The National CASA Association, together with its state and local members, supports and promotes court appointed volunteer advocacy for abused and neglected children so that they can thrive in safe, permanent homes.

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How to Use the Volunteer Manual

The National CASA/GAL Volunteer Training Curriculum is designed to give you a solid base of knowledge and skills to begin your volunteer work. The Volunteer Manual will serve as your guide during training and will continue to be an important resource to which you refer throughout your service as a CASA/GAL volunteer.

The manual begins with an overview of the CASA/GAL volunteer role, the need for volunteer advocates, and the history of child advocacy in the United States. It then moves into specific skills and knowledge you need in order to work effectively with children and families. Next, you learn about the specific steps you will follow once you are assigned to a case, from gathering information and taking notes to writing court reports and monitoring a case. The final chapter covers procedural information and gives you a chance to review the information and skills you have learned. The material in each chapter builds on knowledge gained in previous chapters, and information and tasks progress from simple to complex.

Each chapter centers on a series of activities. These activities are designed with the understanding that different people learn differently. For instance, some people are highly visual learners, while others learn best when hearing material read aloud or when connecting movement and action to the learning process. Each chapter includes activities that appeal to various learning styles. The activities are designed to help you learn new material, relate it to what you already know, apply what you’ve learned, and consider how you will use it in the future. Activity instructions appear in boxes and are frequently followed by text or worksheets.
The curriculum’s **case studies** allow you to apply what you are learning to a case. You will use the Harris-Price case, which appears at the end of Chapter 1, to apply material from Chapters 1–7. You will use the Kaylee Moore case, which unfolds throughout Chapters 8 and 9, as you practice various aspects of the CASA/GAL volunteer role. An optional activity in Chapter 10 uses a third case as a wrap-up for the entire curriculum.

The facilitator will assign **homework** at the end of each chapter. The homework is an essential tool; it allows you to apply what you’ve learned, explore topics in more depth, or prepare for the next session.

Throughout the Volunteer Manual you will find **Learn More!** references in the margins. These point you to websites or to the curriculum’s Resource Materials for more in-depth exploration of a particular topic.

The **Glossary** at the back of the Volunteer Manual defines terms that appear in the curriculum as well as those that you will encounter during your work as a volunteer.

A list of **Web Resources** appears at the back of the Volunteer Manual and on the Resource Materials CD. Organized by topics covered in Chapters 1–7, this list points to a wealth of websites where you can find additional information about topics related to CASA/GAL volunteer work.

Also organized by chapter, the **Resource Materials CD** contains articles that provide in-depth exploration of topics touched on in the Volunteer Manual. If you do not have access to a computer with a CD drive, please tell the facilitator and make arrangements to access the Resource Materials in another form.

Throughout the curriculum the facilitator will provide additional **handouts**, some of which provide information specific to your local area or tribal program. Insert the handouts in the appropriate chapter in the Volunteer Manual, so you can refer back to them in the future.

The facilitator will hand out **time sheets** during the first training session. Use this time sheet to keep track of the time you spend training, traveling to and from class, doing homework, and so on, for the length of the training. This will help you become accustomed to tracking your volunteer hours. The facilitator will collect these time sheets at the end of the training course.
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In this chapter I will explore the goals of CASA/GAL volunteer training. I will learn what I can expect and what is expected of me as an active participant in this training program. Additionally, I will learn how to recognize child abuse and neglect. Finally, I will be introduced to the roles and responsibilities of a CASA/GAL volunteer.

By the end of this chapter, I will be able to . . .

✓ Describe the CASA/GAL volunteer mission of advocating for children
✓ Articulate what constitutes child abuse and neglect
✓ Explain what is meant by “best interest” and “minimum sufficient level of care”
✓ Define the CASA/GAL volunteer role and the parameters of the volunteer-child relationship
✓ Identify attitudes, values, and skills that will help me perform my CASA/GAL volunteer work
✓ Describe what is expected of me during the training and identify my expectations for this training course
CHAPTER 2
Introducing the Law, the Child Protection System & the Courts

HOMEWORK RECAP

RESOURCE MATERIALS EXPLORATION

Look at the Chapter 2 Web Resources or the Chapter 2 Resource Materials. Pick at least one website or article to explore, and bring back what you learn to share with the group, the facilitator, and your local CASA/GAL program. When you come to this training session, write up a brief description of the resource on an index card provided by the facilitator.

