



CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Facilitator Manual

CHAPTER EIGHT



This project was supported by
Award No. 2015-CH-BX-K001
awarded by the Office of Juvenile
Justice and Delinquency
Prevention, Department of Justice.

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CHAPTER 8:

Wrapping Up

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Facilitator Prep



Facilitation Tips

- This chapter takes approximately 3 hours and 15 minutes.
- This chapter wraps up the pre-service training program. As participants prepare to launch into their real-world role as CASA/GAL volunteers, they review what they have learned in training, evaluate their strengths and challenges, and identify their support systems.
- Emphasize the supervisory role of the CASA/GAL program staff. Volunteers now have the essential information and skills to do CASA/GAL volunteer work, but they can—and should—rely on staff for assistance, consultation, and support.



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
General (found with your local program) <ul style="list-style-type: none">• Name tags• Flipchart and markers• Masking tape• Three-hole punch• Sticky notes		Gather Supplies as needed
Flipchart Pages (facilitator must create) <ul style="list-style-type: none">• Parking Lot• CASA/GAL Volunteer Role, Child Welfare System and Laws, Cultural Competence, Working with Children, Working with Families, Communication Skills, and Working a Case• Expectations (from Chapter 1)	8B 8C	<p>Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 8 and make a plan to address them after the class.</p> <p>Activity 8B: Create flipcharts with the following headings and hang them around the training room: CASA/GAL Volunteer Role, Child Welfare System and Laws, Cultural Competence, Working with Children, Working with Families, Communication Skills, and Working a Case.</p> <p>Activity 8C: Bring the Expectations flipchart you developed during Chapter 1.</p>
A/V Equipment (found with your local program) <ul style="list-style-type: none">• Computer, LCD projector, and screen		



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
Electronic Presentations and Videos (found in the Online Resources) <ul style="list-style-type: none">• Chapter 8 PowerPoint presentation		
Chapter 8 Pre-Work Handouts (found in the Online Resources) <ul style="list-style-type: none">• Initial case notes for Redd case• Redd Case Study Packet with all interviews• Program Court Report Template (<i>facilitator must create</i>)• Writing a Court Report Activity• CASA/GAL Volunteer Competencies Review Activity	8A 8A 8A 8A 8E	<p>At least one week before the Chapter 8 training session, prepare the Chapter 8 Pre-Work packet and provide to participants.</p> <p>Ask the participants to read the Initial Case Notes for the Redd Case, found in the Chapter 8 Pre-Work Handouts.</p> <p>Activity 8A: As the final case study, the Redd Case offers a chance for participants to use the information, skills and knowledge they have learned during the pre-service training. Ask the participants to come prepared by reading the Redd Case Study packet with all the interviews.</p> <p>Activity 8A: Create a Program's Court Report Template and add to Local/Program Pre-Work Handouts. Ask the participants to write a court report using the provided program's court report template. This is an opportunity for them to apply what they have learned from the training and to demonstrate their readiness to work on a case independently. Tell them that they will have one week to complete the activity.</p>



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
Chapter 8 Pre-Work Handouts (found in the Online Resources), Cont'd.		Activity 8E: Bring the Developing Competencies checklist that you filled out at the beginning of training, to the Chapter 8 session. Review the checklist of competencies. Identify the competency categories that you still need to strengthen and the steps that you plan to take. Volunteers should complete the Pre-Work prior to the Chapter 8 session and bring it with them to class. Make copies of the Pre-Work documents for reference and use during and after class.
In Class Materials and Activities (found in the Online Resources except where noted) <ul style="list-style-type: none">• None	8E 8F	Make copies of the Volunteer Manual. Activity 8E: Invite a panel of volunteers to be guest speakers. Prepare the guest speakers with the topics you would like them to cover. Activity 8F: Customize the Chapter 8 PowerPoint presentation to include information about the support your program provides to volunteers.

