

CATEGORY	Inter-related process of decision-making Safety, Connectedness, Placement Stability, Well-being
SUB-CATEGORY:	Agenda
PROPERTY	Appraising safety risks
DIMENSION	Low to high degree of risk
TEXT EXAMPLE	“Responsibilities include making sure the client gets the basic needs covered , making sure we take care of the educational needs or physical, safety needs, being responsible to make sure the client is safe at all times inside of the placement, making sure the client gets the necessary needed appointment, writing reports based on the progress of the client as far as their treatment goals” (TU therapist Interview, Case MU and TU, Recorded).
	‘Stay in school, make good grades, go to therapy, tell the case worker how you feel about things, tell them if we’re safe, and if we like it. We are supposed to tell the case manager our needs’(Youth Interview, Case G).
SUB-CATEGORY:	Agenda
PROPERTY	Connectedness
DIMENSION	Low to high degree of connectedness
TEXT EXAMPLE	“He’s wanting a family, and now he’s so messed up with wanting a family and everything, he can’t get his life together...He just, he, that’s all he wants. He just wants to belong, feel like he belongs, because he’s been thrown around from one house to another and everything. I know how he feels. He just says... all I do is, they’ve been pushing me from foster home to foster home” (GM Interview, Cases M & T, Audio-Recorded; Lines 62-74).
	For example, there was a time once where mama found out that the girls were working, and she was asking them to pay the cell phone bill. She had bought one of them a cell phone and was asking her to pay her \$50 a month cell phone bill, and the judge made it abundantly clear that the money that she earns was her own and she would not give it to the mother, and he put it in the court order. So that way if the kid was harassed by mother again the kid could say it’s in the court order, I can’t give it to you.
	“I see my brother in a different way than other people does. I don’t know, I just feel that I see him different than other people do. I’m the one that talks to him mostly. He’s the one that I really care about. Yeah. “I feel he’s gotten better. I see the way he is. I’m the one who’s mostly around him. He doesn’t act the way he used to be... And he talks to me all the time when he’s upset. And he’s upset about a lot more things than he used to be. He just seems like he cares a lot more. He seems like he doesn’t care. But when it comes to me, that’s when he wants to do things like Chafee...He wouldn’t have done Chafee if it wasn’t for me. Like I am the one that told him to do Chafee and then he did it. But everyone else has to argue with him about it” (Case M Interview, Audio-Recorded; Lines 29-44).
	“I think part of it is because they were very, very angry in the beginning, and they didn’t know who they could talk to, they didn’t know who they could

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	<p>trust, and over time it's been the judge, their GAL, my supervisor, and myself are the only people who have been with these two girls all the way through" (CASA Interview, Case A, Lines 129-132).</p> <p>'Sometimes you don't have a good foster parent, so you have to take care of yourself. I was taking care of myself...' (Foster Youth Interview, Case K, Lines 11-12).</p>
SUB-CATEGORY:	Agenda
PROPERTY	Placement stability
DIMENSION	Low to high degree
TEXT EXAMPLE	<p>"...because what's happening that I see, is that these kids have moved, a lot. I mean a serious lot. I mean one has been in 11 homes, one has been in 12 in 4 years, and that to me is utterly ridiculous....</p> <p>"But what happens instead of: let's see if it will work. Or God help us, let's sit down with the foster parents and the child and let's talk. What's going on here, what's the problem? Why do you think you need to move? Why do you think you need to get this kid out of your home?</p> <p>"I haven't seen that happen. I think that should be crucial. I think before they move a kid, the foster parent calls up and says, 'I can't handle this kid.' Or the kid calls in and says: 'I can't stand living here a moment longer,' which of course it's always a moment longer. There should be a sit down with whoever is available as soon as possible and say 'what's the problem here' " (CASA Interview, Alice's Team, Audio-Recorded; Lines 291-293; 322-329).</p>
SUB-CATEGORY:	Agenda
PROPERTY	Well-being
DIMENSION	<p>Low to high degree</p> <p>Social or emotional or physical</p>
TEXT EXAMPLE	<p>"Just knowing the case history with this family, I just hope that [the] older youth continues to do well. With everything I've been through with her, I'm excited to see her going home.</p> <p>6-9 months ago, I think I had my doubts, just because I know the older youth and her mom, and I think there were a lot of doubts about, well 6-9 months ago mom wasn't sure she wanted her home. Over that course, I think with the family therapy that they have reconciled some issues and the youth was able to go home. So I'm glad to see that she's home.</p> <p>Again, am I 100% positive everything's going to work out? No. Because I think the older youth knows how to, for lack of better words, manipulate her mom into getting what she wants" (Case Manager Interview, Case E, Audio-Recorded; Lines 65-72).</p> <p>"I actually was very pleased, and just really proud of James, and I'm glad he's doing so well. It's just a really good meeting. James's team, especially works really well together, and they all are just trying to get the best outcome for James" (DJO Interview, Case J, Audio-Recorded; Lines 91-93).</p>

