

South Carolina Department of Social Services

CHILD FACTORS CHECKLIST FOR ADOPTION

Note: SCDSS cannot and will not deny prospective foster/adoptive parents the opportunity to foster/adopt on the basis of race, color or national origin; nor delay or deny the placement of children on the basis of race, color or national origin.

Instructions: Please print. Use the list below to let us know the type of child(ren) you would like to adopt. Please review "level of disability" guidelines on the following pages before completing the document. Place an "X" in the appropriate boxes; selecting if you "will accept" while also specifying "mild, moderate, or severe" (when applicable) or "current or past charges" (when referring to juvenile court involvement) or if you "will not accept" a factor of a child.

Name of Applicant 1:	_ Applicant 1's phone:
Email Address of Applicant 1:	
Name of Applicant 2:	_Applicant 2's phone:
Email Address of Applicant 2:	
Address of Applicant(s):	
Family Caseworker's name:	Family Caseworker's phone:
Family Caseworker's email address:	

Instructions: Type "X" in each box that applies

	Will consider	Will not consider
Gender/Sex of child	<u> </u>	
Female		
Male		
Non-binary/Transgender		
Orientation		
Identifies as LGBTQ+		
Age of child	<u> </u>	
Newborn/under 1		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
Over age 17		1

	Will consider	Will not consider		
Number of Children/Siblings				
1				
2				
3				
4				
5 or more				
Teen Parent with Child				
			Will Consider	Will not consider
Birth History				
Low birth weight or premature				
Fetal Alcohol Syndrome				
Fetal Alcohol Effects				
Positive toxicology screen at birth (one or i	•			
Heroin, Morphine, Phencyclidine (PCP), Ald	cohol, Benzodiazepines	s, Hydromorphone, Marijuana,		
Propoxyphene, Methadone, Codeine)				
Prenatal Drug Exposure (one or more of th		•		
Morphine, Phencyclidine (PCP), Alcohol, Be	enzodiazepines, Hydro	morphone, Marijuana,		
Propoxyphene, Methadone, Codeine)				
Drug Addiction at Birth (heroin, methadon	e, morphine, or other)			
Shaken Baby Syndrome				

Please use the following guidelines for determining the *level of disability* you are open to accepting when filling out the following form.

Developmental disability:

Mild

Characteristics of individuals with mild developmental disability include, for example: has an IQ range of 50–75 will eventually be able to live independently, hold a job, and manage his or her life with some guidance.

Moderate

Characteristics of individuals with moderate developmental disability include, for example: has an IQ range of 25–50 who may achieve partial self-support in a sheltered work place but will always need supervision and to live in a group home or family setting.

Severe

Characteristics of individuals with severe developmental disability include, for example: has an IQ of less than 25 who may be able to partially contribute to self-care but will always need ongoing supervision and help with daily routines.

	Will consider	Mild	Moderate	Severe	Will not consider
Developmental					
Mental Retardation					
Failure to Thrive (organic or environmental)					
Speech Problems					
Hearing Impairment					
Deaf					
Visually Impaired					
Blind					
Orthopedic					

Please use the following guidelines for determining the *level of disability* you are open to accepting when filling out the following form

Physical disability:

Mild

Characteristics of individuals with mild physical disability include, for example: requires no equipment for daily functioning; requires average or slightly above average medical care; can perform basic life-management functions appropriate for child's age and development; can use mainstream methods of transportation and communication; has a condition that is totally managed by medication; has a condition that is correctable or improves on its own with time; is delayed in physical development but has a prognosis of catching up.

Moderate

Characteristics of individuals with moderate physical disability include, for example: requires equipment but not life-support equipment, has a relatively stable condition (while not correctable, the condition is not progressive or degenerative, requires moderate home modifications; may require corrective surgery; requires up to weekly medical appointments; can perform basic lifemanagement functions appropriate for child's age and development (feeding, dressing, toileting) with some assistance; may require some assistance with transportation and communication.

Severe

Characteristics of individuals with severe physical disability include, for example: requires life-support equipment; has a progressive, degenerative, or terminal illness; requires significant home modifications; requires repeated or frequent hospitalizations or surgeries; requires two or more medical appointments per week; requires a parent or aide to perform basic life-management functions (feeding, dressing, toileting, etc.); always requires special adaptations for transportation and/or communication.

