# Foster care matching tool

Child Safety and Foster and Kinship Care services will work in partnership to identify the most suitable care arrangement for the child.

How to use the tool:

1. Complete the first two columns of table with information about the child and the proposed carer. The existing text in these two columns is examples or prompts.
2. Assess the level of the match for each factor

**High**: The needs of the child can be met by the carer

**Medium**: The needs of the child can be partly met by the carer, so supplementary strategies need to be in place to fully meet the child’s needs

**Low**: The needs of the child will not be met by the carer, so alternative strategies need to be in place to fully meet the child’s needs.

**N/A**: This factor does not apply to the child.

1. For all matches rated ‘Medium’ or ‘Low’, identify supports, services or strategies to address the gap in the match.

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| **Child details** |
| Name:       | Gender:       | DOB:       |

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| **Carer details** |
| Name:       | Location:       |

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| **Information considered in completing this matching tool (tick all applicable)** |
| [ ]  PSU referral form [ ]  Child Information Form (CIF) [ ]  Additional information from CSSC/PSU [ ]  Foster Carer Assessment Report [ ]  Foster Carer Agreement | [ ]  Certificate of approval[ ]  Conversation with the carer[ ]  Conversation with the child/other children in the carer household[ ]  Information from carers support worker [ ]  Other:       |

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| **Foster and kinship care service information** |
| Foster and kinship care service:  |       |
| Name of staff involved in matching tool:  |       |
| Position in service:  |       |
| Summary of agreed additional supports to be provided by care service:  |       |
| Approved by:  |       |
| Position: |       |
| Date: |       |

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| **Child Safety information** |
| Child safety service centre |       |
| Placement services unit |       |
| Summary of agreed additional supports to be provided by Child Safety: |       |
| Approved by:  |       |
| Position: |       |
| Date: |       |

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| **Other relevant information** |
|       |

Child Safety acknowledges the Association of Children’s Welfare Agencies (ACWA) for their work regarding this tool.

| Factors | Child’s needs or circumstances | Carer characteristics | Level of match | Strategy to address gaps in the match *(if medium or low match)* |
| --- | --- | --- | --- | --- |
| 1. Type and length of placement
 | Type of placement required:* emergency
* respite-ongoing
* short-term
* long term

Intended length of placement.Age and gender of child/ren.Other info. | Congruent with Certificate of Approval and Foster Care Agreement (FCA).Carer is able and willing to meet placement length and type.Child’s age and gender fits with other children in the household.For long-term placement, child’s and carers age matches with this goal. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. Service type
 | Child’s assessed level of support needs is:* moderate
* high
* complex
* extreme
 | For child with complex or extreme support needs, carer is supported by an Intensive Foster Care program.For child with moderate or high needs, carer is affiliated with a General Foster Care program. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. Child Placement Principle
 | Child is Aboriginal or Torres Strait Islander or both | Carer is:* a member of child’s family
* from child’s community or language group
* an Aborignal or Torres Strait Islander who is compatible with the child’s community or language group
* another Aboriginal or Torres Strait Islander person.
 | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| Carer is not indigenous but: * lives near the child’s family or community or language group.
* has a demonstrated capacity for ensuring the child’s continuity of connection to kin, country and culture
* is committed to facilitating contact between the child and the child’s parents and other family members
* helping the child to maintain contact with their community or language group
* helping the child to maintain a connection with their Aboriginal or Torres Strait Islander culture
* preserving and enhancing the child’s sense of Aboriginal or Torres Strait Islander identity
 | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. Safety of child and other children
 | Child with harmful sexual behaviours AND this may present a risk to others | Consider the risk of harm to other children in household.Carer has had Module 6 training or equivalent and is assessed as competent. Carer has capacity to understand and respond to a child’s harmful behaviours.Carer can implement plan designed to mitigate potential threats to safety to others in household. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA  |       |
| Child demonstrates other unsafe behaviours:* is aggressive toward others
* is an active suicide risk
* is misusing drugs or alcohol
 | Consider the risk of harm to other children in household.Carer can provide appropriate level of supervision to child and/or other household children.Carer can adapt to emerging or changing safety needs of child.Carer can implement plan designed to mitigate potential risks to child or other children. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. **Child’s care needs**
 | Health needs:* no major health problems
* some health issues
* health issues severely impacting daily functioning
 | Carer can meet identified needs.Carer has capacity to meet identified needs.Impact on other household children has been considered. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| Disability or developmental delay:* age appropriate
* limited intellectual functioning/development
* severely limited intellectual functioning/development
 | Carer has experience and can meet identified needs.Carer has capacity to meet identified needs.Carer has capacity to access/maintain required services.Carer is able to seek support to manage their stress. Impact on other household children. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| Behavioural functioning:* high functioning
* occasional age-appropriate problems
* significant or frequent problems than peers
* major problems severely impacting daily functioning
 | Carer has capacity to understand and respond to child’s behaviours.Carer has skill or capacity to develop required skills to appropriately respond to child’s behaviours.Carer has demonstrated a range of strategies to promote positive behaviours.  | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| Emotional stability* high functioning
* generally stable, occasional issues
* significant instability
* extreme emotional responses with limited functioning
 | Carer has capacity to assist in promoting stability and emotional development of child.Impact on other household children. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| Child’s education and learning needs | Identified school is within area identified in FCA.Carer can assist with transport child to preferred school. Carer is available to assist child with homework plan. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. **Views of key parties**
 | Child’s views about their living arrangement are known. | Carer factors match with child’s views. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |  |
| Parents views about their child’s living arrangement are known. | Carer factors match with parents views. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |  |
| Importance for child’s close proximity to: * parents/family
* siblings
* community or friends
* established recreation activities.

Level and nature of child’s contact with family and community. | Carers location is within reasonable distance to support contact arrangements.Carer can assist with child’s travel to enable contact plan to be maintained.Carer can support child to maintain positive connections with family.Carer has an existing or pre-existing relationship with child, siblings or family. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. **Family and social connection**
 | Nature of child’s harm experience.Placement moves or disruptions.Factors contributing to placement disruptions. | Carer has capacity to understand and respond to child’s behaviours.Carer has skill or capacity to develop required skills to appropriately respond to child’s behaviours.Impact on other children in placement.Carers own trauma history have been considered. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. **Child’s trauma experience**
 | * reunification
* long-term alternate care
* other permanency

independent living for 15+ | Carer has had previous experience working toward similar case plan goal.Carer is capable of working to meet the overall case plan goal. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 1. **Case plan goal**
 | Child identifies with another culture.* Child has active religious affiliations.
 | Carer is from same cultural background or religion.Carer has capacity to maintain child’s cultural identity.Carer can support child’s religious observances.Carers religion or its level of significance will not impact on child’s religious observances. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 10. Child’s culture and/or religion  | Carers employment | Carers current employment may impact on carers availability – eg child care, before/after school. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 11. Carers lifestyle  | Accommodation or vehicle requirements | Carers accommodation or vehicle can meet the placement requirements – eg layout of house; car seating etc. | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
|  |  | [ ]  High[ ]  Medium[ ]  Low[ ]  NA |       |
| 12. Other factors (identify) |  |  |  |  |