

Nebraska Adoptive Parent Responsibility Tool (NAPR)

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:

- Initial Request of Parent Change in Child or Family Circumstance
 New or Corrected Diagnosis Request of Agency/Department Change in law or regulation indicates a need for revision

Worker Completing Tool: _____ Service Area: _____

Parent(s): _____

Worker: _____

Nebraska Adoptive Parent Subsidy Tool

This tool is utilized to determine and modify the amount of adoption subsidies for eligible children. This tool is based on the Nebraska Caregiver Responsibility Tool that is used to determine foster care maintenance payments.

Subsidized Adoption

Subsidized adoptions 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 subsidized adoption program provides or continues financial assistance for an eligible child aged 18 or under after an adoption is finalized.

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 purposes of the adoption subsidy program, the Health Care, and Child Care, expenses were removed from rate used to make the determination. The child's eligibility for federally funded subsidized adoption and Medicaid is also integrated into the agency's rate determination.

Request for Subsidy Increase

Adoptive Parent must provide documentation from professionals to support changes in their level of responsibility as it relates to care of their adopted child². Subsidy rates may increase but will never decrease unless the child is no longer in your care³.

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.

² "Subsidized Adoption Program," *Nebraska Administrative Code*, Title 479 (2004): 8-001.02E1
http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-479/Chapter-8.pdf.

³ "Subsidized Adoption Program," *Nebraska Administrative Code*, Title 479 (2004): 8-001.02Q1-Q2
http://www.sos.ne.gov/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-479/Chapter-8.pdf.

Adoption Support

All families need support and help to face life's difficulties, including the challenges that may arise parenting an adopted child. 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) 471-9254.

Right to a Fair Hearing

If you disagree with the results of your adoption subsidy determination or redetermination, you may have the right to an appeal and request a fair hearing within 90 days. Refer to Nebraska Administrative Code Title 479 Chapter 8 or contact your adoption specialist.

Terminology

The term "adoptive parent" and "parent" includes both adoptive parents and potential adoptive parents.

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.
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. • Parent participates in physical or occupational therapy.

LOR1 Medical/Physical Health & Well-Being

Outline the parent responsibilities:

LOR2 Family Relationships/Cultural Identity	
L1	<p>As determined safe and appropriate by the parent, support efforts to maintain connections to family of origin, including siblings and extended family, and/or other significant people. As determined safe and appropriate by the parent, share information and pictures. Parent helps the child to form a healthy view of his/her family of origin, and his/her identity as an adopted individual. Parent treats the subject of the child's adoption and family of origin respectfully.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent fosters connections with child's biological siblings, whether the siblings are placed out of home or remain with the family of origin. • Parent works with school and community organizations to help them understand the adoptive experience. An example includes talking with the school if the teacher assigns a family tree project to help students and staff understand how an adopted child's family tree will look. • Parent works to become and remain aware of relevant topics surrounding adoption and identity, intercultural and interracial adoption, and the importance of cultural connections for adopted children and youth. If the child has tribal affiliation, parent supports the youth to maintain connections to their tribal heritage. • Parent and child work together on a lifebook to help the child integrate and understand family, identity, and life experiences. • Parent actively supports and helps the child understand their background and family, and to integrate the adoptive experience into the child's identity.
L2	<p>As determined safe and appropriate by the parent, arranges and supports ongoing contact between child and family of origin and/or significant people. Parent actively supports child in forming familial bonds and assisting the child to process and accept his or her identity as an adopted child. If the child can safely have contact with siblings who are placed outside of the adoptive home, the parent facilitates and supervises ongoing contact between the child and siblings. 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 seeks services to assist the child in understanding the dynamics of his or her family of origin. • Parent actively works with the child in understanding and navigating the dynamics of his or her family of origin. • Parent arranges telephone and web-based visitation with siblings or family of origin as determined appropriate and safe by the parent. • Parent works to connect the child with his/her cultural, racial, ethnic, or religious heritage. • If child has a tribal affiliation, parent seeks out and provides to youth books, films, music, and other materials to education and connect the youth to their tribal heritage.

LOR2 Family Relationships/Cultural Identity

L3

Parent actively works with the child’s school or community to support the child’s identity as an adopted child. As determined safe and appropriate by the parent, actively connects the child to his/her family of origin. Parent actively works for youth to connect to his or her heritage. Parent works closely with caseworker if a sibling is placed in a child welfare out-of-home placement to establish visitation and connections, if determined safe and appropriate.

Definition:

- Parent supervises visitation with siblings or family of origin as determined appropriate and safe by the parent.
- Parent actively participates in facilitating connections and bonding during visitation with siblings or family of origin as determined appropriate and safe by parent.
- Parent partners and collaborates with caseworker or other foster parent to ensure child has visitation with siblings who is in out-of-home placement.
- Parent actively engages in activities to connect the child to their heritage, including participating in events, groups, and other activities outside the home.
- Parent actively engages in activities inside the home to connect the child to their heritage.
 - Parent fosters connections to members of the child’s racial, ethnic, religious, cultural, and tribal heritage.
 - If child has tribal affiliation, parent actively engages in activities inside the home to connect the youth to their tribal heritage, such as making traditional meals, viewing films and television programs relating to tribal culture and history, and engaging in culturally relevant traditions inside the home.

Outline the parent responsibilities:

LOR 3 Supervision/Structure/Behavioral & Emotional	
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 other 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 & Emotional

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.)
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"> • Educational goals may include both school-based as well as job training goals (for older youth). • 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.
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 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. Parent is required to attend more than one meeting per year with the school to implement the alternative education plan. • 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 Family Stability	
L1	<p>Parent maintains open communication with professionals when needed to support the child. Parent assesses the child's progress and adjustment to adoptive home and contacts appropriate supports with any identified concerns.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent creates a written community resource list of local supports that will assist child and meet the needs of the child, self, and/or family. • 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. Parent completed training related to adoptive placements to support the youth in the home.
L2	<p>The child's/youth's needs require parent expertise that is developed through fostering and/or adoption experience, participation in support group and/or mentor support, and consistent relevant in-service training that is specific to the child's needs.</p> <p>Definition:</p> <ul style="list-style-type: none"> • Parent must utilize specialized knowledge, skills, and abilities to meet the child's needs. • Interventions provided by parent must be in collaboration and consultation with other professionals. • Parent should provide examples of their specialized knowledge, skill, and abilities to ensure placement and participation in in- service training. • Parent participates in a support group specific to the child's needs. • Parent participates in therapy or treatment to allow the parent to be able to work with and parent the child.
L3	<p>The child's/youth's needs require daily or weekly involvement/participation by the parent as determined by professionals treating the child/youth. Parent participates in family support, post adoptive support and/or services.</p> <p>Definition: Parent provides intensive treatment in the home to maintain the child in the home. Interventions provided by parent must be in collaboration and consultation with other professionals. Parent participates in family support or intensive family preservation in the home. Parent actively works with an organization that supports adoptive parents to maintain stability.</p>

LOR 7 Family Stability

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 Adoptive Parent Responsibilities Summary and Level of Parenting

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 & Emotional (weighted score)	
LOR 4: Education/Cognitive Development	
LOR 5: Socialization/Age-Appropriate Expectations (weighted score)	
LOR 6: Support/Nurturance/Well-Being	
LOR 7: Family Stability	
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 Worker

NAME: _____

CFS Supervisor

DATE: _____

DATE: _____