MEDIA REPORTS ON CHILD ABUSE

Look and listen for media reports (newspaper stories, magazine articles, TV reports, and/or radio broadcasts) regarding child abuse today. Make notes about information that you find. We will use the information that you gather to compare child abuse today with child abuse historically.

GOAL

In this chapter, I will increase my understanding of child abuse and neglect issues and the development of child advocacy laws. I will be introduced to the laws, the child protection system, and the court procedures that apply to my work as a CASA/GAL volunteer.

OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Describe how the history and development of child abuse and neglect laws affect policy and law today
✓ Identify applicable state, tribal, and local laws and understand how these laws guide the work of the CASA/GAL volunteer
✓ Explain how a child abuse or neglect case enters the child protection system
✓ Recognize the different hearings and what occurs at each point in the juvenile court process
✓ Identify the roles and perspectives of the various people in a child abuse or neglect court case
### Federal Child Abuse & Neglect Laws


Created the National Center on Child Abuse and Neglect and earmarked federal funds for states to establish special programs for child victims of abuse or neglect.

**This law requires that states:**
- Have child abuse and neglect reporting laws
- Investigate reports of abuse and neglect
- Educate the public about abuse and neglect
- Provide a guardian ad litem to every abused or neglected child whose case results in a judicial proceeding
- Maintain the confidentiality of child protective services records

**For CASA/GAL volunteers:**
- Learn whether you, as a CASA/GAL volunteer, are a mandated reporter.
- Learn whether the guardian ad litem has to be an attorney in your state.

#### 1978: Indian Child Welfare Act (ICWA), Public Law 95-608

- Recognizes that Indian children have special rights as members of sovereign nations within the United States
- Responded to congressional hearings in the 1970s that revealed a pattern of public and private removal of Indian children from their homes, undermining their families and threatening tribal survival and Native American cultures
- Was designed to implement the federal government’s trust responsibility to the nations by protecting and preserving the bond between Indian children and their tribe and culture
- Sets up placement preference schemes for foster care placements and adoptions of children who have been determined to be Indian children
- Establishes the right of certain entities, including the tribe and the Indian custodian, if one exists, to appear as parties to child welfare cases
- Determines when and if a case should be transferred to tribal court
- Describes rights of the Indian child and the child’s tribe

**For CASA/GAL volunteers:**
- Ask whether every child has Native heritage.
- Investigate tribal resources and services that can be of great benefit to the child.
- Be aware that jurisdiction can be transferred to the tribal court.
- Pay attention to the heritage and identity needs of the child.
- Remember that ASFA timelines (see next page) do not apply to Indian children.
- Keep in mind that ICWA takes precedence over other federal and state law.
# Federal Child Abuse & Neglect Laws


**This law requires that states:**
- Recruit culturally diverse foster and adoptive families
- Comply with the Indian Child Welfare Act
- Establish standards for foster family homes and review the standards periodically
- Set goals and a plan for the number of children who will be in foster care for more than 24 months
- Provide “reasonable efforts” to prevent or eliminate the need for removal of the child from his/her home or to make it possible for the child to return to his/her home
- Have a data collection and reporting system about the children in care

**For CASA/GAL volunteers:**
- Consider possible placements that respect the child’s cultural heritage but do not limit his/her options.
- Learn the name of the data collection system used in your state:
  - [Insert Name]
- Learn how to access this information:
  - [Insert Access Information]
  - [Insert Access Information]

## 1990: Indian Child Protection and Family Violence Prevention Act

- Establishes federal requirements for the reporting and investigation of child abuse and neglect on tribal lands
- Requires background checks on individuals who have contact with Indian children (including foster and adoptive families)
- Authorizes funding for tribal child abuse prevention and treatment programs

## 1993: Court Improvement Legislation

Encourages reform in the court system

## 1994: Multi-Ethnic Placement Act (MEPA)

**The goals of this law are to:**
- Decrease the time children wait to be adopted
- Prevent discrimination on the basis of race, color, or national origin in the placement of children and in the selection of foster and adoptive placements
- Facilitate the development of a diverse pool of foster and adoptive families

## 1996: Child Abuse Prevention and Treatment Act (CAPTA) Amended

Amended to include Court Appointed Special Advocates as guardians ad litem

## 1997: Adoption and Safe Families Act (ASFA), Public Law 105-89

**This act embodies three key principles:**
- The safety of children is the paramount concern.
- Foster care is a temporary setting and not a place for children to grow up.
- Permanency planning should begin as soon as the child enters foster care.