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	<p>“He likes to keep things private... You know he’s got his own agenda, he’s a very smart young person, and he wants to keep some of the things off the table, and out of the minds of the people in charge because he’s kind been in charge of himself a lot. “...Because I think he knows divided you fall. So if he can keep certain information from certain individuals, then he can continue to do what he wants to do for himself, which is not always the best thing. “So, I don’t know if that makes sense...He’s been in the system for so long that he’s adapted survival techniques, because he’s always sort of had to look out for himself, because not everyone has been doing that, even if they were his ‘quote unquote’ care provider. Old habits die hard, but it’s not always good to keep those things from other people, because he’s not getting the help that he might need” (Foster Parent Interview, Case J, Audio-Recorded; Lines 53-65).</p> <p>Alice stated that she did not want therapy because therapists change too often and she views her TLP worker as sort of like a therapist (FST Meeting Notes, Alice’s Team, Lines 71-72).</p> <p>“My concern was when we were talking about areas of concern for Alice and it went downhill from there and it didn’t end on a good note. Alice was very upset during the meeting. And I later processed with her, on the way home after the meeting. And Alice felt like everyone’s always on her sister’s side. And everyone always says good things about her sister, but then no one says any good things about her. Which I don’t feel was necessarily true, but that was her interpretation of it” (TLP Worker Interview, Alice’s Team, Audio-Recorded; Lines 71-77).</p> <p>“Alice really shut down towards the end, which it’s very consistent with how her moods are. She’s done that in the past before, so that was the only downside is that she really shut down at the end, instead of continuing the conversation”(Case manager Interview, Alice’s Team, Audio-Recorded; Lines 55-57).</p>
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CATEGORY	
Inter-related process of decision-making – Affective Processes	
SUB-CATEGORY:	Affective Processes
PROPERTY	Expressing feelings
DIMENSION	Unpleasant to pleasant feelings
	Not expressing to fully expressing
TEXT EXAMPLE	“Don’t really have any that I want to talk about” (Case T Interview, Audio-Recorded, Line 30).
	“Tom was upset, because he didn’t have extended visitation with grandma” (Case MU and TU, CM Interview, Audio-Recorded, Lines 85-86).
	“they keep telling me they have, you know, we’ve got so much support for them and stuff. Like Tom, they may have a lot of support for him, but they haven’t done anything. All they’ve done is send him to [Drug Treatment Place]. He stayed there until they needed room and they got rid of him. He went to, I don’t know, that place in H [Named location]. He stayed there until they needed room. He went to [Named County], to a place there and he stayed until they needed room. He went to [Residential Placement]; he stayed until they needed the room. He’s just been moved around, shifted around. To me, it’s all that’s been happening, and one person after another. They keep saying he’s got this person and this person to help him. It hasn’t seemed to help.”
	“I didn’t like how it went. I got upset because he said I couldn’t get my younger sister but afterward I was okay with it” (Youth Interview Notes, Case K, Not Audio-Recorded, Lines 54-55).
	“I got upset when my grandma started yelling and my brother can’t come home for the week. Because I was really hoping I could see my brother for the whole week” (Youth Interview, Case M, Audio-Recorded, Lines 24-26).
	“I still have a lot of confusion. A little bit of nervousness, because you know someone’s coming into your home, and it’s not like we have a perfect home and sometimes I question if this is the best place for him. Because where he had come from was a really good placement for him. ...” (Foster Parent Interview, Case J, Recorded, Lines 106-109).
	“I almost feel that like a little bit critical of myself and my ability to be the best placement for him (Foster Parent Interview, Case J, Recorded, Lines 116-117).
	“I also am aware of how serious it is that he needs to have a place where he is not you know hopping around, he needs more permanency in his life, so I don’t know, it’s not light, it’s a young person’s life...”(Foster Parent Interview, Case J, Recorded, Lines 117-119).
	“Everyone was happy, and giving hugs. Afterwards, we went to get cupcakes”(Youth Interview, Case G, Not Recorded, Lines 69-70).
	“I felt irritated because they let my sister talk, but they never really gave me a chance to fully speak about what I wanted to say” (Youth Interview, Alice, Audio-Recorded, Lines 104-105).

CATEGORY	Inter-related process of decision-making – Cognitive processes – Assessing needs, exploring choices, planning
SUB-CATEGORY:	Cognitive processes
PROPERTY	Assessing needs
DIMENSION	Degree of need for services and resources
TEXT EXAMPLE	<p>“I feel as though as a family there’s a lot of areas for improvement, and I feel as though it might be difficult for the grandmother to care for the kids in the aspect, I guess in the way everybody wants her to” (Therapist, Case T, Audio-Recorded, Lines 71-74).</p> <p>“You take that and throw in the fact that they’ve been removed from their homes and they’ve been abused, well there you are. Why would you think it’s gonna be easy? They need people that understand that and help them know that someone cares, and at the same time provide a dose of reality, not cruelty, but reality” (CASA Interview, Alice’s Team, Audio-Recorded, Lines 363-367).</p>
SUB-CATEGORY:	Cognitive processes
PROPERTY	Exploring choices
DIMENSION	Not exploring to fully exploring choices
TEXT EXAMPLE	<p>“In addition, we would also touch base on the bigger picture for her, and because of her age and maturity we were of course talking about getting the high school diploma, and looking forward to college and what we could all do to make, help her have as many options as she could and to guide her a little bit” (Guardian Ad Litem Interview, Case A, Audio-Recorded, Lines 27-31).</p> <p>“I am coming to understand that maybe you know there are two options which is what the two ladies were there for, which is one is guardianship and the other one is Chafee because as he ages out, Chafee’s there to help him, so maybe there’s just a black and white of these are the two options, and you know here are the benefits you know side by side would be nice to know” (Foster parent Interview, Case J, Audio-Recorded, Lines 132-136).</p>
SUB-CATEGORY:	Cognitive processes
PROPERTY	Planning
DIMENSION	Not planning to planning
TEXT EXAMPLE	<p>“I feel rushed at the end because I know that there’s a lot going on in this case, and I know that the DJL and JL had other meetings to get to. Sometimes grandma needs to be redirected, she can get off topic sometimes, or stuck on a topic. So just rushed to discuss the visitation before the DJL and JL left (Case manager interview, Case M and T, Recorded, Lines 96-99).”</p>

Planning* Continued

The tables below illustrate the placement plan, future goals that the youth identified, care plan, including plans for medication and/or therapy, who was most involved in implementing the plan, and what was being done to implement the plan (Compiled from FST and court hearing notes, and interviews across cases).

Permanency Plan – Case A	
Placement plan	Transitional living program/will age out of foster care
Future goal identified by youth	College
Plan for medications	None
Plan for therapy	None
Who is most involved in implementing plan	CASA, TLP case manager, and Chafee worker primarily
What is being done to implement the plan	Offering Chafee services, offering therapy, CASA and TLP Case manager engaging in ongoing relationship for support. Youth is attending HS classes.

Permanency Plan – Case E	
Placement plan	Foster care/return to mother's home
Future goal identified by youth	College
Plan for medications	Prescribed psychotropic medications
Plan for therapy	Attends individual and family therapy
Who is most involved in implementing plan	Case manager, CASA, and mother primarily
What is being done to implement the plan	Court order to return home, services continuing. Mom will take to therapy. CASA promoting college planning, and providing ongoing support. Youth is attending HS classes and therapy.

