

Guide for Child's Information Shared with Adoptive Parents

This form is to be provided to Prospective Adoptive Parents prior to reading the child's file and discussing the child with the case manager. It is designed to provide suggested topics they may want to know about before committing to the adoption of a specific child.

Interests: Likes and dislikes, fears, anxieties, and behaviors.

Triggers: Anniversary dates of child's losses and traumas; reactions to certain smells, sounds, locations, etc.

Eating or feeding difficulties: Swallowing, digesting food, food allergies, eating disorders, gorging or hiding food, or extremely finicky eater;

Sleeping routines: Naptime and bedtime, bedtime rituals, nightmares or sleep walking, specific fears related to going to bed, favorite toy to sleep;

Self-help skills: Age-appropriate dressing skills, tasks they need assistance with, toileting habits;

Play: Play time activities they enjoy, favorite toys, if the child passive or aggressive in play, are toys well cared for or broken or not used for their intended purpose, initiates play on his own or needs guidance;

Relationships with other children: Friends, what they have been told about the child's adoption, if there be contact, how well the child relates to siblings, other children in the family, neighborhood and at school, if the child prefers younger or older playmates, if the child can play appropriately with other children, share toys, take turns, etc.

Speech: Speech patterns, ability to communicate his or her wants, needs therapy;

School experiences: What the child's current teacher and classmates were told about the adoption, if the child achieves at grade level, what subjects the child likes best and least, if the child adjusts to the classroom routine, the child's behavior at school, if he/she get along with classmates, the child's learning style, the child's strengths and needs related to learning, if the child completes homework assignments and follows through with assigned tasks.

Function in the family: How the child relates to the current parental figures, if the child is able to accept discipline or reprimands, on-going contact the child may have with previous families with whom they have lived.

Self-control and anti-social behaviors: If the child demonstrates any anti-social or inappropriate behaviors, i.e., lying, stealing, hitting, sexual aggression, fire setting, etc., capacity the child has to manage his or her own behavior.

Sex: What the child knows about sexual relations, reproduction, birth control, or sexually transmitted disease, if the child's knowledge is age appropriate, if the child has been sexually abused, if the child demonstrates sexually aggressive behavior.

Fears: Specific issues of which he/she is afraid, if the child has specific people of whom he is afraid, how these fears are being handled by caretakers.

Temperament and self-esteem: Feelings the child has about himself, if the child is shy or assertive, if the child tends to withdraw from groups, how the child handles new situations, how the child is best comforted and by whom