

Session 5: Wrapping Up—The Redd Case

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Online Learning

Online Facilitation Tips

In a blended-learning training environment, the facilitator must be adept and engaged not only in the in-person components but also in the online activity. The following online facilitation strategies are crucial in ensuring that participants stay engaged and learn the knowledge and skills necessary to complete their pre-service volunteer training prepared to take their first case:

Providing Technical Support: For some participants, this training will be the first time they have attempted to learn in an online environment. It's important to monitor participation very closely, especially at the beginning of the training period. If participants don't appear to be participating online, reach out to them to answer any questions or concerns they have about logging on or using the online tools.

Monitoring Online Participation: Just as facilitation of small and large group discussion is crucial in an in-person training environment, monitoring online discussion is essential in maintaining a safe and engaging blended-learning environment. At times, the online dialogue will revolve around sensitive or values-driven content; **it is your responsibility as facilitator to ensure that conversations remain respectful and on task.** In addition, you are responsible for holding volunteers accountable for full participation in the online components of this training curriculum. Just because participants complete the online components at their own pace and on their own time does not mean these components are optional.

Facilitating Online Dialogue: In a classroom setting, facilitators ask clarifying questions or in some cases play devil's advocate in order to help participants think about all sides of an issue. Your role in facilitating online discussions is very similar. When participants are asked to post their thoughts online as part of an activity, your role is to monitor the online discussion. If participants' posts are extremely brief, you should challenge them to dig deeper and expand on their thoughts (if appropriate). You should also engage participants online by asking clarifying questions or offering examples to reinforce how the content may play out in an actual case.

Community Resources: Prior to each online session, ask participants to research organizations or programs in your community that address a topic discussed in that session. For instance, in Session 5, participants might research organizations that provide resources useful to CASA/GAL volunteers. Ask each participant to post a three- or four-sentence description of one resource in the online Community Resources section.

The Online Parking Lot: Encourage participants to post in the online Parking Lot any questions that arise while they are completing their online work. You can either post your answers online or address the questions at the next in-person session.

Online Prep/Facilitator Involvement

Activity 5.1

- Register participants for the Redd case and provide login information to each participant.
- Provide your local court report template.
- Go through the Redd case if you have not already done so.
- Provide technical support to participants who need it.

Activity 5.2

- Collect questions participants post and share them with the guest speaker(s).

Parking Lot

- Check to see if participants post questions. Post answers or make a note to address the questions during the in-person portion of this session.

Community Resources

- Remind participants to post information.

The self-guided online component of Session 5 is intended to take from 3 hours and 10 minutes up to 3 hours and 40 minutes.

Session Overview

During this session, you will participate in an online case study that will closely mirror your experience as a future CASA/GAL volunteer and will test what you learned during this training. You will also learn more about your CASA/GAL program's policies and procedures and hear from a current volunteer.

Objectives

By the end of this session, you will be able to...

- Explain what went right and what went wrong in the Redd case
- Understand how to complete a court report
- Identify any of your expectations that were not met in training and address—or make a plan to address—any remaining expectations
- Explain local CASA/GAL program office procedures for case assignment, obtaining records, submitting court reports and documenting hours and expenses
- Describe the types of support and resources that will be available to you as a CASA/GAL volunteer

Learning with Case Studies

Activity 5.1: The Redd Case

Application/Future Use

Visual/Auditory/Kinesthetic

Estimated Time: Up to 3.5 hours

Goal: To assess participants' ability and preparedness to independently work through a CASA/GAL volunteer case.

Online Prep: You will have to register each volunteer to participate in the Redd case and send login information to each participant. Also, provide your local court report template before volunteers begin this activity.

Part 1 (2 hours): Monitor the progress of volunteers. They should not wait until the last minute to complete this activity. You will be able to monitor the online progress of each participant and view each participant's case notes and recommendations.

Part 2 (60–90 minutes): Inform volunteers that they should spend 60–90 minutes preparing the court report. You may want to ask them to focus on specific sections of the report, or you can ask them to simply get as far as they can in 60–90 minutes. Inform participants of the deadline for turning in their reports and how they should send them to you.

Activity 5.1: The Redd Case

You will now have the chance to use all of the information, skills and knowledge you have gained throughout the volunteer training program to complete an online case study. By the end of this activity, you will have:

- Developed a genogram for the family members involved in this case
- Taken case notes based on the information gathered from various interviews you conducted
- Developed a set of recommendations that you believe are in the child's best interest based on your investigation of the factors involved in this case
- Begun preparing a court report for the case

Part 1: Click on the link to Part 1 of Activity 5.1 to begin the Redd case. The facilitator will provide login information to access the case study activity. The case will take you approximately two hours to complete.