Permanency Plan – Case F	
Placement plan	Foster care/hope for adoption
Future goal identified by youth	College
Plan for medications	Prescribed psychotropic medications
Plan for therapy	None
Who is most involved in implementing plan	Extreme recruiter, adoption specialist, Chafee worker
What is being done to implement the plan	Adoption plan on hold. Chafee worker providing skills training for self-sufficiency. Foster parents overseeing medications. Youth is attending

	HS classes and Chafee classes.
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Permanency Plan – Case G

Placement plan	Foster care/return to mother's home
Future goal identified by youth	HS completion
Plan for medications	None
Plan for therapy	Will receive individual therapy
Who is most involved in implementing plan	Family reunification specialist, case manager, Chafee worker, and DJO
What is being done to implement the plan	Court order to return home, services continuing. Reunification specialist will provide ongoing support. Therapy will be done in the home. Youth is attending HS classes.

Permanency Plan – Case H

Placement plan	Foster care/return to mother's home
Future goal identified by youth	HS completion
Plan for medications	Prescribed psychotropic medications
Plan for therapy	Will receive individual therapy
Who is most involved in implementing plan	Family reunification specialist, case manager, Chafee worker, and DJO
What is being done to implement the plan	Court order to return home, services continuing. Reunification specialist will provide ongoing support. Therapy will be done in the home. Youth is attending HS classes

Permanency Plan – Case J

Placement plan	Foster care/ guardianship
Future goal identified by youth	College
Plan for medications	None
Plan for therapy	In therapy
Who is most involved in implementing plan	Permanency specialist, case manager, Chafee worker, DJO, foster parent
What is being done to implement the plan	Plans are underway for adoption; permanency specialist preparing paperwork. Foster parent will assume more responsibility if Child Welfare services are terminated. Foster Mom provides transportation to therapy. Youth is attending HS classes, inconsistently attending therapy.

Permanency Plan – Case K	
Placement plan	Transitional living program/will age out of foster care
Future goal identified by youth	College
Plan for medications	None
Plan for therapy	None
Who is most involved in implementing plan	Case manager and DJO
What is being done to implement the plan	Case manager and DJO are encouraging college, and engaging in ongoing relationship for general wellbeing. Youth is attending HS classes

Permanency Plan – Case M	
Placement plan	Treatment Foster care/ hope for adoption by Grandmother
Future goal identified by youth	College
Plan for medications	None
Plan for therapy	In therapy
Who is most involved in implementing plan	Case manager and grandmother
What is being done to implement the plan	Youth will become more independent upon return to grandmother's care. Currently Children's Division ensures attendance at Chafee classes and therapy. Youth is attending HS classes and Chafee classes.

Permanency Plan – Case T	
Placement plan	Treatment Foster care/ will age out of foster care
Future goal identified by youth	GED
Plan for medications	None
Plan for therapy	In therapy
Who is most involved in implementing plan	Case manager, DJO, Therapist, and treatment foster care placement provider
What is being done to implement the plan	Strong supervisory presence in treatment foster care. Therapy is being offered. As of last meeting, youth accepting more services.

Inter-related processes of decision-making- Cognitive processes- Planning* -END

CATEGORY	Inter-related process of decision-making – Cognitive processes –Drawing Conclusions
SUB-CATEGORY:	Cognitive processes
PROPERTY	Drawing conclusions about various matters
DIMENSION	Incidental to holistic appraisal
TEXT EXAMPLE	<p>“I mean it depends on the youth, because each meeting looks very different between the youth. So with the girls we touch on everything that is happening currently, and lately we’ve been talking a lot more about college, so it’s just different between the meetings (Chafee interview, Case A, Audio-recorded, Lines 164-168).</p> <p>“...to just keep everybody up to speed on where we are, what’s going on with the kids, where are they living now, what’s happening, what have you seen, have you seen anything we all need to know about kind of thing. The permanency meetings are to talk about, so where are you gonna spend the rest of your life, where are you going to spend the rest of your childhood, what do you want to do after high school, or if you’re a younger child, make it more appropriate for them.</p> <p>“These kids that I’m with right now are older, so it’s let’s talk about what you’re going to do after high school. The original idea is to have a permanency plan and follow it. Well we’ve made several of those, and right now the permanency plan for one of them is...living on her own in an apartment” (CASA interview, Case A, Audio-recorded, Lines 202-210).</p>
SUB-CATEGORY:	Cognitive processes
PROPERTY	Drawing conclusions about various matters
DIMENSION	Personal to other individuals' attributes
TEXT EXAMPLE	<p>“Well I was beside myself, I didn’t know what in the world, what am I gonna do, I didn’t know what to do. So the only thing I can think of is, well get him out of jail and then Monday I’ll call K and explain to her what was going on and everything... Well that’s the only time that that’s happened to me with him, and I was confused. I didn’t know what to do. What would you have done?” (Grandmother Interview, Case MU and TU, Audio-Recorded, Lines 156-163).</p> <p>‘The previous case worker was not a barrier, the new case worker was not a barrier, but she’s not actively pursuing leads, and doesn’t take initiative. She sits back, takes notes, sends messages’(Extreme recruiter, Case F, not recorded, Lines 32-34).</p>
SUB-CATEGORY:	Cognitive processes
PROPERTY	Drawing conclusions about various matters
DIMENSION	Commenting on meeting dynamics to commenting on team dynamics

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TEXT EXAMPLE	“I think it went good. Everything’s the same as when we went to court, nothing really changed. I already knew what was going on” (Youth Interview, Case E, Audio-recorded. Lines 60-61).
	“I really came away from it going this isn’t working well, because I have a hard time telling the girls apart on the phone, so a lot of times I didn’t know who was talking (CASA Interview, Case A, Audio-recorded, Lines 478-481).
SUB-CATEGORY:	Cognitive processes
PROPERTY	Drawing conclusions about various matters
DIMENSION	commenting on internal to commenting on incidental matters
TEXT EXAMPLE	He suggested that one of the requisites of the job is that you have to be confident in making decisions. However, he asserted that making decisions in Child Welfare is a shared responsibility. There are actually several people to talk to when formulating decisions. He said he believes they make the right decisions (Case Manager Consent Meeting Notes, Case J, Not Audio-Recorded, Lines 121-123).
	“I haven’t been happy with her. I have not been happy at all , because I can’t figure out why she has sent these kids, I drive 100 miles both ways getting them and bringing them back, and they’re all the way in north SL, they live in a black family, go to a black school. M is the only white girl there in the school (Grandmother interview, Cases M & T, Audio recorded, Lines 87-90).