**The act directs timelines within which the child welfare system operates:**
- Requires permanency plan within 12 months
- Requires dispositional hearing within 12 months of placement
- Requires court reviews every six months

## 1997: Volunteer Protection Act

Limits liability of volunteers

## 1999: Foster Care Independence Act

Addresses needs of older youth in foster care, particularly those aging out of the system
Activity 2E: How a Case Enters the System

Part 1: Read the following four child abuse report scenarios.

SCENARIO 1

Mrs. Delma Barnes lives next door to Sharon Frazier and her daughter Taysia, who is seven. Mrs. Barnes called the child protection agency hotline to report that she observed Taysia being spanked with a hand by her mom. When asked, Mrs. Barnes told the caseworker that it wasn’t an “extra-hard spanking,” but that she just did not believe in spanking children at all. Mrs. Barnes said she saw Taysia afterward, and there were no bruises or marks from the spanking. Mrs. Barnes talked with Taysia, who told her she didn’t like being spanked. The case was screened out by the intake worker, so there was no investigation.

SCENARIO 2

Joey, age 3, attends daycare, where a staff member noticed a mark on his leg that looked suspicious. The daycare worker, being concerned, called the child protection agency hotline to report the bruise. After talking with the child and his parents, as well as several neighbors, the investigating caseworker found that the bruise occurred while Joey was playing. All accounts of the situation were the same and were found believable. There was no evidence to support that Joey was abused or neglected; therefore, the case was not substantiated and was closed.

SCENARIO 3

First-grade teacher Susan Williams called the child protection agency hotline to report a concern about two of her students, Dot and Stan Grant, 6-year-old twins. They live with their mother, Arlene, and her boyfriend, Tom. Ms. Williams is concerned that the twins are in the middle of fights between Arlene and Tom. There were bruises on Dot’s face, which she said happened when Tom accidentally hit her when he was trying to hit her mom.

A caseworker talked with the children separately at school and both children said that their mom and her boyfriend drank beer and smoked “little white cigarettes that they put green stuff in.” They also reported that the cigarettes “smelled funny.” Both children told the caseworker that their mom and Tom fight and that he hits their mom. Both children have observed these fights, and from their descriptions it seems the fights occur quite often, especially when Arlene and Tom are partying. Both Dot and Stan said they were afraid of Tom.

When interviewed by the caseworker, Arlene admitted that Tom drank beer but said he didn’t do drugs anymore. She denied that she drank or did drugs herself. She told the caseworker that sometimes they fought, “but who doesn’t?” She said that Tom didn’t hurt her and had never hit her. She was surprised that the caseworker could have gotten information that was so wrong. She didn’t want the caseworker to talk with Tom. When the caseworker explained that interviewing Tom was necessary, Arlene had a nervous expression on her face.
Tom was visibly displeased when the caseworker arrived to talk with him. He told her that it was none of her business what he did in his home. He said he was good to Arlene’s children and bought them what they needed. Even though he and Arlene did fight sometimes, he said, he would never hit her. Tom denied using drugs but told the caseworker that he would drink a beer whenever he wanted.

Further interviews were conducted with the teacher, the maternal grandmother, a neighbor, and a friend of the mother. All but the friend were concerned about these children and told the caseworker that the twins were often in the middle of fights and there was “partying” going on at the home all the time.

Due to the children’s disclosures, observations from interviews with their mom and her boyfriend, and information from the collateral contacts, neglect was substantiated. The case will go to Family Support for treatment. Court intervention will not be sought at this time.

First three situations drafted by Angie Pittman, Family Permanency Supervisor, DSS, Buncombe County, North Carolina.

