Being and/or Education, it must be addressed with services regardless of priority.

ASSESSMENT DOMAINS

AREAS TO ADDRESS ON ISP/USP

- C1 Medical/Physical
 - C2 Mental Health and Well-Being
- Strengths:**
(list priority strength areas – “a” and “b”

1. _____
2. _____

C3 Family and Kin/Fictive Kin Relationships/Attachments	responses):	3.	_____
C4 Education	Ongoing Needs:	1.	_____
C5 Substance Use	(list priority need areas – “d” and “e” responses)	2.	_____
C6 Sexual Behavior		3.	_____
C7 Life Skills			
C8 Peer/Adult Social Relationships	Situational Concerns:	1.	_____
C9 Cultural/Community Identity	(list <u>all</u> areas assessed as situational concerns – “c” responses)	2.	_____
		3.	_____

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AUTHORITY: P.A. 280 of 1939.
RESPONSE: Voluntary.
PENALTY: None

**MICHIGAN DEPARTMENT OF HUMAN SERVICES
CHILD ASSESSMENT OF NEEDS AND STRENGTHS FOR CHILDREN 10 - 13 YEARS
DEFINITIONS**

C1. Medical/Physical Health

Was there prenatal drug/alcohol exposure? Answer “yes,” “no,” or “unknown.”

Is there a need for prenatal care? Yes, No or unknown.

- a. Good health. Child has no known health care needs; child receives routine preventive and medical/dental/vision care, immunizations, health screenings, and hygiene care. If child resided in a high risk environment for lead exposure, the child has received a lead exposure screening. Child has knowledge of puberty and is not experiencing any related medical problems.
- b. Adequate health. Child has no unmet health care needs or has minor health problems (ex. allergy shots/medications, etc.) that can be addressed with routine intervention; age-appropriate immunizations and annual medical exams and required health screenings are current. Child has some knowledge of puberty and is experiencing minor or no related medical problems.
- c. Situational concern. Child has a special condition(s)/health concern(s) (ex. lice, cold/flu, ear infections, bone fracture, etc.) that may require temporary (anticipated not to exceed 90 days) medical treatment (ex. follow-up with medical personnel, administering of prescription or over-the-counter medications, etc.); and/or child has not received required immunizations or health screenings (including lead exposure if child resided in a high risk environment for lead exposure).
- d. Impaired health. Child has a medical condition(s) that may impair daily functioning (ex. fragile asthmatic, eczema, allergies, etc.) and requires ongoing interventions. This may include effects of prenatal drug/alcohol exposure and/or effects of lead exposure. Child has limited knowledge of puberty and/or is experiencing some related medical problems.
- e. Severely impaired health. Child has a serious, chronic, or acute health condition(s), (ex. diabetes, cerebral palsy, or physical disability, pronounced effects of lead exposure, etc.) that severely impairs functioning and requires ongoing intervention(s). Child has no knowledge of puberty and/or is experiencing significant related medical problems.

C2. Mental Health and Well-Being

- a. Healthy emotional behavior/coping skills. Child consistently exhibits an age-appropriate range of emotional behaviors; child displays strong age-appropriate coping skills in dealing with disappointment, anger, grief, stress, and daily challenges in home, school, and community; child is also able to identify the need for, seeks, and accepts guidance; child has a positive and hopeful attitude and readily adjusts to new situations.
- b. Appropriate emotional behavior/coping skills. Child generally exhibits an age-appropriate range of emotional behaviors. Child displays developmentally appropriate emotional coping responses that do not, or minimally interfere with, school, family, or community functioning. Child has age-appropriate ability to cope with a range of emotions and social environments. Child has ability to adjust to new situations.

- c. Situational concern. Child may demonstrate some symptoms reflecting situational sadness, anxiety, aggression, or withdrawal; maintains situationally-appropriate emotional control. This does not include short-term, adverse reactions to parental visitation, but could include response to initial placement or re-placement (ex. temper tantrums, nightmares, loss of appetite, bedwetting, etc.).
- d. Limited emotional behavior/coping skills. Child has some difficulty dealing with daily stresses, crises, or problems which interfere with family, school, and/or community functioning. Problems may include but are not limited to, withdrawal from social interaction, flat affect, changes in sleeping or eating patterns, increased aggression, unusually low frustration/tolerance, frequent threats to run away, etc.
- e. Severely limited emotional behavior/coping skills. Child has consistent difficulty in dealing with daily stresses, crises, or problems which severely impair family, school, and/or community functioning. Child may have diagnosed psychiatric disturbance and may demonstrate severe behavior such as fire setting, suicidal behavior, violence toward people and/or animals, self mutilation, runs away from placement, etc.