CATEGORY	
Inter-related process of decision-making – Relational processes – Engaging	
SUB-CATEGORY:	Relational processes
PROPERTY	Engaging
DIMENSION	Not engaging to engaging
TEXT EXAMPLE	“I try to set up the meetings where everybody has a say and everybody’s opinion is valued and everything. I think I try to do a team approach as to what is, I try to make sure I have opinions from everybody and that everybody has a chance to speak, and that we take everybody’s opinions and look at those” (CM Interview, Case E, Audio-Recorded; Lines 48-53).
	“What we do is sit down and discuss with the child, you know what I’m saying? So that meeting just keep everyone updated on what’s going on with their child. If their child gonna be going back into the parent’s home or is that child gonna be doing transitional living, which is APPLA, so it just depends. That’s mostly what the meeting is for, and also gives the child to voice their opinion with their team, if they feel like they’re not being treated right in the foster home, or you know, if the case manager is not meeting their needs as the guardian, so it’s got a lot of things that work for the kids that have meetings. It gives the kids, like I said, a chance to voice how they feel about where they at” (Placement Provider, Case M, Audio-Recorded, Lines 105-114).
	“...they never really gave me a chance to fully speak about what I wanted to say” (Case A, Youth Interview, Audio-Recorded; Lines 104-105).
	“I mean, when I do speak my mind it’s about the size of it. That’s about how the meeting goes. I mean I’m usually the bad guy, the one that, just like the lawyer, he come to the conclusion, well, the reason why he’s in this shape is because [of] you” (Grandmother Interview, Case MU and TU, Recorded; Lines 137-139).
	“I can offer opinions, but I can’t speak up. The Case worker and DJO can ask for things, I can only speak when spoken to in court (Extreme Recruiter Interview, Case F, Not Recorded; Lines 151-152).
	“We don’t get to talk. We give information in a court report. They rec’d it in a report. It used to be people would talk.” Things are changing” (Adoption specialist Interview, Case F, Not Recorded; Lines 31-33).

CATEGORY	Inter-related process of decision-making – Relational processes – Discussing
SUB-CATEGORY:	Relational processes
PROPERTY	Discussing
DIMENSION	Not discussing to discussing
TEXT EXAMPLE	<p>The TLP Worker says Youth A’s behavior is a step above average, but the 2 Issues she has are with communication and spending habits (FSTM Notes, Case A, Not Recorded, Line 55).</p> <p>Costs of school are discussed. The people who are involved in this discussion included the TLP Case manager, Chafee worker, and both foster youth. Youth A chimed in about being an A+ student. Both youth listening attentively to the adults as options about schools are discussed. The team is discussing resources available to foster youth...Twin voices concern that she has not heard any news about a scholarship yet, but she has put an application in for one (FSTM Notes, Case A, Not Recorded, lines 21-27).</p> <p>Case manager from TLP is concerned for her [Foster Youth's] emotional health, but she has finished therapy and is not interested in going back (Court Hearing Notes, Case A, Not Recorded, Lines 66-67).</p> <p>Case Manager asked about Chafee (FSTM Notes, Case MU and TU, Not Recorded, Line 408).</p> <p>Tom hasn’t been able to establish goals, has had difficulty with communication, lacks initiative and motivation... Foster parent said he is doing okay, following rules, having roommate, personal space, and boundary issues (FST Meeting notes, 1st meeting, Case T, Not recorded, Lines 68-77).</p> <p>Foster parent reports he is doing well: roommate challenges better; boundaries improved; goes to his GED classes by catching the bus; attending church and bible study.... case manager said self-motivation is an issue (FST Meeting notes, 2nd meeting, Case T, Not recorded, Lines 19-36).</p> <p>request for a vacation outside the state (Court meeting notes, Case J, Not recorded, Line 15)</p> <p>Kaitlyn asked about the beauty pageant and judge gave order that it was approved (Court meeting notes, Case K, Not recorded, Line 304).</p> <p>...does meet criteria to go to the older youth leadership conference in July (July 8-10), and there is approval for him to attend (FST meeting notes, Case F, not recorded, Lines 37-38).</p>

CATEGORY	Inter-related process of decision-making – Relational processes – Discussing
SUB-CATEGORY:	Relational processes
PROPERTY	Discussing
DIMENSION	Not discussing to discussing
	No one from the family was present, and the Case Manager and others were saying they were under the impression that the family was going to come. ... Chafee worker asked, does he take meds/ this would be a question the family could answer but they were not present. The case manager said, he takes Concerta and the dosage was changed recently. Foster parents don't always keep the team informed of what is going on... it's not known if the list is current or if he still takes them or not (FST Meeting notes, Case F, not recorded, Lines 17-19; 42-46).
CATEGORY	Inter-related process of decision-making – Relational processes – Agreeing
SUB-CATEGORY:	Relational processes
PROPERTY	Agreeing
DIMENSION	Not agreeing to agreeing
TEXT EXAMPLE	<p>“Sometimes you just have to go with the flow, even though there’s lots of things that we would disagree with , a lot of the workers disagree with, sometimes you just have to bite the bullet and deal with it” (Case manager interview, Case E, Audio-recorded, Line 147).</p> <p>‘I didn’t care much about his ruling regarding the psychiatrist and wanting to review a report’ (Case manager interview, Case K, Not Audio-recorded, Lines 104-105)</p> <p>‘Some people don’t like how it ended. Djo didn’t like the plan’ (Foster Youth Interview, Case K, Not Recorded, Line 30).</p> <p>‘Girls were upset. GAL and DJO upset about supervision’ (CM Interview, Case K, Not Recorded, Line 109).</p> <p>‘Sometimes it's [recommendations] in agreement and sometimes not’ (DJO Interview Notes, Case G & H, Not Recorded, Line 6).</p> <p>“It ended with A just being upset, not talking. Her sister was fine and trying to encourage her and cheer her up, but in the end everyone signed off in agreement with the plan” (Case A, TLP worker Interview, Case A, Audio-Recorded).</p>