Part 2: Using the local court report template your facilitator provides, prepare a CASA/GAL court report for the Redd case. The facilitator will tell you which sections of the report to focus on, how much time to spend on the report and when it is due.

Looking Ahead

Activity 5.2: What Do You Want to Know?

Application/Future Use

Visual/Kinesthetic

Estimated Time: 10 minutes

Goal: To allow participants to identify what they would like to know from the guest speaker who will be invited to the final in-person training session.

Collect the questions participants post and share them with your Session 5 guest speaker.

Activity 5.2: What Do You Want to Know?

During the in-person portion of Session 5, you will have an opportunity to meet a current CASA/GAL volunteer. Using the online discussion forum, post a question or two you'd like the guest speaker to answer as he or she speaks about the experience of being a volunteer advocate.

In-Person Training

Advance Prep

This session requires you to prepare the following items in advance:

- Activity 5.3: Read and comment on participants' court reports.
- Activity 5.4: Create flipcharts with the following headings: CASA/GAL Volunteer Role, Child Welfare Laws, Cultural Competence, Working with Children and Families, Communication Skills and Administrative Policies and Procedures.
- Activity 5.5: Bring the Expectations flipchart you created during Activity 1.8.
- Activity 5.6: Invite a current volunteer to be a guest speaker for the in-person session. Share with her/him the questions participants post to the online discussion forum in Activity 5.2.

The in-person component of Session 5 includes approximately 2 hours and 25 minutes of activities (not including breaks).

Supplies Checklist

| Item | Activity # |
|--|--------------------|
| General <i>(found with your local program)</i> <input type="checkbox"/> Name tags <input type="checkbox"/> Flipchart and markers <input type="checkbox"/> Masking tape <input type="checkbox"/> Post-its | |
| Flipchart Pages <i>(facilitator must create)</i> <input type="checkbox"/> Parking Lot <input type="checkbox"/> Topics from training <i>(see activity instructions)</i> <input type="checkbox"/> Expectations <i>(from Session 1)</i> | 5.4 5.5 |
| A/V Equipment <i>(found with your local program)</i> <input type="checkbox"/> Flipchart/easel | |
| Handouts <input type="checkbox"/> Session 5 Training Evaluation <i>(in Handouts)</i> <input type="checkbox"/> Post-Training Assessment <i>(in Handouts)</i> | Wrap Up Wrap Up |

Learning with Case Studies

Activity 5.3: Redd Case Debrief

Content/Application/Future Use

Visual/Auditory

Suggested Time: 50 minutes

Goal: To ensure that volunteers have a complete understanding of putting together an investigation and making recommendations autonomously.

Advance Prep: Read participants' court reports and provide constructive feedback for volunteers. Focus on areas you can praise and areas where improvements can be made. Provide plenty of praise for this first effort!

Part 1 (15 minutes): Divide volunteers into small groups and have them use the questions in the Volunteer Manual to begin debriefing their experiences, their recommendations and their "test scores" from the Redd case.

Part 2 (20 minutes): In the large group, lead a debrief of the Redd case. In addition to discussing the questions from Part 1, you can address the ways that the following themes/issues appear in the Redd case:

- Cultural competence
- Working with families and children
- Role of a CASA/GAL volunteer
- Communication skills

Be sure to discuss any local considerations that volunteers should be thinking about when it comes to this case (for example, local policies and procedures around nonresponsive caseworkers, how recommendations would appear in a court report, etc.).

Part 3 (15 minutes): Return participants' court reports with your comments, and allow them to look through them for a few minutes. Then, in the large group, lead a discussion to review important points about the court report writing process. Use the questions in the Volunteer Manual as a starting point, and address any issues that you noticed in the reports turned in by the volunteers. Remind participants of the basics:

- It's essential to get your report in on time.
- Nothing in the report should be a surprise to any other party.

Activity 5.3: Redd Case Debrief

The Redd case serves as the culminating opportunity for you to independently apply what you've learned throughout the course of this training.

Part 1: Having completed the interactive online case study, come together in small groups to talk about your experience. The following questions are designed to assist your small group in structuring conversations around your experiences on the Redd case:

- What were two or three of the top issues that needed to be addressed in the Redd case?
- What were some of the major challenges you faced as you made your way through this case on your own?
- What are some additional questions you might have posed to some of the key players you met? How would these questions have helped your investigation of this case?
- What recommendations did you make for this case? Did anyone in your group have recommendations that you didn't make? Why do you think different people looking at the same case might make different recommendations?
- Did anything surprise you about this case?
- If you were to go through this case again, what (if anything) might you do differently?