SCENARIO 4

Dr. Valerie Alajuwon called the child protection agency hotline and stated she had examined and admitted 15-month-old Alexa James, who was brought in by her mother, Sheila Washington, and Sheila’s live-in boyfriend, Lewis Murphy. Alexa could not bear weight on her right leg. X-ray results showed a fracture of her right tibia (lower leg) and a one-to two-week-old fracture of her right femur (upper leg).

When interviewed by the caseworker, neither Ms. Washington nor Mr. Murphy could explain Alexa’s injuries. They claimed to be the child’s only caretakers. The caseworker requested that Dr. Alajuwon do a complete physical examination of Alexa, including a series of X-rays. The X-rays revealed a healing rib fracture in addition to the two leg fractures. Since the three fractures were in various stages of healing, Dr. Alajuwon diagnosed Alexa as a victim of battered child syndrome.

At the time of Alexa’s discharge from the hospital, there was no new information as to the cause of her injuries. The various ages, type, severity, and location of the injuries without explanations about their occurrence indicated the injuries were nonaccidental. Therefore, to ensure the child’s care, supervision, and protection, a petition was filed and Alexa was placed in foster care. When the petition was filed, Penny Ferguson, a CASA/GAL volunteer, and Webster Lance, attorney for the child, were assigned to Alexa’s case.

From the North Carolina Guardian ad Litem volunteer training curriculum.

**Part 2:** Listen as the facilitator presents information about the four stages cases go through to enter the system. In the large group, discuss the questions for each stage and record the answers in the space provided.
HOMEWORK RECAP

RESOURCE MATERIALS EXPLORATION

Look at the Chapter 3 Web Resources or the Chapter 3 Resource Materials. Pick at least one website or article to explore, and bring back what you learn to share with the group, the facilitator, and your local CASA/GAL program. When you come to this training session, write up a brief description of the resource on an index card provided by the facilitator.

CULTURAL EXPLORATION

Prior to beginning work on this chapter, read the articles about cultural competence issues assigned and provided by the facilitator. The facilitator will let you know which cultural groups in your community you should be familiar with as a CASA/GAL volunteer. As you read the articles, note any questions or ideas you have for working with people from different cultures. These articles do not necessarily represent the viewpoint of the National CASA Association or your local CASA/GAL program. Please recognize that no single article about a cultural group can adequately describe one person or one family. These articles are designed to provide an introduction to the many cultures and perspectives represented in your communities. In order to gain a broader understanding of a particular cultural group, consider doing research on your own.

GOAL

In this chapter, I will become familiar with some of the current thinking regarding cultural competence, diversity, and the adverse effects of bias and discrimination. I will better understand my cultural influences and personal biases, and I will strive to increase my cultural competence and sensitivity in my work as a CASA/GAL volunteer.
OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Recognize that there are many facets of diversity and develop a working vocabulary related to diversity issues

✓ Explain how diversity and cultural competence among CASA/GAL volunteers benefit children and families

✓ Explore my identity and my culture’s effects on my values, attitudes, and behaviors

✓ Recognize how becoming culturally competent can help me to avoid stereotyping

✓ Explore the causes and effects of disproportionality in the juvenile court and foster care systems

✓ Identify and apply culturally competent practices in my work with children and families

✓ Identify community resources that will increase my understanding and appreciation of diversity

✓ Determine the steps I can take to increase my cultural competency and to demonstrate the high value I place on culturally competent child advocacy

✓ Recognize that becoming culturally competent is a lifelong process
In the context of the CASA/GAL volunteer role, cultural competence is the ability to work effectively with people from a variety of backgrounds. It entails being aware and respectful of the cultural norms, values, traditions, and parenting styles of those with whom you work. Striving to be culturally competent means cultivating an open mind and new skills and meeting people where they are, rather than making them conform to your standards.

Each child and each family is made up of a combination of cultural, familial, and personal traits. In working with families, you need to learn about an individual’s or family’s culture. When in doubt, ask the people you are working with. It might feel awkward at first, but learning how to ask questions respectfully is a vital skill to develop as you grow in cultural competence. Once people understand that you sincerely want to learn and be respectful, they are usually very generous with their help.