CATEGORY	Inter-related process of decision-making – Relational processes – Collaborating
SUB-CATEGORY:	Relational processes
PROPERTY	Collaborating
DIMENSION	Not collaborating to collaborating
TEXT EXAMPLE	<p>‘Everyone has a job to do. Everyone has something to do. Reunification spec. took on jobs. It’s not always laid on the cm.; depends who has the expertise.’(DJO Interview, Case G & H, Not recorded, Lines 64-66).</p> <p>“I think he needed to hear that everyone on the team basically has the same concerns, and are expecting the same thing from him, that we’re all on the same page...”(Treatment Foster Care Placement Provider, Case T, Audio-Recorded; Lines 190-192).</p> <p>“A lot of times the support team meetings, it’s not really a standard meeting for, I don’t know how to describe it, I feel like if you’re in a good meeting and it’s a really good collaboration it’s very informal and you’re just kind of, I mean you’ve got to have your goals obviously, but it’s just a bunch of people sitting around talking about the family or trying to get them to a positive point in their life (DJO Interview, Case J, Recorded, lines 109-114).</p> <p>“It’s unfortunate that there was no progress... It’s a travesty that there is a boy who’s 17 in care because people aren’t doing what they are supposed to do. Setting up visits, follow up with aunt, communicate with aunt, follow up with CD licensure, communicate with foster parents about meds, appointments. [There has been no movement since one month ago]” (Extreme Recruiter Interview Notes, Case F, Not Audio-Recorded; Lines 72-76).</p>

CATEGORY	Power
SUB-CATEGORY:	Qualities
PROPERTY	Expertise
DIMENSION	Low to high degree of expertise
TEXT EXAMPLE	<p>“This isn’t a 9 to 5:00 job, and that’s what I see are the biggest issues in dealing with foster children, is that there’s no one there that’s going to say you are so important and your well-being is so important that I will drop whatever it is I’m doing to come and hold your hand” (CASA, Case A, recorded, Lines 606-608).</p>
	<p>‘When you’re poor it’s very difficult... It would have been cheaper for the state to pay her rent than to keep the kids in state custody all those years’ (DJO, Case G & H, not recorded, Lines 77-79).</p>
	<p>"First, I meet with the child monthly, at least monthly in their placement. I help them find a placement, I meet with the families when the plan is re-unification, and usually otherwise, unless they are relieved of reasonable efforts. I meet with them monthly as well, I schedule and hold the support team meetings to discuss the child and the family’s plan for moving forward with whatever their permanency option is. I go to court, I write the court reports, those are the big things, to name a few." (CM For Youth A, Lines 14-19).</p>
	<p>(Length of time in role: Demographic forms, Foster parent, Case J; Case manager, Cases G & H; Extreme Recruiter, Case F).</p>
	<p>(Length of time in role; Demographic forms, Foster parents, Case F; DJO, Case J, Grandmother, Cases M &T, Case manager for E).</p>
SUB-CATEGORY:	Qualities
PROPERTY	Ability to establish rapport and connection
DIMENSION	Low to high level of ability
TEXT EXAMPLE	<p>This interview participant did not attend Court, but did attend the FST. I have spoken with her in person on two occasions, by phone two times, and had several email communications with her. The role of oversight specialist is “third party,” meaning fairly removed, uninvolved, and apparently able to objectively report about the quality of the meetings. Her job is to ensure efforts are made to discuss permanency and placement goals within the meeting. She can provide “technical” and “policy” support as well. While somewhat removed from the everyday life of this foster youth, the oversight person does formulate an evaluation of the progress of the case (Analytical memo, CD oversight specialist interview, Lines 196-205).</p>
	<p>Mom was very brief in her answers, perhaps due to lack of trust, and having had her children taken away. Not sure if she was afraid of me, or my role. Other possibility is she just didn’t have a lot of thoughts about the things I was asking. She chose to have daughter and case manager in the room for her interview. At times, she’d look at daughter with a questioning look, as if she didn’t understand what was being asked, or was uncertain, guarded. A couple</p>

	<p>of times the daughter would explain something to her or give her an answer. I think she may either be highly anxious or just lack intellectual capacity, but since I have only had limited interactions with her, it is hard to tell (Mother's interview, Case E, Analytical memo, Lines 138-145).</p> <p>This worker arrived to the meeting a few minutes late and sat to my right during the meeting. She was cheerful and positive, didn't say much until the case manager called on her to tell about guardianship. She was friendly during the interview. There was not a great deal of information or insight that I gained from talking with her (Permanency specialist interview, Case J, Analytical memo, Lines 85-88).</p> <p>He does want to get a car, doesn't feel he needs driving lessons. She [Chafee worker]didn't push it. She told him she'd see him every couple of months. Had him sign some forms and gave him the portfolio to keep. There was some calendar and planning tools in the folder, but she didn't explain those to him very well (Consent meeting notes, Case J, Analytical memo, Lines 85-89).</p> <p>When we met, the youth was quiet, respectful, listened to me and mostly talked about what he wanted and needed to his case manager during the car ride (Consent meeting notes, Case J, Lines 80-82).</p> <p>"youth does not express the skills to conduct an informational meeting" (Written notes from Case manager, Case J, Line 172).</p> <p>Tom hasn't been able to establish goals, has had difficulty with communication, lacks initiative and motivation (FST Meeting notes, Case T, Lines 68-69).</p> <p>very warm and engaging with Alice in the waiting room at Court, asked her about Christmas wishes and plans for Christmas vacation. She appeared genuinely interested in Alice as she sat side by side with her (Court hearing notes, Case A, Lines 52-53).</p> <p>The CASA spoke to her in a soothing tone of voice, defused the situation and focused the interaction on Alice's well-being (FST meeting notes, Case A, Lines 64-65)</p> <p>"...we're the only ones who have been there all the way through. People come, people go, and so maybe that's part of why they call me, they know me" (CASA interview, Case A, Audio-recorded, Lines 136-139).</p> <p>'I try to give people the opportunity to clarify, to add to...Mom knows I am pretty direct.' (DJO Interview, Cases G & H, not audio-recorded, Line 72).</p>
SUB-CATEGORY:	Qualities
PROPERTY	Oversight mechanisms
DIMENSION	Lacking to excessive
TEXT EXAMPLE	<p>'...depends on who your foster parent is. Sometimes you don't have a good foster parent, so you have to take care of yourself. I was taking care of myself...' (Foster youth interview, Case K, not recorded, Lines 10-12).</p> <p>"To ensure that case workers are discussing permanency plans and identifying</p>