CHAPTER 8:

Wrapping Up

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Welcome, Housekeeping and Ground Rules

Chapter 5: Substance Abuse & Cultural Competence



Pre-Work Recap,
Chapter Overview
& Competencies



Substance
Abuse



Skill Building:
Cultural
Competence



Working
a Case



Chapter Wrap-Up:
Review & Evaluation
Chapter 6: Pre-Work

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- Welcome the group to the training. Have them make name tags and tell them that there will be activities to help you get to know them and them to get to know each other.
- Share “housekeeping” information, such as where to find restrooms, snacks, and telephones, and when you think the session break(s) will occur.
- Establish ground rules about confidentiality, respect, etc. This is important because it sets the tone for how the group works together. Create a Ground Rules flipchart page and post it at every session.
- Tell participants that Pre-Work for the next session will be assigned at the end of each session. Stress that it is important to do all Pre-Work because many activities rely on this foundation of knowledge.
- Point out to participants that along with the Volunteer Manual they would have received a printed copy of Pre-Work Handouts and a login and password to access Web Resources for each chapter. Also print out a copy of the Pre-Work Handouts for each chapter and make it available in the training room.

Welcome, Housekeeping and Ground Rules, Cont'd.

- Tell the participants that they will read through and work on many cases before and during the sessions to enhance their knowledge and skills. Inform them that these cases introduce them to broad concepts related to child abuse and to the skills involved in working with children and families. Later in the training, they will also be working through a few cases to introduce them to the court process and related CASA/GAL volunteer tasks, such as note taking and report writing.
- Introduce the Parking Lot, a flipchart page where you can note (or “park”) issues unrelated to the current chapter and make a plan to address them later. Post this flipchart at the front of the room.
- Point out to learners that all activities appear in their Volunteer Manual and that the designers were intentionally transparent about the format of this training. The learners should know what they can expect the facilitator to do (e.g., establish an environment conducive to learning, keep things moving, adjust the activities or timing to better meet the needs of the group, be a resource, etc.). Participants also need to know what they will be expected to do (e.g., attend the sessions, participate in the activities, ask questions, take responsibility for their own learning, etc.).
- Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.

Pre-Work Recap

Chapter 5: Pre-Work Recap



- ✓ Read the information on substance abuse
- ✓ Read the information about “Commonly Used Drugs by National Institute on Drug Abuse”
- ✓ Read about diversity, National CASA Vision and Guiding Principles
- ✓ Read the “Cultural Competence Glossary”
- ✓ Read the information on Disproportionality and Disproportionality Statistics
- ✓ Read the “Local Disproportionality Statistics”

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Prior to this training session, you should have completed the following Pre-Work assignments:

- Bring the Developing Competencies checklist that you filled out at the beginning of training, to the Chapter 8 session. Review the checklist of competencies. Identify the competency categories that you still need to strengthen and the steps that you plan to take.
- Read the Initial Case Notes for the Redd Case. Bring these documents with you to the training session.
- Read the Redd Case packet with all the interviews.
- Complete the Program’s Court Report Template provided, based on Redd Case Notes, and submit for evaluation to the facilitator.

Chapter Overview and Competencies

During this chapter, you will work independently on a final case study and write a full court report. You will also review what you've learned and what competencies you've strengthened during training, and you'll hear from a panel of current volunteers.

Competency Building in Chapter 8	
Competency Category	Knowledge, Skills, Attributes, Behavior Development in Chapter 8
CASA/GAL Role	<ul style="list-style-type: none">• Understands the function of a CASA/GAL report to the court• Understands the competencies necessary to succeed as a CASA/GAL volunteer• Knows how to act within the CASA/GAL volunteer role and can differentiate his/her role from that of others involved in the case• Knows how to find support and resources to assist his/her advocacy
Sound Judgment	<ul style="list-style-type: none">• Understands making appropriate fact based recommendations to the court• Understands basing decisions on thorough review of the information

Working a Case

The Redd Case: Activity 8A

Suggested Time: 15 minutes

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

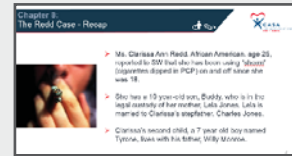
PowerPoint Slide(s): 7-9

Advanced Prep

Prepare and add a Court Report Template to the Local/Program Pre-Work Handouts. Ensure participants have read through the Redd Case Interviews located in the Chapter 8 Pre-Work Handouts and, based on the information, completed and submitted the court report based on the Program's Court Report Template. They can take a week to submit the report.