C3. Family and Kin/Fictive Kin Relationships/Attachments

Score the child's interaction with his/her family (those individuals the child is related to or views as family). For children in placement, base assessment on visits and other contact such as telephone contact or letters.

- a. Nurturing/supportive relationships/attachments. Child has positive interactions with and exhibits strong attachments to family, kin, fictive kin, and/or caregiver. Child has sense of belonging with family.
- b. Appropriate relationships/attachments. Child has positive interactions with and exhibits appropriate attachments to family, kin, fictive kin, and/or caregiver despite some minor conflicts.
- c. Situational concern. Child experiences temporary strain in interaction with family members. Child may be temporarily angry with the family and/or lacks desire for family interaction (ex. visitation, telephone contact, threaten truancy if visit occurs, refuses to participate in family therapy, etc.).
- d. Limited relationships/attachments. Child does not have positive interactions with family, does not exhibit appropriate attachments to family, kin, fictive kin, and/or caregiver. Child does not have a sense of belonging with family.
- e. Severely limited or no relationships/attachments. Child has no interactions or has non-supportive, destructive interactions with family, and exhibits negative attachments to family, kin, fictive kin, and/or caregiver.

C4. Education

Does child have a special education plan? Answer "yes" or "no."

Does child need assessment for special education? Answer "yes" or "no."

- a. Exceptional academic achievement. Child is working above grade level and/or is exceeding the expectations of the child's specific educational plan.
- b. Adequate achievement. Child is working at grade level and/or is meeting expectations of the child's specific educational plan.

- c. Situational concern. Child may demonstrate some school difficulties (ex., decreased concentration in the classroom, acting-out behavior, regression in academic performance, etc.) that appear temporary in nature.
- d. Minor difficulty. Child is working below grade level in at least one, but not more than half of subject areas, indicating that the current educational plan may need modification. The child may be exhibiting some truancy or school behavioral problems.
- e. Major/chronic difficulty. Child is working below grade level in more than half of subject areas and/or is not meeting the goals of the existing educational plan, indicating that the current plan needs modification, or the child needs a specific educational plan and does not have one in place. Child is frequently truant. Score this item for a child who is legally required to attend school and is not attending, or who has been expelled/excluded from school.

C5. Substance Use (Substances include alcohol, tobacco, and other drugs)

- a. No substance use. Child does not use alcohol, drugs, or other substances and is age-appropriately aware of consequences of use. Child is not in peer relationships/social activities involving alcohol and/or other drugs and/or chooses not to use despite peer-pressured opportunities to use. No demonstrated history or current problems related to substance use.
- b. Past experimentation. Child may have past experience with alcohol and/or other drugs but there is no indication of sustained use.
- c. Situational concern. Child may have an isolated incident or experience with alcohol, tobacco, or other drugs that is not recurring.
- d. Periodic substance use. Child's alcohol and/or other drug use has resulted in problematic behavior at home, school, and/or in the community. Use may include multiple drugs. Child may be involved in peer relationships/social activities involving alcohol, drugs, and other substances.
- e. Frequent substance use. Child's frequent alcohol, drug, or other substance usage results in severe behavior disturbances at home, school, and/or in the community. Child may require medical intervention to detoxify.

C6. Sexual Behavior

Has child been sexually abused? Answer "yes," "no," or "unknown."

Does child demonstrate sexually inappropriate behavior? Answer "yes," "no," or "unknown." Examples may include, but are not limited to, a child who engages in persistent self-stimulation, chronically acts-out toward others in sexually inappropriate ways, or engages in sexual contact with others.