	<p>any tasks that are needed, developing some goals to ensure that the team is working towards a permanency plan for each child” (CD oversight specialist interview, Case A, Audio-recorded, Lines 14-16).</p> <p>“I’m a foster care case manager. I provide services to parents, supervise ...make phone calls to make sure appointments are being met" (Case manager Interview, Case M and T, Audio-recorded, Lines 3-6).</p> <p>"Overseeing all the case managers, their case management and their practice, ensuring that all of their policies and procedures are followed" (Case manager supervisor interview, Case E, Audio-recorded, Lines 27-29).</p> <p>‘I ensure that CD is following court orders, get reports, ensure the case is smooth and to address any problems if there are any’ (DJO Interview, Case F, not recorded, Lines 10-11) .</p> <p>"... I represent the court and ensure that all of the court orders are being followed, and you know attend court hearings as necessary. A big thing is just assessing and continually reassessing the family or the youth needing services and ensuring that they’re getting those services" (DJO Interview, Case J, Audio-recorded, Lines 14-17).</p>
SUB-CATEGORY:	Qualities
PROPERTY	Authority
DIMENSION	Low to high degree
TEXT EXAMPLE	<p>‘I just have to say this. You cannot get a dirty drug screen’ (FST Meeting Notes, Cases M and T, Not Audio-Recorded; Lines 61-62).</p> <p>“Tom was upset, because he didn’t have extended visitation with grandma, but that was as a result of his choices, not engaging and not earning those extra visitations, because he was given the responsibility to be able to do that screen and not being able to visit with grandma because of not following rules, or engaging.” (Case Manager Interview, Cases M and T, Lines 85-87).</p>

CATEGORY	Power:
SUB-CATEGORY:	Responses
PROPERTY	Avoidance & Independent Action
DIMENSION	low to high degree of avoidance and independent action.
TEXT EXAMPLE	Tom [was] not engaging in services, not cooperating with his therapy appointments, and speaking minimally during family support team meeting. The foster parent said, ‘We’re trying to follow his lead. There is a team in place to support him, but he’s not following through.’ The family support team members were rallying to help Tom, but Tom was doing as he pleased (playing at the YMCA, not keeping curfew) independent of the team (FST meeting notes, Case T, Lines 84-86).
	Frank and his foster parents did not attend their family support team meeting, nor call to tell anyone on the team that there were reasons why they couldn’t make it. The foster parents and youth had valid reasons for not coming, it was discovered later. But neither they nor the team talked to each other prior to the meeting time to cancel, reschedule, or at least discuss what was going on. Meanwhile, there were 7 people in attendance at the meeting for a youth and foster parents that were not present (FST meeting notes, Case F, Lines 19-20).
SUB-CATEGORY:	Responses
PROPERTY	Compromising
DIMENSION	Low to high degree
TEXT EXAMPLE	When the case manager asked about it, James said he has had one visit, and cancelled one visit due to his work schedule. The case manager told him there is a court order to attend therapy, but there is not a court order to work. He explained that in the beginning, you need to attend therapy according to the therapist recommendation. James asserted he’d like to go every two weeks. The DJO chimed in, ‘You have to do what the professionals recommend’ (FST Meeting notes, not recorded, Lines 77-82).
	‘[The] Djo and GAL [were] a little over- exaggerating needed supervision. [They] felt it was a huge risk. I always go with if one or the other [is in agreement with me]. If I have one on my side, I’ll push. I try to keep the peace.[majority rules].’ (Case Manager interview, Kaitlyn’s Team, not recorded, Lines 71-74)

SUB-CATEGORY:	Responses
PROPERTY	Empowerment
DIMENSION	low to high degree of empowerment
TEXT EXAMPLE	“Often times I am confused as to the extent of my involvement in the foster youth’s careplan and my role as an integral part of his care team. I feel at times hesitant to bring my concerns to the caseworker due to his current caseload and responsibilities.” (Foster parent, Case J).
	‘If I see issues there wouldn’t be people I’d go to. I wouldn’t rely on them. But I don’t have decision making power.’ (Extreme Recruiter for Frank)
	‘I don’t have power. The court actually said we’re not allowed to make recommendations, only suggestions.’ (Extreme Recruiter for Frank)
	‘I can offer opinions, but I can’t speak up. The Case Worker, and DJO can ask for things, I can only speak when spoken to in court.’ (Extreme Recruiter for Frank)
	“Well, if you want to go to your friend’s house they got to get background checked. If you want to go out of town you’ve got to get that approved...”(Foster youth James)
	“I mean I don’t really get to decide who comes, they just come.” (Foster youth Evelyn)
	“No, because E does that, so I don’t have a say on who comes to my meetings.”(Foster Youth Alice)
	“I don’t have a choice.”(Foster Youth James)
	“I felt like, I listened to what they had to say, and of course I just put my input in, you know” (Placement Provider Interview, Case M, Recorded; Lines 146-147).
	‘Mom told me I have freedom of speech a long time ago, and I remember that’ (Foster youth, Case H, Not Recorded, Line 26).
“During those meetings, like I said, I guess because of the position that I’m in, they’re expecting most of the information to come from us...they are really waiting to hear what kind of information we can give, because we have that one on one connection with them and they’re living in the household and we’re seeing behaviors that no one else on the team has the chance to see” (Placement Provider Interview, Case T; Audio-Recorded, Lines 176-182).	
SUB-CATEGORY:	Responses
PROPERTY	Cooperation
DIMENSION	Low to high degree of cooperation