Part 2: In the large group, continue to discuss these questions and address how you applied the skills and knowledge you learned throughout training to the Redd case. Then listen as the facilitator shares information pertinent to working cases in your local area.

Part 3: The facilitator will return your court report for the Redd case with feedback. Take a few moments to review these comments. Then, in the large group, discuss the following questions about court report writing:

- Why is it important to ask the right questions?
- What are some of the key elements of a court report?
- Why is it important to use fact-based statements in a court report?
- What is the difference between concerns/issues and recommendations?
- How do recommendations need to tie back into the body of the report?

Review and Next Steps

Activity 5.4: General Review

Content/Application/Future Use

Visual/Auditory/Kinesthetic

Suggested Time: 35 minutes

Goal: To give volunteers an opportunity to discuss concepts still needing clarification.

Advance Prep: Create flipcharts with the following headings and hang them around the training room: CASA/GAL Volunteer Role, Child Welfare Laws, Cultural Competence, Working with Children and Families, Communication Skills, Administrative Policies and Procedures.

Part 1 (10 minutes): Be sure participants have Post-its on which to write their questions. Also, take any remaining Parking Lot items and post them, if appropriate, on the corresponding flipcharts.

Part 2 (25 minutes): Debrief and answer any unanswered questions from around the room.

Activity 5.4: General Review

Part 1: On the Post-it notes provided, write one question you have about each of the following topics: the CASA/GAL volunteer role, child welfare laws, cultural competence, working with children and families, communication skills and administrative policies and procedures. Once you've written your questions, post them on the corresponding flipcharts.

Part 2: Walk around the room, visiting each flipchart. If there are questions that you know the answers to based on your experience or based on this training, jot the answer down on a Post-it and stick it next to the corresponding question on the flipchart. Continue to walk around the room to see if the question you posted has an answer to it; see what other questions and answers your fellow training participants posted. Then, in the large group, discuss any unanswered questions.

Activity 5.5: Expectations Review**Content/Application/Future Use****Visual/Auditory****Suggested Time: 10 minutes**

Goal: To allow participants to assess whether their expectations have been met through the training experience.

Advance Prep: Bring the Expectations flipchart you developed during Activity 1.8.

Using the chart of expectations developed from the first session, go through the participants' expectations and cross out each expectation that was met. If there were unmet expectations, be sure to answer questions related to those expectations at this time.

Activity 5.5: Expectations Review

Review the Expectations chart that you created during the first session. The facilitator will cross out each expectation that the class believes was met during the course of this training program. The facilitator will address—or make a plan to address—any remaining expectations.

Activity 5.6: Guest Speaker—Current Volunteer

Content/Application/Future Use

Auditory/Kinesthetic

Suggested Time: 30 minutes

Goal: To give volunteers an opportunity to listen to the real-life experiences of a current volunteer and to ask questions about those experiences.

Advance Prep: Invite a current volunteer to be a guest speaker. Share with the speaker the questions generated online during Activity 5.2. Also be sure to prepare the guest speaker with the topics you would like him or her to cover.

If the guest speaker does not cover key areas you were hoping would be covered during this activity, be sure to ask questions that will lead to that information at the end of the guest speaker's presentation.

Activity 5.6: Guest Speaker—Current Volunteer

Listen as a current CASA/GAL volunteer describes his/her experiences:

- Receiving a court order or assignment
- Meeting a child
- Assessing a child's needs
- Building a relationship with CPS caseworkers
- Building a relationship with attorneys
- Following a case as it progresses
- Making recommendations in court (or, generally, how to act/speak up in court)
- How to persevere when times get tough
- How to organize materials
- How not to get too emotionally attached

Activity 5.7: Finding Support
Content/Application/Future Use
Auditory/Kinesthetic

Suggested Time: 15 minutes

Goal: To give participants an opportunity to learn how to find support while working as CASA/GAL volunteers.

Describe the types of support volunteers can expect from your program. Suggest any other ways they can support themselves and each other.

Activity 5.7: Finding Support

Listen as the facilitator describes the various sources of support you can expect.

Support for CASA/GAL Volunteers

As a CASA/GAL volunteer, you need support in the work you do. Your work touches many disciplines—child abuse and neglect, criminal justice, child growth and development, family systems, social services and child welfare law. Few people are experts in all these fields. As CASA/GAL volunteers, you come from all walks of life and have various work and educational backgrounds. You are effective advocates because you work energetically and creatively to improve the lives of abused and neglected children. You need support and encouragement as you make recommendations to the court about what is in the best interests of the children for whom you advocate.

