

Nebraska Permanency Resource Responsibility Tool (NPRRT)

Child's Name: _____ Child's Master Case # _____

Child's Age: _____ Child's Date of Birth: _____

Today's Date: _____ Last Assessment Date: _____ Previous Score: _____

Assessment Type:

- | | | |
|---|---|--|
| <input type="checkbox"/> Initial | <input type="checkbox"/> Request of Parent | <input type="checkbox"/> Change in Child or Family Circumstance |
| <input type="checkbox"/> New or Corrected Diagnosis | <input type="checkbox"/> Request of Agency/Department | <input type="checkbox"/> Change in law or regulation indicates a need for revision |

Parent 1: _____
(Print) (Sign) (Date)

Parent 2: _____
(Print) (Sign) (Date)

Worker (*pre-finalization*): _____ Service Area: _____

Nebraska Permanency Resource Responsibility Tool

This tool is used by the Nebraska Department of Health and Human Services (NDHHS) to determine and modify the amount of financial assistance for eligible children. This tool is based on the Nebraska Caregiver Responsibility Tool that is used to determine foster care maintenance payments by NDHHS.

Adoption and Guardianship Assistance

The Adoption and Guardianship Assistance Programs support the well-being of children and families by ensuring that financial barriers and costs do not prevent children with special needs from achieving permanency in stable homes. The program provides or continues financial assistance for an eligible child aged 18 or under after finalization.

Rates are determined according to *Expenditures on Children by Families, 2015*¹, by applying 65% of the USDA rate based on the child's age, referenced in "Table 4. Estimated annual expenditures on a child by married-couple families, urban Midwest, 2015." For the purpose of the subsidy program, the Health Care and Child Care, expenses were removed from the determination. The child's eligibility for federally funded assistance and Medicaid is also integrated into the agency's rate determination.

Request for Increased Assistance

After adoption or guardianship, circumstances may change over time and additional assistance may be necessary. To discuss options for increasing financial assistance provided through DHHS, please contact the Income Maintenance worker (IM-FC worker) assigned to your family.

¹ Lino, M., Kuczynski, K., Rodriguez, N., and Schap, T. (2017). *Expenditures on Children by Families, 2015*. Miscellaneous Publication No. 1528-2015. U.S. Department of Agriculture, Center for Nutrition Policy and Promotion.

Support

All families need support and help to face life's difficulties, including the challenges that may arise parenting a child with special needs. If you or your family need support, there are many resources available statewide and in the community. Creating a written list of resources is a first step in accessing the support needed to maintain the child in the family home. These organizations can provide support and help you identify resources:

Right Turn: (888) 667-2399

Nebraska Foster and Adoptive Parent Association: (NFAPA) (877) 257-0176

Nebraska Department of Health and Human Services Adoption Specialist: (402) 471-3121

Right to a Fair Hearing

If you disagree with the rate of your adoption/guardianship assistant payment, you may have the right to an appeal and request a fair hearing within 90 days. Refer to Nebraska Administrative Code Title 479 Chapter 7² (guardianship assistance) and Chapter 8³ (adoption assistance).

Terminology

The term "parent" includes adoptive parents, prospective adoptive parents, guardians and prospective guardians.

² "Subsidized Guardianship Program," *Nebraska Administrative Code*, Title 479 (2015): Chapter 7

http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-479/Chapter-7.pdf

³ "Subsidized Adoption Program," *Nebraska Administrative Code*, Title 479 (2004): Chapter 8