Developing cultural competence is a lifelong process through which you’ll make some mistakes, get to know some wonderful people in deeper ways, and become a more effective CASA/GAL volunteer.

**Activity 3F: Expanding Your Cultural Knowledge — Homework Review**

For homework, you read some articles that shared information and insights about the experiences and cultures of several different cultural groups, including those that are a part of your local community. Remember that these articles contain generalizations and cannot adequately describe any one person, family, or cultural group. Think about how difficult it might be to decide what to include and what to leave out if you were writing an article about your own cultural group.

In your small groups, answer the following questions:

- What did you find surprising or interesting in your reading?
- What did you learn that will help you in your role as a CASA/GAL volunteer?

Share highlights from your discussion in the large group.

**Activity 3G: Stereotyping vs. Cultural Competence**

**Part 1:** In your small group, discuss the following:

- Identify examples in the media where you have seen a community or culture stereotyped.
- Share an experience in which you were stereotyped or misunderstood by a person from another culture.
Part 2: Read the material below about stereotyping. In the large group, identify how stereotyping might affect your ability to be an effective advocate for a child.

**Stereotyping vs. Cultural Competence**

Stereotypes are rigid and inflexible. Stereotypes hold even when a person is presented with evidence contrary to the stereotype. Stereotypes are harmful because they limit people’s potential, perpetuate myths, and are gross generalizations about a particular group. For instance, a person might believe that people who wear large, baggy clothes shoplift. Teenagers wear large, baggy jackets; therefore, teenagers shoplift. Such stereotypes can adversely affect your interactions with children and others in your community. Even stereotypes that include “positive” elements (e.g., “they” are quite industrious) can be harmful because the stereotypes are rigid, limiting, and generalized.

Unlike stereotyping, cultural competence can be compared to making an educated hypothesis. An educated hypothesis contains what you understand about cultural norms and the social, political, and historical experiences of the children and families with whom you work. You might hypothesize, for example, that a Jewish family is not available for a meeting on Yom Kippur, or that they would not want to eat pork. However, you recognize and allow for individual differences in the expression and experience of a culture; for instance, some Jewish people eat pork and still are closely tied to their Jewish faith or heritage. Another example might be that some African American families celebrate Kwanzaa, while others do not.

As an advocate, you need to examine your biases and recognize they are based on your own life and do not usually reflect what is true for the stereotyped groups. Everyone has certain biases. Everyone stereotypes from time to time. Developing cultural competence is an ongoing process of recognizing and overcoming these biases by thinking flexibly and finding sources of information about those who are different from you.
CHAPTER 4

Understanding Families—Part 1

HOMEWORK RECAP

RESOURCE MATERIALS EXPLORATION

Look at the Chapter 4 Web Resources or the Chapter 4 Resource Materials. Pick at least one website or article to explore, and bring back what you learn to share with the group, the facilitator, and your local CASA/GAL program. When you come to this training session, write up a brief description of the resource on an index card provided by the facilitator.

MENTAL ILLNESS & DOMESTIC VIOLENCE

Read the information on mental illness and domestic violence that appears in Units 5 and 6 of this chapter. Note any questions you have in the margins.

COMMUNITY RESOURCES

Begin to gather information about the community resource you selected during the previous training session. You will present your report on community resources during the session addressing Chapter 9.

GOAL

In this chapter, I will learn a strengths-based approach to understanding families and children. I will learn about indicators and risk factors for child abuse and neglect, and I will consider how stress, mental illness, and domestic violence impact families.

OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Identify the strengths and resources of families
✓ Use cultural norms and community standards as a framework for understanding families
✓ Recognize how times of stress and crisis affect families and children
✓ Identify risk factors associated with child abuse and neglect
✓ Explain how mental illness and domestic violence impact families and children
✓ Examine how my personal values and biases about mental illness and domestic violence can affect my objectivity regarding the best interest of the child
HOMEWORK RECAP

POVERTY—THE NUMBERS

In 2004, $15,219 was the federal poverty threshold for a three-person family. A three-person family earning less than $7,610 lived in “extreme poverty” (less than half the federal poverty level). In that year, more than 5.5 million children lived in extreme poverty. These families earned less than $634 a month, $146 a week, or $20 a day to meet all basic needs: food, clothing, shelter, health care, etc.