	Will consider	Mild	Moderate	Severe	Will not consider
Physical Conditions					
AIDS					
Allergies: Food					
Allergies: Drugs					
Allergies: Environmental					
Asthma: No treatment required					
Asthma: Treatment required					
Attention Deficit Hyperactivity Disorder (ADHD)					
Attention Deficit Disorder (ADD)					
Chronic liver disease (may require treatment)					
Juvenile Arthritis					
Cancer: In Remission					
Cancer: Requires treatment					
Cerebral Palsy					
Cleft lip/palate (may require surgery)					
Cleft lip/palate (already corrected)					
Cystic Fibrosis					
Dental problems (may include tooth decay, missing teeth, crowded or misaligned teeth, overbite, under bite)					
Diabetes: Insulin-dependent					
Diabetes: Non—Insulin Dependent					
Down's Syndrome					
Epilepsy					
Heart Defect/Disorder					
Hemophilia					
Hepatitis (may require treatment)					

	Will consider	Mild	Mod	lerate	Severe	Wi	ll not consider
HIV]
Family history of Huntington's Disease]
Hydrocephaly							
Kidney issues/disease]
Lead Poisoning (may require treatment)]
Limited verbal							
Macrocephalic							
Microcephalic							
Medically fragile							
Missing limb(s) (may require prosthesis)]
Muscular Dystrophy							
Neurofibromatosis]
Non-verbal]
Orthodontic work required]
Orthopedic]
Currently pregnant							
Previous pregnancy(ies)							Ī
Seizures						Ī	Ī
Seizure Disorder (other than Epilepsy)							Ī
(History of sexually transmitted disease (syphilis, gonorrhea, herpes simplex II, chlamydia, other)						Ē	j
Currently has sexually transmitted disease (syphilis, gonorrhea, herpes simplex II, chlamydia, other)]
Sickle Cell Disease						L]
Sickle Cell Trait]
Spina Bifida]
Traumatic Brain Injury (TBI)]
Tuberculosis Sclerosis]
Tuberculosis]
Wheelchair Dependent]
				Will c	onsider	Wi	ll not consider
Medication							_
Requires daily medication for one or more physical conditions						L]
Requires daily medication for one or more mental health conditions]
Requires Specialized Care							_
Non-Ambulatory						L]
Physically Disabled				Щ_		╚	
Physical Therapy: Short-term						ഥ	
Physical Therapy: Long-term]
Occupational Therapy: Short-term]
Occupational Therapy: Long-term]
Requires Intermittent Medical Treatment & Evaluation]
Requires Specialized In-Home Care							
Tracheotomy							
Naso-gastric tube]
Gastric tube]
Annea monitor		-					1

	Will consider	Will not consider
Nebulizer		
Requires Lifelong Medical Treatment		
Requires Lifelong Supervision/Care		
Limited Life Expectancy		
Terminally III (life expectancy less than 1 year)		
Limited life expectancy due to chronic illness or disabling condition		
Sleeping Problems		
Sleep Apnea		
Nightmares		
Afraid of the dark and/or sleeping in the dark		
Sleep walking		
Bedwetting (Enuresis – over 5 years of age, at night)		
Soils bed at night (Encopresis)		
Dietary or Eating Problems		
Requires special diet		
Bulimia (may require treatment)		
Anorexia (may require treatment)		
Pica		
Hoarding food		
Overeating		

Please use the following guidelines for determining the *level of disability* you are open to accepting when filling out the following form.

Emotional disability:

Mild

Characteristics of individuals with mild emotional disability include, for example: functioning well in school, at home, and with peers. If symptoms are present, they are transient and may be a result of developmental stage or expected reaction to external stressors (such as anxiety, sadness, or behavioral difficulty related to introduction to new situations, losses, or changes in the child's environment); able to communicate needs and understand rules as well as consequences of behavior (depends on developmental stage); may use substances; does not require medication or therapeutic mediation at this time but may benefit from counseling in dealing with emotions and behaviors that may be causing difficulty.