http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-479/Chapter-8.pdf

LOR1 Medical/Physical Health & Well-Being	
L1	<p>Parent arranges and participates, as appropriate in routine medical and dental appointments; provides basic healthcare and responds to illness or injury; administers prescribed medications; maintains health records; shares developmentally appropriate health information with child.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent follows established policies to ensure child’s physical health needs are met by providing basic healthcare and response to illness or injury. • Parent contributes to ongoing efforts to meet the child’s needs, by arranging, and participating in doctor’s appointments. • Parent will administer medications as prescribed, understand the medications administered, and attend monthly medication management appointments with the child.
L2	<p>Parent arranges and participates with additional visits with medical specialists, assists with treatment and monitoring of specific health concerns, and provides periodic management of personal care needs. Examples may include treating, supporting and monitoring severe cases of asthma, physical disabilities, and/or pregnant/parenting teens.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Additional health concerns must be documented and parent’s role in meeting these additional needs will be reflected in the child’s case plan and/or treatment plan. • Parent will participate in additional medical appointments, and monitor health concerns as determined by case professionals. • Parent participates in physical, occupational and/or speech therapy.
L3	<p>Parent provides hands-on specialized interventions to manage the child’s chronic health and/or personal care needs. Examples include using feeding tubes, physical therapy, or managing HIV/AIDS.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Any specialized interventions provided by the parent should be reflected in the child’s case plan and/or treatment plan. • Records should include narrative as to the training and/or certification of the parent to provide specialized levels of intervention specific to the child’s health needs. • Parent will provide specific documentation of specialized interventions utilized to manage chronic health and/or personal care needs.

LOR1 Medical/Physical Health & Well-Being

Outline the parent responsibilities:

LOR2 Family Relationships & Cultural Identity

L1	<p>The parent maintains existing connections to family of origin, including siblings and extended family, and/or other significant people. Parent encourages a healthy perception of the blended family identity and treats/speaks about family of origin respectfully. Parent provides opportunities for youth to engage in the cultural activities of his or her choice.</p> <p>Definition:</p> <ul style="list-style-type: none">• Parent maintains ongoing contact with biological siblings and/or family of origin. This could include arranging events, play dates, get-togethers, trips, telephone and/or web-based visitation, and/or providing supervision as developmentally appropriate.• Parent assists with the integration and development of the child’s identity. Activities could include working together on the child’s lifebook, advocating for the child in school, medical and other settings when appropriate, collecting and sharing photo/videos of family members.• Parent fosters connections to members of the child’s racial, ethnic, religious, cultural, and tribal heritage.• Child’s heritage of origin is incorporated and integrated into the family lifestyle. Examples could include family activities, TV, movies, music, home décor, meals, friends of the family, spiritual and religious activities, etc.
L2	<p>The parent helps re-establish a previously disconnected or new relationship with family of origin and/or culture. Parent actively supports child in forming familial bonds and assisting the child to process and accept his or her identity. Parent helps the child to form a healthy view of his/her family of origin, and his/her identity.</p> <p>Definition:</p> <ul style="list-style-type: none">• Parent helps the child work through dynamics of family of origin. This could include seizing teachable moments, coaching the child/family, and seeking services to assist the child in understanding healthy coping skills for managing challenging and meaningful relationships.• Parent helps the child establish a connection with his/her cultural, racial, ethnic, or religious heritage. This could include seeking out community activities, books, films, music, meal preparation, and other materials; sharing pictures and information about those who are disconnected from the child/youth.• Parent seeks information to learn about identity, intercultural and interracial families, and the importance of cultural connections for adopted children and youth.• Parent engages in activities to connect the child to their heritage, including participating in events, groups, and other activities outside the home.• Parent conducts outreach and/or responds to family of origin in the early stages of relationship development.

LOR2 Family Relationships & Cultural Identity

L3

The parent supports the child through challenging relationships with family of origin. A relationship which is inconsistent, and/or disruptive and requires special care and attention to support the child/youth. Parent helps the youth develop cultural identity not previously explored.

Definition:

- Parent actively participates in facilitating connections with siblings or family of origin.
- Parent helps child make sense of challenging and meaningful relationships by seeking services, interventions, and other supports.
- Parent takes youth/child to places of worship, salons, community events and other cultural lifestyle activities and is willing to be an outsider in these situations in order to support the youth’s identity formation and self-expression.
- The parent helps the child and others in the family adapt to a blended family identity by seizing teachable moments, and advocating for the family identity when appropriate.

