

# Profile of Parenting Study (POPS)

**A Decision Support Tool for Potential Foster, Kinship or Adoptive Parents**



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## Profile of Parenting Study

The Profile of Parenting Study is a tool developed in Tennessee to assist in identifying and developing potential foster, kinship or adoptive parents. The POPS build from the foundation of the Child and Adolescent Needs and Strengths (CANS), the Family Advocacy & Support Tool (FAST), and the Adult Needs and Strengths (ANSA) and the five protective factors that are at the heart of the Center for the Study of Social Policy's Strengthening Families Initiative. A large number of individuals have collaborated in the development of the POPS including Michael Leach, Lawanda Christmon-Meneese, April Anderson and Rebecca Buckles of Vanderbilt Center of Excellence, Theresa Benson, Angela Kranhold, Heather Helton of University of Tennessee, Knoxville, Meghan Posey of Camelot Care Centers, Inc., as well as the 30 states, national and federal partners, and thousands of program practitioners that are part of the Strengthening Families National Network.

The Profile of Parenting Study is an open domain tool, designed to support the identification and development of foster parents. The POPS is developed from a communication perspective so as to facilitate the linkage between the assessment process and the design of development plans in determining next steps and additional training need or support for the people interested in becoming foster, kinship or adoptive parents. The POPS can be a guide to make sure all pertinent information is gathered and we plan around identified family needs and strengths. It can be used collaboratively with prospective parents as they should be part of the planning process. The POPS can be used as either a prospective assessment tool for decision support during the process of planning services, or as a retrospective assessment tool based on the review of existing information for use in the design of service systems.

Hopefully this tool will serve as a valuable contribution to those states who are moving toward taking a protective factors approach in their child welfare practice. For more information and about the national Strengthening Families Initiative and more tools for use with child welfare practice see also the Strengthening Families website at <http://strengtheningfamilies.net>.

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# Profile of Parenting Study

## POPS

### Manual

#### FOUR KEY COMPONENTS OF A COMMUNIMETRIC TOOL

1. Items are selected based on relevance to planning. Items are selected because they might lead you down different pathways of service planning.
2. The POPS is an item-level tool. Each item should be relevant to what you might do next. Action levels for all items. Levels of items (0, 1, 2, 3) translate immediately into action levels.
3. The POPS is descriptive. It is about the 'what' not about the 'why'. This is useful in working with families. The initial focus of the assessment is to describe where needs and strengths exist not to determine why they exist. Stigma and judgment come from the 'why' so this strategy helps initial rapport with families. They 'why' may be obtained in the interview.
4. The ratings are about the applicant, not about the service. Rate needs when masked by interventions.

#### Anchor Definition Meaning

##### NEEDS-

- |   |  |
|---|--|
| 0 | No need no action. No evidence or no reason to believe that the rated item requires training/intervention.                   |
| 1 | Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.                    |
| 2 | Action needed. Some training/intervention is needed to address the problem/need.   |
| 3 | Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting |

##### STRENGTHS-

- |   |   |
|---|---|
| 0 | Centerpiece Strength—this is a very well developed area. This individual could teach others   |
| 1 | Useful Strength— this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent. |
| 2 | Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting  |
| 3 | No Strength Identified—this is an area that must be fully developed   |

#### Utilization

- The tool can be used collaboratively with prospective parents.
- Any item in the strength section rated as a "0" must show documentation in the appropriate narrative section showing why this is a centerpiece strength.
- Any item rated as a '2' or '3' must be discussed in the appropriate narrative section on why this is a actionable need or a strength that needs to be built.
- If scored a "2" or "3" elaborate on areas of weakness and how to improve.
- Any item rated as a '2' or '3' must be discussed with supervisor to address approval status or future training/supervision options. These training/supervision options must be discussed in the home study.
- Refer to Documentation of the Resource Family Home Study manual for example questions to help gather information needed to complete the POPS.
- Resource parents will be reassessed during reassessment period.
- Resource parents can be reassessed at *anytime* there are concerns about their ability to parent. (E.g. SIU, several disruptions, violations of policy, etc.)