Moderate

Characteristics of individuals with moderate emotional disability include, for example: symptoms are present but child is able to function with some assistance in school, at home, and with peers; displays anxiety, depression, behavioral problems that can be mediated by medication, behavior therapy, or counseling as needed (these behavioral problems can include: occasional panic attacks or severe anxiety that is not precipitated by external stressors; sexually inappropriate behavior but not sexual abuse of others; episodic use of substances; some conflicts with teachers, peers, or others in authority; fighting; occasional theft or lying; depressed mood without suicidal ideation; encopresis or enuresis; poor judgement or impulse control; hard-to-manage behaviors that are not destructive or violent; isolating behavior; difficulty maintaining friendships; difficulty in communicating needs in an appropriate fashion, sometimes losing sight of consequences of behavior (depends on developmental stage).

Severe

Characteristics of individuals with severe emotional disability include, for example: serious impairment in social and academic functioning; occasional to persistent danger of severely hurting self or others; recurrent violence that appears un-precipitated; a pattern of cruelty to animals; fire-setting behaviors; inability to maintain personal hygiene; sexual abuse of others; gross impairment in ability to communicate (largely incoherent); inability to see consequences of actions or show empathy for others; significant destruction of property; gross impairment in reality testing, judgement, and thinking; persistent use of substances; self-mutilating behavior; presence of hallucinations or delusions (that are not related to substance abuse or organic difficulty); may require repeated psychiatric hospitalizations or 24-hour monitoring; requires medication and consistent psychiatric assistance; may have poor prognosis for adult level of functioning.

	Will consider	Mild	Moderate	Severe	Will not consider
Emotional/Mental Health					
Adjustment disorder					
Anxiety Disorder—Generalized					
Attachment Disorder					
Attention Deficit Hyperactivity Disorder (ADHD)					
Attention Deficit Disorder (ADD)					
Autism or Asperger's Syndrome					
Bi-polar Disorder					
Conduct Disorder					
Requires or is currently in counseling/therapy					
Refuses counseling/therapy or medication					
Depression					
Disruptive Mood Dysregulation Disorder					
Intermittent Explosive Disorder					
Loss issues					
Obsessive Compulsive Disorder(OCD)					
Oppositional Defiant Disorder					
Post-Traumatic Stress Disorder					
Previous psychiatric hospitalization					
Psychosis					
Reactive Attachment Disorder					
Schizophrenia or other psychotic disorder					
Separation anxiety					

Please use the following guidelines for determining the *level of disability* you are open to accepting when filling out the following form.

Learning disability:

Mild

Characteristics of individuals with mild learning disability, for example: functioning well in school and at home, can be mainstreamed with help from a resource room or tutoring.

Moderate

Characteristics of individuals with moderate learning disability, for example: consistent difficulty in functioning in school and possibly at home, may need long-term special education.

Severe

Characteristics of individuals with severe learning disability, for example: significant and pervasive difficulty in functioning in school and at home, may have learning disabilities that cause permanent difficulty in academics, social and emotional functioning, or occupational functioning.

	Will consider	Will not consider
Education/Preschool Child		
Requires early intervention services for developmental delay		
Attends Head Start		
Attends Therapeutic Head Start		
Education/School Age Child		
Achieves below grade level in regular classes		
Child struggles with school		
Child has repeated grade		
Cognitive Functioning: Below Average		
Has behavior problems in school: Occasionally		
Has behavior problems in school: Frequently		
Academic Problems: Occasionally		
Academic Problems: Frequently		
Needs tutoring in one or more subjects		
Child may require educational testing		
Truancy		
Suspension(s)		
Expulsion(s)		
Academically behind due to poor attendance		
Child is involved in after school activities (sports, dance, clubs, etc.)		
Child is in alternative school for emotional, developmental, psychological, or behavior problems		
Has IEP (Individualized Education Plan)		
Overall Learning Disabilities		
Central Auditory Processing Disorder		
Developmental Articulation Disorder		
Dyslexia		
Expressive Learning Disorder		
Motor Skills Disorder		
Non-Specific Learning Disorder		
Receptive Language Disability		

Behavioral issues:

Mild

Characteristics of individuals with mild behavioral disability include, for example: re-directable; behavior will likely change with therapy; amount of adult attention is age appropriate; can be left unsupervised (at age-appropriate level).

Moderate

Characteristics of individuals with moderate behavioral disability include, for example: displays acting-out behaviors, but not destructive or hurtful; has risky behaviors without the understanding of consequences; will benefit from therapy but likely will not show immediate progress.