Outline the parent responsibilities:

LOR 3 Supervision, Structure, & Behavioral	
L1	<p>Parent provides routine direct care and supervision of the child, assists child in learning appropriate self-control and problem solving strategies; utilizes constructive discipline practices that are fair and reasonable and are logically connected to the behavior in need of change, adapts schedule or home environment to accommodate or redirect occasional outbursts.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent provides age and developmentally appropriate supervision, structure, and behavioral and/or emotional support. • Parent utilizes constructive discipline practices that are fair and reasonable and are logically connected to the behavior in need of change. • Parent can provide examples of strategies and interventions implemented. • Parent provides supervision that is appropriate and expected for the chronological age of the child. For instance, 24 hour supervision of an infant or two year old would be considered appropriate for the age of the child.
L2	<p>Parent consults with medical, mental health, or behavioral health treating professionals to implement specific strategies of interacting with the child in a therapeutic manner to promote emotional well-being, healing, and understanding, and a sense of safety on a daily basis.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent follows current established treatment plan or safety plan to ensure child's safety and well-being are addressed. • Strategies and interventions are developed in accordance with the treatment plan. • Parent has monthly contact with mental health professionals and participates in mental health services for the child. • Parent can provide examples of therapeutic interventions and demonstrates ongoing monitoring. • In situations where the child refuses therapeutic intervention, parent continues to consult with medical professionals and implement identified strategies.

LOR 3 Supervision, Structure, & Behavioral

L3

Parent provides direct care and supervision that involves the provision of highly structured Interventions such as using specialized equipment and/or techniques and treatment regiments on a constant basis. Examples of specialized equipment include using alarms, single bedrooms modified for treatment purposes, or using adaptive communication systems, etc.; works with other professionals to develop, implement and monitor strategies to intervene with behaviors that put the child or others in imminent danger or at immediate risk of serious harm. Parent accesses assistance from external sources to create specialized structure in the home that meets the child’s behavioral and emotional needs.

Definition:

- Treatment plan requires immediate and ongoing interventions developed in accordance with treatment plan and must be followed to ensure the child’s safety, behavioral and emotional needs are met.
- Treatment plan also requires immediate, ongoing, and continuous monitoring and interaction outside of what should be expected for the age of the child. If plan is not followed, child is at risk of imminent danger.
- Parent maintains frequent contact (at least two or more times per month) with mental health professionals and actively participates in mental health services for the child and monitors the child’s behavioral health needs.

Outline Parent responsibilities:

LOR 4 Education/Cognitive Development	
L1	<p>Parent provides developmentally appropriate learning experiences for the child noting progress and special needs; assures school or early intervention participation as appropriate; supports the child's educational activities; addresses cognitive and other educational concerns as they arise.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent ensures child meets established education goals. • Routine educational support includes providing a structured homework routine and help with homework; maintaining regular, ongoing contact with school to ensure age-appropriate performance and progress. This includes participation in regularly scheduled parent- teacher conferences with the parents (as appropriate). For non-school age children, the parent will ensure the child is working on developmental goals (i.e. colors, ABCs, counting, etc.) • Educational goals may include both school-based as well as job training goals (for older youth).
L2	<p>Parent maintains increased involvement with school staff to address specific educational needs that require close home/school communication for the child to make progress AND responds to educational personnel to provide at-home supervision when necessary; or works with others to implement program to assist youth in alternative education or job training.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent implements monitoring in the home to reflect established learning plan objectives or collaborates with professionals to ensure child's educational goals are met. • Parent provides examples of efforts to support education. Parent provides support and structure for child if suspended or expelled from school. • Parent participates in the IEP development and review. • Parent implements intense interventions per an established alternative education plan, IEP or 504 plan which involves specialized activities and/or strategies outside of the educational setting. Implementation of this plan requires regular communication with school and is not considered routine educational support.
L3	<p>Parent works with school staff to administer a specialized educational program AND carries out a comprehensive home/school program (more than helping with homework) during or after school hours.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent may require specialized training or certification in order to meet the child's educational and cognitive needs.