Consider the above information about the federal poverty level. Assume you have $15,000 a year to live on. Using the cost-of-living information the facilitator distributes and the Monthly Budget Worksheet, devise a monthly budget for $1,250 that includes expenses for housing, utilities, food, clothing, transportation, entertainment, childcare, and medical expenses. Think about what strengths or abilities a person needs in order to live on $15,000 a year.

COMMUNITY RESOURCES

Continue to gather information about the community resource you selected during a previous training session. You will present your reports on community resources during the session addressing Chapter 9.

GOAL

In this chapter, I will increase my understanding of families and my ability to assess the family situations of the children I will encounter as a CASA/GAL volunteer. In particular, I will consider the issues of substance abuse by parents/caregivers and poverty and how these issues impact families and children.
OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Identify how substance abuse/addiction impacts families and children

✓ Examine how my personal values and biases about substance abuse/addiction can affect my objectivity regarding the best interest of the child

✓ Explain why poverty is a risk factor for children

✓ Describe why the “minimum sufficient level of care” standard is in the best interest of the child
Activity 5D: Finding a Balance

Part 1: Read the case summary below and then listen as the facilitator presents key points to consider in deciding whether to recommend that a child return home to his/her family.

One-year-old Amber has been in foster care since shortly after her birth. She tested positive for two illegal substances at birth and showed signs of withdrawal. Vanessa, her mother, has been in recovery for six months. She has had one known relapse, but has had negative drug screens and good reports for the last two months. Everyone involved in the case agrees that she is not yet ready to have Amber live with her. She started a new job two weeks ago and does not yet have stable housing.

Can the Child Return Home?
Key Points to Consider

In deciding whether a child can return home to a family where substance abuse occurs, a number of factors should be weighed. These include:

• The parent’s ability to function in a caregiving role
• The child’s health, development, and age
• Parental history of alcohol or other drug abuse and substance abuse treatment
• Safety of the home
• Family supports
• Available treatment resources
• Treatment prognosis and/or length of sobriety

A dilemma that often arises is the conflict between the legal mandate (and the child’s need) for permanence (ASFA) and the long-term treatment (including inpatient treatment) that substance-abusing parents may need. If a parent is in treatment, consideration should be given to placing the child with the parent rather than in foster care. Although it is often the only available option, the child may feel punished when he/she is placed in foster care or away from the parent. The focus should be to support success in treatment, not to punish the parent by withholding the child.

Part 2: The facilitator will divide you into two groups: One group is to make an argument for terminating Vanessa’s parental rights so Amber can be adopted by her foster parents; the other is to make an argument for giving Vanessa more time to show she can parent Amber. Share your arguments in the large group.
What a CASA/GAL Volunteer Can Do

Educate yourself about the power of addiction and about resources such as Alcoholics Anonymous, Narcotics Anonymous, Rational Recovery, Al-Anon, Alateen, and Nar-Anon. Support those family members who are willing to deal with the substance abuse problem, even if the person with the substance dependence is not.

Services for which you might advocate include:

- Thorough assessment with recommendations for treatment
- Substance abuse treatment services (especially programs where the child can be with the parent, if appropriate)
- Home-based services to build family skills
- Relocation out of an environment where drug or alcohol use is pervasive
- Financial assistance and childcare while parents are in treatment
- Support services such as SSI (Supplemental Security Income), TANF (Temporary Assistance for Needy Families), food stamps, job training, and child support
- When a child is in foster care, frequent visitation in a homelike atmosphere or a natural setting such as a park
- Assistance for the parent seeking to flee a domestic violence perpetrator—for example, obtaining a protective order, securing alternative housing, and taking other necessary steps (substance-abusing domestic violence victims are more likely to remain sober away from the abuser)

LEARN MORE!

For more information on making permanency recommendations for children when parental substance abuse is involved, see the article “The Treatment Perspective in Permanency Decisions for Substance Abusing Parents” in the Chapter 5 Resource Materials.
HOMEWORK RECAP

PSYCHOLOGICAL & EDUCATIONAL ISSUES

Read the descriptions in the Chapter 6 Resource Materials of common psychological and educational issues that affect children. Consider the following questions in preparation for this session:

- How will this information assist you in your work as a CASA/GAL volunteer?
- What collaborations will you need to form in order to be a more effective advocate?
- What is one question you have about the reading?
- What more do you need to know about children?

