

Date ___/___/___

Name _____

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)**