LOR 4 Education/Cognitive Development

Outline the parent responsibilities:

LOR 5 Socialization/Age-Appropriate Expectations	
L1	<p>Parent works with others to ensure child’s successful participation in community activities; ensures opportunities for child to form healthy, developmentally appropriate relationships with peers and other community members, and uses everyday experiences to help child learn and develop appropriate social skills.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent encourages and provides opportunities for child to participate in age- appropriate peer activities at least once per week. • Parent can give examples of the child’s participation in the activity. Parent monitors negative peer interactions. Examples may include: school-based activities, sports, community-based activities, etc.
L2	<p>Parent provides additional guidance to the child to enable the child’s successful participation in community and enrichment activities AND provides assistance with planning and adapting activities AND participates with child when needed. Examples include shadowing, coaching social skills, sharing specific intervention strategies with other responsible adults, etc.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent’s intervention and participation is beyond what would be expected for the chronological age of the child in order to ensure the child’s participation in the activity. Examples may include: educating coaches, camp counselors, etc on higher needs of child, characteristics of an under-socialized child, be available (i.e. on call) to assist the child in participation. • The child may not be able to participate without adult support requiring the parent to attend and potentially shadow or intervene when necessary. Parent can give examples of the child’s participation in the activity.
L3	<p>Parent provides ongoing, one-to-one supervision and instruction (beyond what would be age appropriate) to ensure the child’s participation in community and enrichment activities AND parent is required to participate in or attend most community activities with other responsible adults, etc.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent must participate and fully supervise child during all community and enrichment activities beyond what is expected for the chronological age of the child. • Participation in the community and enrichment activities provides a normalized child experience. Parent can provide examples of child’s normalized involvement in the activity.

LOR 5 Socialization/Age-Appropriate Expectations

Outline the parent responsibilities:

LOR 6 Support/Nurturance/Well-Being	
L1	<p>Parent provides nurturing and caring to build the child’s self-esteem; engages the child in constructive, positive family living experiences; maintains a safe home environment with developmentally appropriate toys and activities; provides for the child’s basic needs and arranges for counseling or other mental health services as needed.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent meets child’s established basic needs to assure well-being. • Parent understands and responds to the child’s needs specific to removal from their home. • Parent participates in mental health services as needed.
L2	<p>Parent works with professionals to develop, implement and monitor specialized behavior management, support, and/or intervention strategies to address ongoing behaviors that interfere with support/nurturance and well-being needs.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent provides supervision, structure, and behavioral and/or emotional support beyond what is considered to be age and developmentally appropriate, in accordance with a formal behavioral management or support plan as directed by the child’s needs and outlines by professional. • Parent is able to provide examples of strategies and interventions implemented and professional who is guiding the plan.
L3	<p>Parent works with services and programs to implement intensive child-specific in-home strategies of interacting in a therapeutic manner to promote emotional well-being, healing, and understanding, and sense of safety on a constant basis.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent provides immediate and ongoing interventions which are developed in accordance with Service/Support plans and are developed in consultation with service providers and/or treatment professionals (if applicable) and must be followed to ensure the child’s well-being. • If interventions are not followed, the child is at risk of emotional harm or dysregulations. • Parent maintains frequent contact (at least two or more times per month) with involved professionals and actively participates in activities designed to support, nurture and enhance the child’s well-being. • Parent can provide examples of strategies implemented and their relevance to the child’s specific support, nurturance and well-being needs.

LOR 6 Support/Nurturance/Well-Being

Outline the parent responsibilities:

LOR 7 Specialized Skills	
L1	<p>Parent maintains open communication with professionals when needed to support the child. Parent assesses the child's progress and adjustment to the adoptive home and contacts appropriate supports with identified concerns when necessary.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent creates a written community resource list of local supports and specialized adoption resources that will assist the family in meeting the child's needs. • Parent works to maintain the stability of the adoption. • Parent communicates openly with professionals when needed to support the child. • Parent seeks out knowledge and skills to support the youth in the home.
L2	<p>The child's/youth's needs require parental expertise that is developed through participating in adoption support groups (or group specific to another need of the child), a mentor support, and/or other adoption specific preparation training in order to better understand and meet the needs of the child.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent attends training(s) to better understand the current and potential future needs of children and families in adoption/ guardianship. • Parent must utilize specialized knowledge, skills, and abilities relevant to the specific needs of the child. Interventions provided by the parent must be based upon training recommendations or be in collaboration and/or consultation of other relevant professionals. • Documentation from the involved professional and/or certificates of specialized training relevant to the child is required. • Parent participates in a support group specific to the child's needs. • Parent participates in family support services to learn skills to better meet the child's needs.
L3	<p>The child's/youth's needs currently require daily or at least weekly involvement/participation by the parent as determined by professionals treating the child/youth.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent provides intensive treatment, as directed by involved professionals, in the home to maintain the child in the home. • Parent participates in Intensive Family Preservation Services in the home. • Parent provides medically necessary services in collaboration with medical professionals such as use of feeding tubes and other specialized medical equipment. • Post-adoption, the family works with adoption support services to keep the family intact.