<p>TEXT EXAMPLE</p>	<p>Kaitlyn’s mother was not present for the family support team meeting or court hearing. There was some discussion about permanency and that the mom was not doing the things she needed to do to be the parent, and her behavior was showing that she did not want to be the mom (Court Meeting Notes, Case K, Not Recorded, Lines 293-295).</p>
	<p>Mary and Tom’s parents were not present at the FST meeting or court hearing. There was some discussion about the parents’ involvement. Dad has not been following recommendations from the court, and mom’s whereabouts are unknown. (Court hearing notes, Case M and T, Not Recorded, Lines 49-51).</p>
	<p>‘It went well. A lot of people stepped up to try to help. A person [volunteered] to call the dentist], set up visits. Good team support. Positive. There was nothing really negative’ (Case manager Interview, Case F, not Recorded, Lines 27-28).</p>
	<p>“A lot of times the support team meetings, it’s not really a standard meeting for, I don’t know how to describe it, I feel like if you’re in a good meeting and it’s a really good collaboration it’s very informal and you’re just kind of, I mean you’ve got to have your goals obviously, but it’s just a bunch of people sitting around talking about the family or trying to get them to a positive point in their life” (DJO Interview, Case J, Recorded; Lines 109-114).</p>
	<p>‘Everyone has a job to do. Everyone has something to do. Reunification specialist took on jobs. It’s not always laid on the case manager.; it depends who has the expertise’ (DJO Interview, Cases G & H, Not Recorded, Lines 64-66).</p>

Mesosystem Factors	
SUB-CATEGORY:	Role
PROPERTY	Differentiation
DIMENSION	One role or one of many roles
TEXT EXAMPLE	
	The Extreme recruiter, employed at a special agency that provides adoption and foster care support to youth and families. In her position, she must receive a referral [for a child/youth] to be adopted. She stated that usually there is not an identified adoption resource, that the youth are usually older youth with emotional or behavioral disturbances. Her program is a 12-20 week program, where she does intense recruitment and facilitates meetings every week (Extreme recruiter interview, Not recorded. Lines 19-22).
	“I’ve been taking care of these grandchildren, that’s all I’ve been doing, and I haven’t really took care of any foster children or anything except for my grandchildren, and I’m just trying to get them more or less taken care of... I mean I have been the father, the mother, and the grandma, yeah, I’ve got three roles” (Grandmother interview, Case M & T, Audio Recorded, Lines 4-6; 106-107).

Mesosystem Factors	
SUB-CATEGORY:	Role
PROPERTY	Reasons for involvement
DIMENSION	Volunteer to career
TEXT EXAMPLE	
	"What makes us different, what makes CASAs different from everybody else on the case, first of all is that were volunteers. That means we don't have any, well I guess you could say almost we don't have any skin in the game, but emotionally, of course we do, of course we do, you can't avoid it...(CASA Interview, Case A, Audio-Recorded, Lines 75-78).
	“I’m really not considered a foster parent, but professionally they want us to say we are therapeutic home, and that can be for a mentally disturbed, it can be for kids that’s really have been through a lot of abuse or sexual abuse, or you know, so they have a lot of issues going on with their selves. That means that you’re totally involved. You may have kids, like right now I have two girls that’s line of sight, and line of sight is they can’t be out of my presence at no time, you know what I’m saying? So it’s not like I have a lot of freedom...” (Placement provider interview, Case M, Lines 22-27).

Mesosystem Factors	
SUB-CATEGORY:	Role
PROPERTY	Compliance
DIMENSION	Non-compliance to compliance
TEXT EXAMPLE	
	“Be a child...I don’t know /Not go out of the state, not run away, nothing really I have to do for real, stay in school” (Foster Youth A, Interview, Recorded, Lines 14-20).
	“Follow all the rules, and I mean that’s pretty much it. Just follow the rules and do what you have to do(Foster Youth E, Interview, Recorded, Lines 15-16).
	“ I mean of course there’s rules to everything...Well, if you want to go to your friend’s house they got to get background checked. If you want to go out of town you’ve got to get that approved. There’s so many, I’ve got to name all of them? (Foster Youth J, Interview, Recorded, Lines 16-26).
	“Pass my drug tests and follow rules”(Foster Youth M, Recorded, Line 9).
	‘You have to do all the things they tell you to do, including getting housing, income, attending parenting classes, getting job skills, meetings, court hearings, visitations, supervision back and forth a lot of times. You have to watch everything you do.’(Mother interview, Cases G and H, Not recorded, Lines 76-79).
	“Go to therapy, make doctor’s appointments, make sure my kids are fed, team meetings, go to court” (Mother interview, Case E, Audio-recorded, Lines 22-23).
	“Family centered service. Dr. appts. IEP, family support team meetings, sign release” (CM interview, Case K, Not Audio-recorded, Lines 24-25)
	“I schedule and hold the support team meetings to discuss the child and the family’s plan for moving forward with whatever their permanency option is. I go to court, I write the court reports, those are the big things, to name a few. “ (Case worker interview, Case A, Recorded, Lines 17-19).
	“For instance in one family, and it’s a very large family, it’s like 6 kids, several different fathers, my court letter was probably about 15 pages to talk about everything that was going on. But when they implemented this template, it was like a 12 page template, but with adding in all of that and having to answer all the questions and putting all the information, it went from the template page to like 12 pages up to almost 50 pages, and it took me four days to do the letter”(Case worker interview, Case E, audio-recorded, Lines 171-176).

CATEGORY	
Mesosystem factors that support or hinder decision making	
SUB-CATEGORY:	Standardization of practices and procedures
PROPERTY	Type
DIMENSION	Written, oral, customary, and local/cultural traditions
TEXT EXAMPLE	
	Child welfare manual
	Court procedures followed with agenda. Reports submitted prior to hearing. Verbal orders recited. Typed orders not readily available. (Court hearing notes, Case J)
	Topical areas planned for discussion. Did not have print-out of FST Agenda (Case J Family Support team Meeting notes).
	People are called into the court room, case by case. At about 1155am, the YP and his team are called in. The process in court is attorney makes a motion entering in 2 pieces of evidence, the DJO and CM's report. The judge speaks briefly to the YP, asks a few questions, gives some advice as his case is discussed." (Court Meeting Notes, Case J. , Lines 11-14).