# Profile of Parenting Study (POPS) Tool

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Resource Home ID: \_\_\_\_\_ Date: \_\_\_\_\_ Initial ☐ Reassessment ☐

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Applicant/Resource Parent Family Name (s): \_\_\_\_\_

Applicant/Resource Parent #1 Name \_\_\_\_\_

Applicant/Resource Parent #2 Name \_\_\_\_\_

Assessor: \_\_\_\_\_  
Print Name
Signature

The home study writer's supervisor will review and approve after the tool is completed. The supervisor's role is to help assist staff identify areas of weakness that will need follow up, and determine if this family is appropriate for approval or requires additional assistance.

Team Leader: \_\_\_\_\_  
Print Name
Signature

Interview With \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

Interview With \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

Interview With \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

Interview With \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

Interview With \_\_\_\_\_ Location \_\_\_\_\_ Date \_\_\_\_\_

## I. Knowledge of Parenting and Child Development

### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well developed area. This individual could teach others  
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent.  
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting  
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Resource Parent #1				Applicant/Resource Parent #2				
	0	1	2	3		0	1	2	3
1. Knowledge of child's needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nutrition management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Effective parenting approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Primary care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Value of child's play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Birth sibling relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Child & birth family background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Working with birth parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## II. Ability to Nurture Social & Emotional Competence of Children

### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well developed area. This individual could teach others  
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent.  
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting  
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Resource Parent #1					Applicant/Resource Parent #2					
	0	1	2	3	NA		0	1	2	3	NA
14. Empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Ability to listen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Impact of own behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Managing abuse/neglect behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Managing sexual abuse behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Managing unruliness/delinquency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. Managing separation & loss	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22. Adopted child status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Post adoption contact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### III. Identification and Use of Concrete Supports

#### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well developed area. This individual could teach others  
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent.  
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting  
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Resource Parent #1					Applicant/Resource Parent #2			
	0	1	2	3		0	1	2	3
24. Involvement with care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Knowledge of service options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Knowledge of rights and respon.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### IV. Positive Family Community and Social Connections

#### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well developed area. This individual could teach others  
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent.  
 2 Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting  
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Resource Parent #1					Applicant/Resource Parent #2			
	0	1	2	3		0	1	2	3
28. Caregiver collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Partner relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Relationships with extended family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Community involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Natural supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Family versatility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### V. Parental Resilience

#### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well developed area. This individual could teach others  
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent.  
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting  
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Resource Parent #1					Applicant/ Resource Parent #2			
	0	1	2	3		0	1	2	3
34. Recreation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Optimism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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36. Problem solving	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
37. Accepting of diversity	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
38. Resilience	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

**VI. Parental Health****DESCRIPTIONS OF ACTION LEVELS**

<b>KEY:</b>	0	No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
	1	Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
	2	Action needed. Some training/intervention is needed to address the problem/need.
	3	Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Resource Parent #1					Applicant/ Resource Parent #2			
	0	1	2	3		0	1	2	3
39. Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Mental health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Substance use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Developmental	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Post traumatic reactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Hygiene and self care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Childhood hx of deprivation/trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Childhood hx of victimization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**VII. Family Economics****DESCRIPTIONS OF ACTION LEVELS**

<b>KEY:</b>	0	No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
	1	Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
	2	Action needed. Some training/intervention is needed to address the problem/need.
	3	Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Resource Parent #1					Applicant/Resource Parent #2			
	0	1	2	3		0	1	2	3
47. Financial resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Residential stability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Resources for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## VIII. Home Safety Factors

### DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.  
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.  
 2 Action needed. Some training/intervention is needed to address the problem/need.  
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Resource Parent #1				Applicant/Resource Parent #2				
	0	1	2	3		0	1	2	3
52. Child Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Securing meds/weapons/hazards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Neighborhood safety resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Condition of the home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Domestic Violence in home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## IX. Children or Other Adults Residing in (or frequently visiting) the Home

### 57. DESCRIPTIONS OF ACTION LEVELS –

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.  
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.  
 2 Action needed. Some training/intervention is needed to address the problem/need.  
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

			0	1	2	3
57. Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name _____	Relationship _____	High Risk Behaviors _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>