Program Staff Support

A strong relationship with program staff is vital; they will assign cases, monitor case progress, review reports and records and help solve problems. They can offer resources, answer questions and support you in your work.

In-Service Training

In-service training allows you to take advantage of opportunities for additional learning about the many facets of CASA/GAL volunteer work that are introduced in this core training curriculum. National CASA standards require 12 hours per year of in-service training. Local program staff will outline the resources available for in-service training.

Peer Relationships

Within program guidelines, working with other CASA/GAL volunteers is an effective way to strategize, problem-solve and get moral support in this work.

Self-Care/Personal Support Networks

Because of the time demands, stress and frustrations that can be part of

CASA/GAL volunteer work, it is important to have social and emotional support and to take care of yourself so you don't burn out.

Following is a list of additional resources you can use to continue your education:

- Local, state and national website/newsletter/e-news
- Local resource list
- National CASA website
 - Advocacy library
 - CASA Connection
 - E-learning opportunities
 - Podcasts
- National CASA Facebook page
- Annual National CASA conference

Activity 5.8: Next Steps

Content/Future Use

Auditory

Suggested Time: 10 minutes

- Remind participants they are required to take 12 continuing education credits per year and tell them about opportunities your program offers for these trainings.
- Inform them what to expect from their volunteer supervisor.
- Tell them when case assignments will be made.
- Share any other local logistical information.
- Let participants know when and how they'll be sworn in as CASA/GAL volunteers. Swearing in new volunteers can be done in many ways; for instance, some programs take participants to court to be sworn in by the presiding judge.

Activity 5.8: Next Steps

Listen as the facilitator and local program staff explain additional logistical information regarding your program and what to expect as you begin your service as a CASA/GAL volunteer. You'll also find out when and how you'll be sworn in as CASA/GAL volunteers!

Wrap Up

Suggested Time: 15 minutes

Goal: To allow your program to gather one last set of feedback data from participants.

Allow time for participants to complete the Session 5 Evaluation and the Post-Training Assessment. National CASA will use this data to make adjustments to future training sessions.

Wrap Up

Take a few moments to complete the Session 5 Training Evaluation and the Post-Training Assessment.

Congratulations! And thanks for participating in this training!

Session 5 Handouts

Session 5 Volunteer Training Evaluation

Online Component

It was easy for me to log on to the online components of this session.

Strongly Disagree Disagree Agree Strongly Agree

The technology involved in the online components of this session was easy and straightforward to use.

Strongly Disagree Disagree Agree Strongly Agree

I feel more prepared to take a case after working through the Redd case on my own.

Strongly Disagree Disagree Agree Strongly Agree

I understand how to prepare a CASA/GAL volunteer court report.

Strongly Disagree Disagree Agree Strongly Agree

One thing that I really enjoyed about the Session 5 online component was:

One thing that would have made the Session 5 online component better for me:

Additional comments about the Session 5 online component:

In-Person Component

The facilitator was well-prepared and engaging.

Strongly Disagree Disagree Agree Strongly Agree

The guest speaker was well-prepared and engaging.

Strongly Disagree Disagree Agree Strongly Agree

I can explain local CASA/GAL program office procedures for case assignment, obtaining records, submitting court reports and documenting hours and expenses.

Strongly Disagree Disagree Agree Strongly Agree

I feel confident in my ability to advocate on behalf of an abused/neglected child.

Strongly Disagree Disagree Agree Strongly Agree

One thing that I really enjoyed about the in-person component was:

One thing that would have made this in-person component better for me:

Additional comments about the in-person component:

CASA/GAL Volunteer Post-Training Assessment

Name: _____

Date: _____

Section 1: Multiple Choice

Directions: Circle the best answer to each question or statement.

1. The primary role of a CASA/GAL volunteer is to...
 - a. Ease the caseload of social workers working with dependent children
 - b. Speak for the best interest of abused and neglected children who are involved in the juvenile courts
 - c. Mentor "at-risk" youth
 - d. Be a role model for children in the foster care system

2. A CASA/GAL volunteer's responsibilities on a case include...
 - a. Conducting an independent investigation to gather facts and continue researching cases to ascertain the needs and wishes of the child
 - b. Collaborating with the child (when possible), the child's family, the child protective services agency and other service providers to identify the appropriate resources for meeting the needs of the child and to determine where those resources are available
 - c. Consistently designing and presenting to the court fact-based recommendations so that appropriate resources can be ordered to meet the needs of the child
 - d. Monitoring the case until the child is in a safe, permanent home
 - e. All of the above