CATEGORY Mesosystem factors that support or hinder decision making	
SUB-CATEGORY:	Standardization of practices and procedures
PROPERTY	Stakeholder perception of predictability
DIMENSION	Unpredictable to predictable
TEXT EXAMPLE	
	[Expectations about court hearing]“Just that the judge would get an update and she would talk to him about how things were going and if he felt like he needed anything, or if he felt like he was in a good place or not or if he had any concerns. I didn’t expect any earth shattering changes or anything like that ((DJO interview, Case J, Audio-recorded, Lines 159-161).”
	“I think we kind of just got through the agenda. Usually the case manager has some kind of goals or agenda that feels like we need to discuss, and then kind of opens it up to is there anything else we need to talk about or anything like that, and if the answer is no, we just kind of, good job, can’t wait to see you next time, and just kind of wrap it up. A lot of times the support team meetings, it’s not really a standard meeting for, I don’t know how to describe it, I feel like if you’re in a good meeting and it’s a really good collaboration it’s very informal and you’re just kind of, I mean you’ve got to have your goals obviously, but it’s just a bunch of people sitting around talking about the family or trying to get them to a positive point in their life.” (DJO interview, Case J, Audio-recorded, Lines 106-113)

CATEGORY	
Mesosystem factors that support or hinder decision making	
SUB-CATEGORY:	Standardization of practices and procedures
PROPERTY	Consistency in application
DIMENSION	Inconsistent to Consistent
TEXT EXAMPLE	
	<p>“I would say it doesn’t always work out that way, but it is nice if you have that meeting about or around court, you get the most up to date information, because like if you had a meeting a month before court and you write your report and you haven’t had much contact, things can change a lot in a month, and certainly it’s great when it does happen, but it doesn’t always happen that way” (Deputy juvenile officer interview, Case J, Audio-recorded, Lines 137-141).</p>
	<p>He found his own placement through a friend, and the mother is okay with him living there. Mom has been cleared by the court to be a foster parent. (Case manager interview and meeting notes, Case J, Not Recorded, Lines 35-37)</p>
	<p>“I knew him briefly when he lived here years ago, my son and him had been friends, that’s why we were able to go through the kinship process instead of just regular foster care...but I didn’t really know of him a whole lot” (Foster parent interview, Case J, Recorded, Lines 3-13).</p>
	<p>‘I found the aunt-she is technically a second cousin. She’s very committed to being in his life. But there were transportation issues, and she has a 3 bedroom housing. That is a problem. We are waiting for oldest daughter to move out. The 2 older kids share a room, then there’s a younger son. CD Licensing wasn’t willing to work with them’ (Extreme recruiter interview, Case F, Lines 27-30).</p>

CATEGORY	Mesosystem factors that support or hinder decision making
SUB-CATEGORY:	Standardization of practices and procedures
PROPERTY	Timeliness
DIMENSION	Supports solutions to slows down processes
TEXT EXAMPLE	
	<p>“But there was only one training that I actually had to go to, about a half-day training. It was really condensed. They provided you with the information to take back home to refer back to if you had further questions” (Foster parent, Case J, audio-recorded, Lines 31-33).</p> <p>“If you don’t have a CASA and something happens after 5:00 or whatever time it is, I don’t even know what time it is, you call your CD worker, the ones that I come across, they don’t even look at it, it’s after hours, or they might look at it and put their phone down. I see people do that all the time. Then they go on back to what they’re doing, it’s after hours. These kids are around longer than 8 hours a day” (CASA Interview, Case A, Audio-Recorded).</p> <p>“We were told by our director, department of social service/children’s division’s director, that we had to begin seeing our children in the county where they’re at. Every month we had to drive to wherever our children were placed, that were in the custody of SC county. So at that time, Evelyn was in Joplin, that only lasted about a month. Then I had another kid I placed in Springfield, so every month I was driving to Springfield. He said it was very important for these youth to see us every month. So again, I’m hopping in my car driving to Springfield and back one day a month, which that’s an entire day trip, so I lose an entire trip, or entire day. Then also, in those counties that we don’t work in we don’t know the services there , and it’s still an ongoing battle with our director now, in getting him to listen to us, to say this is not feasible, it’s not good” (Case manager interview, Case E, recorded, Lines 151-155).</p>

CATEGORY	
Mesosystem factors that support or hinder decision-making	
SUB-CATEGORY:	Standardization of practices and procedures
PROPERTY	Transparency
DIMENSION	Intransparent to transparent
TEXT EXAMPLE	
	"I was kind of taken aback about the lady from Chafee coming because I had never heard of that organization before, and so I don't know that that was explained, quite as well as it could have been in the meeting, to make sense of the services" (Foster Parent Interview, Case J, Recorded, Lines 130-132).
	"Often times I am confused as to the extent of my involvement in James's careplan and my role as an integral part of his care team. I feel at times hesitant to bring my concerns to the caseworker due to his current caseload and responsibilities." (Foster parent Empowerment Scale, Comments, Case J)
	"I don't believe any questions were directed towards me. It was basically J's lawyer and the M's, and J, which is fine. Sometimes you kind of feel like an outsider in the whole thing, and for me transparency is very important, especially in a situation where you've got a youth that may be trying to work the system a little bit. We really, the whole team needs to be a lot more transparent and having maybe meetings to discuss things" (Foster parent Interview, Case J, Lines 175-179).
	"There's one other thing I wanted to add to it, as far as the transparency of everything, because I've noticed with J's behavior, that some things are being said to some groups of people and some things are being said to others and I think kids of divorced parents will do the same thing. I think that J, it's not his fault, but I think that's kind of how he operates because of the situations that he's been in.."(Foster parent Interview, Case J, Lines 195-199)
	"I still feel I have lots of questions. And I wasn't sure I was comfortable to discuss openly all of those questions openly in front of YP because I don't want him to fear, oh she's just gonna give up on me. Because that's not my intention, whatsoever, I just want to make sure we're doing what's best" (Foster Parent Interview, Case J, Lines 82-85).