LOR 7 Specialized Skills

Outline the parent responsibilities:

LOR 8 Life Skills/Developmental Transitions	
L1	<p>Parent provides active, routine, ongoing efforts to facilitate the development of life skills appropriate for the age of the child between the ages of infant and five years old.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent facilitates the development of life skills that are appropriate for the age or developmental stage of the child.
L2	<p>Parent provides active, routine, ongoing efforts to facilitate the development of life skills appropriate for the age of the child for the ages of six to eleven years old.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent facilitates the development of life skills that are appropriate for the age or developmental stage of the child. • Parent and child engage in daily activities that promote development of life skills to include assistance with budgeting, education, self-care, housing, transportation, employment, accessing community resources, and lifelong connections.
L3	<p>Parent provides active, routine, ongoing efforts to facilitate the development of life skills and transition to living independently as an adult for the age of the child of twelve to eighteen years old.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent facilitates the development of life skills that are appropriate for the age or developmental stage of the child. • Parent provides assistance and interventions on an ongoing basis to include assistance with budgeting, education, self-care, housing, transportation, employment, community resources and lifelong connections. • Parent demonstrates role in preparing youth for living independently as an adult by providing concrete examples of provided intervention and youth skills acquisition.
<p>Outline the parent responsibilities:</p>	

Nebraska Permanency Resource Responsibility Summary and Level of Responsibility

Child's Name: _____ Child's Master Case # _____

Child's Age: _____ Child's Date of Birth: _____

Today's Date: _____ Last Assessment Date: _____ Previous Score: _____

Assessment Type:

- | | | |
|---|---|--|
| <input type="checkbox"/> Initial | <input type="checkbox"/> Request of Parent | <input type="checkbox"/> Change in Child or Family Circumstance |
| <input type="checkbox"/> New or Corrected Diagnosis | <input type="checkbox"/> Request of Agency/Department | <input type="checkbox"/> Change in law or regulation indicates a need for revision |

Worker Completing Tool: _____ Service Area: _____

Parent(s): _____

Child Placing Agency: _____ CPA Worker: _____

Circle the Age Range of the Child: **0-5** **6-11** **12-18**

Take the scores for each of the LOR categories on the Nebraska Adoptive Parent Responsibilities tool and record them below:

LEVEL OF Responsibility (LOR)	SCORE
LOR 1: Medical/Physical Health & Well-Being (weighted score)	
LOR 2: Family Relationships & Cultural Identity	
LOR 3: Supervision, Structure & Behavioral (weighted score)	
LOR 4: Education/Cognitive Development	
LOR 5: Socialization/Age-Appropriate Expectations (weighted score)	
LOR 6: Support/Nurturance/Well-Being	
LOR 7: Specialized Skills	
LOR 8 Life Skills/Developmental Transitions	
TOTAL LOR SCORE	

Circle the scores for LOR 1, 3 and 5. Add these three scores together to determine the weighted score.

Weighted Score: _____

Record the Total LOR Score from page 1: _____

Using the Total LOR Score above, determine what column to reference below. Once a column has been chosen, use the weighted score to determine Level of Parenting required.

	Total Score 1-8	Total Score 9-17	Total Score 18-23	Total Score 24
Essential	Weighted score =3	Weighted score =3		
Enhanced		Weighted score =4-5	Weighted score =4-5	
Intensive		Weighted score =6-9	Weighted score =6-9	Weighted score =9

Level of Parenting: _____

Additional Eligibility (select one):

- IV-E Federally Funded Subsidy and eligible for Medicaid
- State Funded Subsidy and ineligible for Medicaid
- State Funded Subsidy and eligible for Medicaid

NAME: _____

CFS or IM-FC Worker

NAME: _____

CFS or IM-FC Supervisor

DATE: _____

DATE: _____