- a. Healthy sexual adjustment/responsible behavior. Child displays no signs or history of sexual abuse or exploitation. Child exhibits developmentally appropriate sexual awareness and interest. Child has accurate knowledge of reproduction.
- b. Appropriate sexual adjustment/behavior. Child does not show any indications of their past sexual abuse and responds to treatment/intervention. Child may participate in age-appropriate sexual behavior or may show age-appropriate interest in sexuality. Child has some knowledge of reproduction.
- c. Situational concern. Child exhibits a heightened interest/awareness of sexuality that may be a response to a current change in situation or incident (ex. traumatic event, initial or change in placement, too much stimulus in environment, etc.).

- d. Compromised sexual adjustment/behavior. Child is displaying inappropriate behavior due to known or suspected sexual abuse or exploitation. Behaviors may include more sexualized behaviors than same aged children, preoccupation with sexual themes, increased masturbation, and/or simulating sex acts. Child participates in sexual activities.
- e. Severely compromised sexual adjustment/reckless behavior. Child exhibits severe sexual dysfunction. Indicators may include perpetrating behaviors (involving force or coercion), severe sexual preoccupation, compulsive masturbation and sexual victimization. Child engages in high risk sexual behaviors and may become involved in illegal sexual activity such as prostitution or pornography.

C7. Life Skills

- a. Appropriate life skills. Child consistently demonstrates age-appropriate ability to feed, bathe, and groom him/herself; the child manages daily routine without intervention.
- b. Adequate life skills. Child demonstrates some age-appropriate ability to feed, bathe, and groom him/herself. Child may need occasional intervention with daily routine.
- c. Situational concern. Child may need intervention in daily routine due to temporary situation, such as physical injury.
- d. Limited life skills. Child does not consistently demonstrate age-appropriate ability to feed, bathe, and groom him/herself. Child requires intervention with daily routines.
- e. Severely limited life skills. Child rarely demonstrates an age-appropriate ability to feed, bathe, and groom him/herself. Child requires extensive or constant intervention and supervision to manage daily routine.

C8. Peer/Adult Social Relationships (Non-Family)

- a. Strong social relationships. Child routinely interacts with social groups having positive support and influence, models responsible behavior, participates in constructive age-appropriate activities. Child is actively engaged with a positive support network and has some close, positive relationships with adults. Child displays age-appropriate solutions to social conflict. Child does not exhibit any delinquent behavior.
- b. Adequate social relationships. Child frequently interacts with social groups having positive support and influence; child displays age-appropriate social behavior; frequently participates in positive age-appropriate activities. Child engages with a positive support network. Child frequently displays age-appropriate solutions to social conflict.
- c. Situational concern. Child has a situational concern with peer/adult relationships as the result of an experience (ex. a new school, change of placement, relationship loss, etc.) that may require additional support.
- d. Limited social relationships. Child has limited peer/social relationships and limited adult support. Child demonstrates inconsistent social skills. Child has limited positive interactions with others and demonstrates limited ability to resolve conflicts. Child occasionally engages in high risk behavior/activities.
- e. Severely limited social relationships. Child has severely limited and/or negative peer social relationships, has minimal or lacks adult support, is isolated and lacks access to a support network. Child is unable to resolve social conflict. Child chronically engages in high risk behaviors/activities.

C9. Cultural/Community Identity

- a. Strong cultural/community identity. Child relates positively to his/her cultural, ethnic, and/or religious heritage. Child identifies with and participates in cultural and community heritage, beliefs, and practices. Child expresses age-appropriate inquiries about his/her cultural/community identity.
- b. Adequate cultural/community identity. Child relates to his/her cultural, ethnic, and/or religious heritage. Child has a developing sense of identity with his/her cultural and community heritage. Child expresses an age-appropriate awareness of his/her cultural/community identity.
- c. Situational concern. Child has a situational concern related to the development of a positive cultural/community identity, which causes an interruption in progress toward achievement of such an identity.
- d. Limited cultural/community identity. Child has some conflict with his/her cultural, ethnic, and/or religious heritage. Child's sense of identity with his/her cultural and community heritage is limited. Child does not express an age-appropriate awareness of his/her cultural identity.
- e. Disconnected from cultural/community identity. Child lacks a sense of identity with his/her cultural and community heritage, or has a sense of identity but his/her understanding of it results in negative self-concept, distorted perceptions about identity, and/or impaired social functioning.