Severe

Characteristics of individuals with severe behavioral disability include, for example: needs line-of-sight supervision; likely has one-on-one support or alternative school setting; has been physically and verbally aggressive toward adults and peers; has tendency to be a danger to self or others; would benefit from therapy, but it may not change behaviors; may be in detention or have juvenile justice involvement.

	CO		sider	Mi	Mild Moder		Moderate			ate Seve			Severe			Will not consider			
Behaviors and Characteristics																			
Head banging																			
Rocking		Ī						Ī					ĪĒ				Ī	Ī	
Tendency to reject father figures	ĪĒ	Ī		Ī				Ī					ĪĒ				ΤĒ		
Tendency to reject mother figures		Ī		Ī	1			Ī					ĪĒ				ΙĒ		
Tends to form superficial relationships	ΙĒ	1		Ī				Ī					Ī				ΤĒ		
Difficulty in attaching		Ī		Ī				Ī					Ī				Ī		
Not affectionate	ĪĒ	Ī		Ī	Ī			Ī					ĪĒ				ΤĒ	1	
Manipulative	ΙĒ	i		Ì				Ī					Ī	i			ΪĒ		
Defiant		Ī		Ī	1			Ī					ΪĪ				ΙĒ	Ī	
Difficulty making friends and relating with other children		j		İ	Ī			Ī					Ī	i			Ī		
Wets during the day	T	Ī		Ī				Ī					ĪĒ				ΤĒ		
Soils him/herself during the day		i		Ī				Ė					ĪĒ				ΪĒ	i	
Temper Tantrums	ÌΈ	Ī		Ė				Ī					Ī				ΤĒ		
Poor social skills	ΙĒ	1		Ī				Ī					Ī				ΤĒ		
Child can be disruptive in social settings	Ī	Ī		Ī	1			Ē	1				ĪĒ				Ť		
Difficulty accepting and obeying rules	ΙĒ	1		Ī				Ī					ĪĒ				ΤĒ		
Biting	ΙĒ	1		Ī				Ī					ĪĒ				ΤĒ		
Lying	ΙĒ	i		Ī				Ī					Ī				ΪĒ		
Stealing		1		Ī	1			Ī	Ī				ĪĒ				ΙĒ	Ī	
Frequently starts physical fights with other children		i		Ė	1			Ė					ΪĒ				Ť		
Physically aggressive toward other children		i		Ė				Ė	1				ΪĒ				ΙĖ		
Physically aggressive toward adults	ΙĒ			Ī				Ī					ĪĒ	i			ΤĒ		
Gang involvement (past)	ΙĒ	Ī		Ì	Ī			Ī					Ī				Ť	Ī	
Gang involvement (present)		Ī		Ī	1			Ī					ĪĒ				ΙĒ		
Self-abusive thoughts	ΙĒ	1		Ī				Ī					Ī				ΤĒ		
Self-harming behaviors	ΙĒ	1		Ī				Ī					ĪĒ				ΤĒ		
		'			_								_						
		١	Will consid	ler		Осса	sion	ıl U	Ise	1	Fre	que	nt	Use	١	Will	not	со	nsider
Substance Use and Abuse					-					<u> </u>									
Smokes cigarettes		ſ													ТГ				
Chews tobacco		İ													╁				
Alcohol use		Ī																	
Marijuana		Ì				Ħ									╁				
Other substance use		Ī													Ħ				
Requires or has completed treatment program for substance abuse		Ī								ľ					ΤĪ				
L		_								<u> </u>									
										١	Wil	l co	nsi	der	V	Vill	not	со	nsider
Other Behaviors										<u> </u>					-				
Runaway: Occasionally															П				
Runaway: Frequently															ĪĪ				
Runaway: Past										ti					ΤŤ	司			
Breaks curfew										Ti					Ť	Ħ			
Abusive to animals: Occasionally										Ħ					$\dagger \dagger$	Ħ			
Abusive to animals: Frequently										Ti					$\dagger \dagger$	司			
Abusive to animals: Past															ΤŤ	Ħ			
										1 '					1 -				

