1. **To ensure that adoptive families have complete background information about a child/youth, caseworkers should:**
   a. Summarize materials instead of providing actual copies of reports and assessments.
   b. Give a complete description of the birth parents’ issues and concerns regarding adoption.
   c. **Provide all information in writing. (p. 55)**
   d. Interview the child/youth in front of the adoptive family to make sure that all potential issues are shared.

2. **According to child welfare experts, families typically:**
   a. Can predict with accuracy their capacity to manage problems in the future.
   b. Can predict outcomes with greater accuracy when the caseworker does not share confidential information.
   c. Can predict and match themselves to a child/youth independently.
   d. **Cannot predict with accuracy their capacity to manage problems in the future. (p. 56)**

3. **Involving families in the matching process:**
   a. Takes the place of the caseworker’s role in the process.
   b. **Does not undermine the caseworker’s role or importance of their judgment. (p. 57)**
   c. Increases the time that older children languish in the child welfare system.
   d. Can ensure their use of post adoption services.

4. **The second most important individual(s) in the adoption process are:**
   a. The birth parent(s).
   b. The child/youth.
   c. The foster care supervisor.
   d. **The prospective adoptive parent(s). (p. 63)**

5. **In the team decision meeting:**
   a. The family’s perspective is presented by the adoption supervisor.
   b. It is best to use telephone conferencing or video conferencing.
   c. **If it is age- and cognitively-appropriate, the child/youth must be engaged and should receive advance preparation to enhance their participation. (p. 63)**
   d. Current foster parents, if not the prospective parents, should be encouraged to lead a segment of the discussion.
6. Federal and State policies attempt to maintain continuity of relationships by giving preference to:
   a. Parents with terminated rights.
   b. The individual with the most stable socio-economic standing.
   c. Relative and foster parent adoptions. (p. 13)
   d. Same-race placements

7. Because personal biases and value judgments can become part of the decision-making process, adoption workers must:
   a. Use their value judgments to help them with decisions.
   b. Be aware of their personal biases and use those biases in the decision-making process.
   c. Study and use the State Adoption Assistance checklist in their decision-making.
   d. Be aware of their personal biases and how they may influence their decisions. (p. 13) 68.4%

8. The decision making and matching process includes a step for:
   a. Studying and using the Federal Adoption Assistance checklist.
   b. Seeking assistance from colleagues. (p. 19)
   c. Working to address the areas that caused birth parents to lose their parental rights.
   d. Discussion of the potential placement with the adoptive family’s attorney.

9. When ranking the Family Profiles/Home Studies/Social Histories and Assessments for families whom have expressed an interest in a child/youth, caseworkers can:
   a. Consider the number of criteria that the family has that were identified by the child/youth. (p. 52)
   b. First consider families in child/youth’s home state.
   c. Consider the family that has matching intelligence and religion characteristics.
   d. First consider the family with matching religion and physical characteristics.

10. Foster parents:
    a. Are less likely to adopt.
    b. Are most likely to experience a disruption.
    c. Are the largest group of adopters. (p. 13)
    d. Are most often matched to children/youth based on religion and physical characteristics.

11. Relatives:
    a. Are more likely to adopt if they are single.
    b. Are the second largest group of adopters. (p.13)
    c. Are the largest group of adopters.
    d. Are most often matched to children/youth based on religion and physical characteristics.

12. A thorough Family Profile/Home Study/Social History and Assessment provides information useful for the caseworker to determine if the family can adjust and support a particular child/youth. **(True)** (pg. 51)
13. A skilled and knowledgeable caseworker can predict outcomes for children/youth with accuracy. (False) (pg. 56)

14. Prospective adoptive families and children do not need to be involved in the selection process until the end of concurrent planning. (False) (pg. 56)

15. Although a child/youth may choose more than one family to consider, in the interest of timeliness, it is best to have the child/youth to visit the family that most closely represents his/her criteria for a family and not the others that were selected. (False) (pg. 58)

16. There is such a thing as a perfect placement if the selection and decision-making process is conducted thoroughly and correctly. (False) (pg. 56)

17. If a child/youth has had a difficult time achieving adoption/permanency and in line with the strengths-based approach, the caseworker might consider withholding some information from the prospective adoptive family if it will influence their decision to adopt. (False) (pg. 55)

18. Caseworkers should make sure that potential families understand that there is an inherent risk in adoption, as with any form of parenting. (True) (pg. 55)

19. The role of the caseworker is to inform and to guide the families so that they can make a placement decision. (True) (pg. 57)

20. Positive relationships between agencies are essential to expediting placements and ensuring best possible decisions. (True) (pg. 57)