COMMUNITY RESOURCES

Continue to gather information about the community resource you selected during a previous training session. You will present your reports on community resources during the session addressing Chapter 9.

GOAL

In this chapter, I will learn about child development, attachment, separation and loss, permanence, and resiliency in order to advocate effectively for a child. I will also become familiar with a range of educational, emotional, and psychological issues that affect children.
OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Identify age-appropriate behavior for children from birth through adolescence
✓ Name behavioral signs of attachment and lack of attachment in children
✓ Describe the concept of resiliency and identify protective factors
✓ Recognize typical reactions of children and their parents to separation and loss
✓ Articulate a child’s need for permanence
✓ Recognize psychological issues that affect children and identify indicators that a child might need professional assessment
✓ Describe educational challenges faced by children in foster care
Activity 6E: Ages & Stages—Rose

In pairs, look back at the Harris-Price case in Chapter 1. Using the Child Development Chart from Activity 6D, try to place the developmental level of 9-month-old Rose. Make notes in the chart on the next page for each of the areas of development: cognitive, psychological, moral, sexual, and motor. Consider these questions:

- Is Rose on target?
- What might a CASA/GAL volunteer do to gather additional information in order to assess her?
- What might help her in any areas in which she is lagging behind?

As you complete this activity, keep in mind the principles of development from the section “How Children Grow and Develop.” Also, remember that as a CASA/GAL volunteer you are not expected to be a child development expert. Rather, you need to be aware of typical child development so you will know when to recommend an assessment by a child development professional.

In the large group, the facilitator will ask for a few volunteers to share responses.

When observing a child’s development, keep in mind these key points:

- There is a wide range of typical behavior. At any particular age 25% of children will not exhibit the behavior or skill, 50% will show it, and 25% will already have mastered it.
- Some behaviors may be typical—in the sense of predictable—responses to trauma, including the trauma of separation as well as abuse and neglect.
- Prenatal and postnatal influences may alter development.
- Other factors, including culture, current trends, and values, also influence what is defined as typical.
- As a CASA/GAL volunteer, you need to become aware of your values, attitudes, and perceptions about what is typical in order to be more objective and culturally sensitive when assessing a child’s needs.
### Rose's Developmental Needs

<table>
<thead>
<tr>
<th>COGNITIVE</th>
<th>Sources of information or materials for further assessment</th>
<th>Resources to help child</th>
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An example from the Harris-Price case

Sources of information or materials for further assessment

Resources to help child
HOMEWORK RECAP

RESOURCES MATERIAL EXPLORATION

Look at the Chapter 7 Web Resources or the Chapter 7 Resource Materials. Pick at least one website or article to explore, and bring back what you learn to share with the group, the facilitator, and your local CASA/GAL program. When you come to this training session, write up a brief description of the resource on an index card provided by the facilitator.

COMMUNITY RESOURCES

Continue to gather information regarding the community resource you selected to report on in the Chapter 9 training session.

GOAL

In this chapter, I will practice communication skills that will help me interview and observe children, deal with conflict, and work collaboratively with others on a case. I will increase my understanding of confidentiality and privacy issues as they relate to building a trusting relationship with the children and families I will encounter in my CASA/GAL volunteer work.

OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Name the basic elements of effective communication
✓ Recognize that communication patterns differ across cultures
✓ Observe children and establish rapport and trust
✓ Identify different styles of dealing with conflict
✓ Practice a collaborative approach in my work as a CASA/GAL volunteer
✓ Apply the rules of confidentiality
HOMEWORK RECAP

THE KAYLEE MOORE CASE

For homework, you read an introduction to the Kaylee Moore case, which appears at the beginning of this chapter. This case is designed to unfold throughout Chapters 8 and 9, as you learn to perform various aspects of your role as a CASA/GAL volunteer.