Destructive of: Household property										
Destructive of: School or other public property										
Uses foul language										
Child obsessed with guns, knives, explosives, or other destructive of	levices or themes									
Currently plays with matches/lighters										
Fire setting										
					_					
					,	Ye	s		No	
Sexual Behavior										
Sexually active (past)										
Sexually active (present)										
History of inappropriate sexual behavior										
Child involved in prostitution										
Known sexual perpetrator										
Sexual offender (juvenile adjudication)										
Sexual perpetrator who has successfully completed treatment										
Child at risk for offending sexual behaviors										
Child has initiated sexual behavior toward other adults										
Child has initiated sexual behavior toward other children										
Sexually acting out behavior (may include public masturbation or e	xposing of genitals,	etc.)								
Sexually provocative with peers										
Sexually provocative with adults										
					I					
	Will consider	Current charges	P	as	t conviction	,	Wil	no	t con	sider
Juvenile Court Involvement										
Previously incarcerated			ÌΓ							
Currently incarcerated			İĒ							
Registered sex offender			Ī							
Court order for restitution										
Court order for child support										
Child is on probation			Ī							
Child is on parole			İĒ							
Child has participated in court diversion program(s)			Ī							
Child has had serious on-going involvement with Juvenile Court for delinquent or assaulting behaviors in the past 2 years			Ē							
Aggravated murder										
Murder										
Involuntary manslaughter			İE							
Felonious assault										
Aggravated assault										
Assault										
Rape										
Sexual battery										
Gross sexual imposition										
Conspiracy to commit aggravated murder or murder	1 —	† —	ΙĒ			T				
, , 55			l L			Į	\Box			
Use or possession of a firearm or body armor in an offense that would be considered a felony if committed by an adult										

Will not consider

Will consider

Destructive of: Clothing, toys

	Will consider	Current charges	Past conviction	Will not consider
Theft				
Breaking curfew				
Domestic violence				
Cruelty to animals				
Crime using a weapon				
Other delinquency adjudication(s)				

	Will c	onsider	Will not consider	
Family History				
Child has strong ties to birth family				
Child needs continued contact with parents				
Child needs continued contact with siblings				
Child needs continued contact with other relatives				
Child needs continued contact with foster family due to strong ties				
Child needs continued contact to a non-related significant other due to strong ties				
Sexually abused: indirect				
Sexually abused: direct				
Physically abused				
Psychologically or emotionally abused				
Child victim of physical neglect				
Child victim of emotional neglect				
Child exposed to domestic violence				
Child conceived as a result of rape				
Child conceived as a result of prostitution				
Child conceived as a result of incest				
Incest family history				
Criminal history				
History of one or both parents				
Child exposed to mental illness by other than family member				
One or both parents have mental retardation				
Family history of domestic violence				
Child exposed to domestic violence by other than family member				
One or both parents have alcohol addiction				
One or both parents have drug addiction				
Mother used alcohol during pregnancy				
Mother used drugs during pregnancy				
Agency has no information about the birth father				
Agency has no information about either parent (i.e. 'safe haven' baby)				
One or both parents have criminal record				
One or both parents have diagnosed mental illness				
Depression				
Bi-polar disorder				
Schizophrenia				
Borderline personality disorder				
Other personality disorder				
Intermittent explosive disorder				

Have contact with birth parents through agency or intermediary Send letters to birth parent Receive letters from birth parents Send videos to birth parents Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Meet birth parents Have contact with birth parents through agency or intermediary Send letters to birth parent Receive letters from birth parents Send videos to birth parents Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Send letters to birth parent Receive letters from birth parents Send videos to birth parents Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Receive letters from birth parents Send videos to birth parents Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Send videos to birth parents Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Receive videos from birth parents Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Have phone contact between adults Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Have child continue visits with siblings Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Have child continue visits with extended relatives in birth family Receive birth parents' name, address, phone number, etc.		
Receive birth parents' name, address, phone number, etc.		
Give birth parents the adoptive parent's first name		
Give birth parents the adoptive parent's identifying information		
emarks: (explain the above topics, as needed. Specify and explain any other factor/condhild(ren)'s background).	ditions you o	could accept in a

Adoptive Parent Statement of Understanding

I/we understand that I/we will not be considered for matching with any child with a characteristic outside the criteria noted on this checklist. I/we understand that eh agency will place children based on the characteristics known to the agency at the time of placement. I/we also understand that I/we may revise this checklist at any time by contacting my/our adoption worker.

Adoptive Parent's Signature	Date	
Adoptive Parent's Signature	Date	_