3. Part of the Child Abuse Prevention & Treatment Act (Public Law 93-247) requires that states...
 - a. Assign paid attorneys to all child abuse and neglect cases
 - b. Provide a guardian ad litem to every abused or neglected child whose case results in a judicial proceeding
 - c. Maintain confidentiality of child protective services records
 - d. Both B and C
 - e. None of the above

4. The following statement best describes confidentiality...
- The CASA/GAL volunteer shares information with caseworkers only, in a setting where no other parties are present
 - The CASA/GAL volunteer cannot transport case files, reports or other associated materials without the express written consent of the presiding judge or the attorneys for the child's parents
 - The CASA/GAL volunteer may not release information except to the child, CASA/GAL program staff, the attorney(s) on the case, the caseworker, the court and others as instructed by law or local court rule. By law, CASA/GAL volunteers must keep all information regarding the case confidential and make no disclosure, except by court order or unless provided by law
 - The CASA/GAL volunteer can release information if all names on written documents are blocked out and the volunteer supervisor has reviewed the materials
 - None of the above
5. As part of a CASA/GAL volunteer's advocacy, he/she will...
- Strive to gather accurate information and make accurate interpretations of situations
 - Demonstrate respect and open-mindedness in his/her interactions with all parties to the case
 - Use listening and observation skills to help gather a full picture of the child's situation
 - All of the above
 - None of the above
6. Cultural competence is...
- The recognition that many cultures exist within the United States
 - The ability to fit in with a culture other than one's own by learning new traditions and values
 - The ability to work effectively with people from a variety of cultural, ethnic, political, racial, religious and economic backgrounds
 - An extensive training available in multicultural communities
7. The two possible "permanent" resolutions for a child include...
- Long-term foster care or placement in a group home
 - Placement with grandparents or placement in a juvenile detention facility
 - Return to parent or adoption by a relative or non-relative
 - None of the above

8. As part of his/her investigation, a CASA/GAL volunteer may need to interview...

- a. The child, parents, foster parents, teachers, caseworker and other professionals
- b. Neighbors and siblings
- c. Childcare providers and medical personnel
- d. All of the above
- e. None of the above

9. The following is a true statement concerning the CASA/GAL volunteer court report...

- a. A CASA/GAL volunteer court report is the culmination of the CASA/GAL volunteer's work
- b. The report is the vehicle through which a CASA/GAL volunteer presents the information he/she has gathered about a child's situation and his/her recommendations about what services will meet the child's needs
- c. Judges rely on the information in CASA/GAL volunteer court reports as they make their decisions
- d. The court report becomes part of the official court record and may be introduced and considered
- e. All of the above

Section 2: True/False

Directions: Circle whether you think the statement is true or false.

10. As part of a CASA/GAL volunteer's advocacy, he/she will determine whether child abuse or neglect has occurred.

- a. True
- b. False

11. In cases where the Indian Child Welfare Act (ICWA) applies, the law presumes that it is always in the best interest of an Indian child to have his/her tribe involved in determining what is best for his/her future.

- a. True
- b. False

12. A key part of the CASA/GAL volunteer role is to recognize the strengths of different cultural perspectives. Something that is not a personal value for one person may be a strength within another person's or family's cultural group.

- a. True
- b. False

13. Developing rapport and trust with the child is one of the CASA/GAL volunteer's most important responsibilities.

- a. True
- b. False

14. A parent with a criminal record for drug use is never a fit guardian.

- a. True
- b. False

Section 3: Short Answer

Directions: Write your answer in the space provided.

15. Describe what it means to be an impartial/objective CASA/GAL volunteer.

16. When you are assigned to be a child's advocate, what are the first five to seven things you will do?

Section 4: Swearing In

CASA/GAL Volunteer Pledge

As a CASA/GAL volunteer, I pledge to . . .

- Stay up-to-date on the laws that affect the children and families with whom I work, including confidentiality laws
- Continue to increase my cultural competence and serve all children without bias
- Use the resource lens when working with families
- Remain aware of how my views about mental illness, domestic violence, substance abuse and poverty affect the work that I do
- Focus on permanency as the goal for the children with whom I work

- Use the communication skills I have learned to collaborate with others on a case
- Conduct thorough investigations
- Write court reports that present the best interest of the child, and submit the reports on time
- Continue to learn and to take care of myself

Signature

Date

Congratulations on completing training—and welcome to the CASA/GAL volunteer program! Thank you.