COMMUNITY RESOURCES

Earlier in training, you selected an agency to research. A worksheet was provided as a tool to assist you in gathering information on services provided, access to services, etc. You will share the materials and information you gather during the Chapter 9 training session, when community resources will be introduced.

If you are having any trouble collecting information, be sure to ask for help from the staff of your local program.

GOAL

In this chapter, I will learn about the elements of a child's court case, become familiar with court forms, and practice the skills necessary to gather the information needed to be an effective advocate.

OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Describe how a CASA/GAL volunteer is appointed to a case
✓ Develop a plan to gather information about a case
✓ Conduct a CASA/GAL volunteer interview
✓ Take thorough and appropriate notes for a case
✓ Complete an investigation for a case
✓ Apply the requirements of the Indian Child Welfare Act to a case
The Kaylee Moore Case

Trisha Moore, age 22, brought her 4-year-old daughter, Kaylee, to the emergency room with burns on her legs. When hospital staff asked about how the burns occurred, Trisha just shook her head and would not answer any questions. Dr. Kate Mossman examined Kaylee and determined that the child had third-degree burns on her legs. After running a toxicology screen, the doctor concluded that Kaylee had been exposed to chemicals used to manufacture methamphetamine. When the doctor asked Kaylee how she got burned, she said that her mother and her mom’s boyfriend were cooking their medicine and it caught on fire. She said her mother and her mom’s boyfriend were cooking their medicine and it caught on fire.

Hospital staff called the county sheriff. Given the nature of the child’s injuries, the sheriff determined he had probable cause to search Trisha Moore’s car. Upon finding drugs, he arrested her.

The social worker at the hospital alerted Child Protective Services (CPS). CPS assigned Wilma Bailey to the case, and she went to the hospital to meet the child and Dr. Mossman. The doctor told Wilma that Kaylee would need to stay in the hospital a few more days but could then be released to a foster family. She would need some follow-up care, but the burns would heal.

Ms. Bailey discovered that Kaylee might be an Indian child as defined by the Indian Child Welfare Act (ICWA) and that her tribe (through her father) might be the Big River Nation. Wilma attempted to contact the tribal representative to notify the tribe that she was filing a petition for custody of Kaylee.

Children who are around areas used as methamphetamine labs get exposed to highly toxic chemicals. According to a policy brief by Carneval Associates, 60% of children removed from lab sites in 2003 had methamphetamine in their systems.
HOMEWORK RECAP

THE KAYLEE MOORE CASE

It will be helpful to review the material in Chapter 8 about the Kaylee Moore case right before this training session. Many of the activities in this chapter rely on knowledge about the case.

COMMUNITY RESOURCES

Each of you has been doing some research on one community agency and its services. During this training session, you will be asked to share the materials and information you gathered.

GOAL

In this chapter, I will practice the skills necessary to write an effective court report, appear in court, and monitor a case.

OBJECTIVES

By the end of this chapter, I will be able to . . .

✓ Identify community resources to address the needs of children and families
✓ Develop appropriate recommendations
✓ Explain the basic elements of a CASA/GAL volunteer court report
✓ Present my carefully prepared recommendations in court
✓ Monitor a case and advocate for a child until he/she is in a safe, permanent home
✓ Apply the principles of the Indian Child Welfare Act to my CASA/GAL volunteer work
HOMEWORK RECAP
The facilitator may have assigned homework in preparation for a wrap-up activity.

GOAL
In this chapter, I will identify ways to take care of myself while doing CASA/GAL volunteer work, become familiar with local office procedures, revisit the importance of focusing on the child’s needs, and review my personal expectations of the training experience and the course material.

OBJECTIVES
By the end of this chapter, I will be able to . . .
✓ Develop strategies to take care of myself and stay motivated in my work as a CASA/GAL volunteer
✓ Take steps to ensure my personal safety while volunteering
✓ Identify how the CASA/GAL program will support me in my volunteer work
✓ Follow local CASA/GAL program office procedures for case assignment, obtaining records, submitting court reports, and documenting hours and expenses
✓ Explain how a child’s sense of time requires moving quickly to achieve permanence
✓ List the principles of permanence and articulate how they will help me be an effective advocate
✓ Identify any of my expectations that were not met in training, and address—or make a plan to address—any remaining expectations