Facilitator Instructions

Ask the participants to recall the Redd Case Interviews that they went through as part of their Pre-Work, and the court report that they prepared, based on the Redd Case, and submitted for your comments. Provide a brief overview of the case and the elements of a good court report. Debrief the case study and discuss any concerns or questions.



The Redd Case: Activity 8A

This activity provides the opportunity to use the information, skills, and knowledge you have gained during the volunteer training program on one last case study.

Recall the Redd Case Interviews that you went through as part of Pre-Work, and the court report that you prepared, based on the Redd Case, and submitted to the facilitator. Listen as the facilitator provides a brief overview of the case and the elements of a good court report. Listen to the debrief of the case study and discuss any concerns or questions.

Training Review

General Review: Activity 8B

Suggested Time: 30 minutes

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



PowerPoint Slide(s): 12

Advanced Prep

Create flipcharts with the following headings and hang them around the training room: CASA/GAL Volunteer Role, Child Welfare System and Laws, Cultural Competence, Working with Children, Working with Families, Communication Skills, and Working a Case.

Facilitator Instructions

Part 1: Provide participants with sticky notes. Ask them to think about what questions they have about each of the following topics: the CASA/GAL volunteer role, the child welfare system and laws, cultural competence, working with children, working with families, communication skills, and working a case. Instruct them to write one question for at least four of the topics, each on a separate sticky note. Once they have written their questions, have them post the questions on the corresponding flipcharts hanging around the room. (5 minutes)

Part 2: Once all the participants have posted their questions, ask them to walk around the room and visit each flipchart. If there are questions that they know the answers to, they can jot the answer down on sticky notes and stick it next to the corresponding question on the flipchart. They may continue to walk around the room to see if the questions they posted have been answered; and to see what other questions and answers their fellow training participants posted. In the large group, discuss any unanswered questions. (25 minutes)

General Review: Activity 8B

Part 1: On the sticky notes provided, write one question you have about at least four of the following topics: the CASA/GAL volunteer role, child welfare system and laws, cultural competence, working with children, working with families, communication skills and working a case. 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 sticky note and stick it next to the corresponding question on the flipchart. Continue to walk around the room to see if others answered the questions you posted; see what other questions and answers your fellow training participants posted. Then, in the large group, discuss any unanswered questions.

Expectations Review

Assessing Your Course Expectations: Activity 8C

Suggested Time: 20 minutes

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



PowerPoint Slide(s): 13

Advanced Prep

Bring the Expectations flipchart you developed during Chapter 1.

Facilitator Instructions

Review the Expectations chart that you created during the Chapter 1 training session. Ask the class which expectations were met during the training program. If an expectation was met, cross it out. Address—or make a plan to address—any remaining expectations.

Assessing Your Course Expectations: Activity 8C

Review the Expectations chart that you created during the Chapter 1 training 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.

Looking Ahead

Panel of Volunteers: Activity 8D

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.



PowerPoint Slide(s): 14

Advanced Prep

Invite a panel of volunteers to share their perspectives. Be sure to prepare the guest speakers with the topics you would like them to cover, including:

- Receiving a court order or assignment
- Meeting a child
- Assessing a child's needs
- Building a relationship with 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

Facilitator Instructions

Introduce a panel of volunteers. Let participants know that there will be time for questions at the end of the panel presentation. If the panel does not cover key areas you were hoping would be covered, be sure to ask questions that will lead to that information.

Panel of Volunteers: Activity 8D

Listen as a panel of CASA/GAL volunteers describe their experiences in the areas below. There will be time at the end for questions.

- Receiving a court order or assignment
- Meeting a child
- Assessing a child's needs
- Building a relationship with 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

Finding Support: Activity 8E

Suggested Time: 15 minutes

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



PowerPoint Slide(s): 15-17

Advanced Prep

Customize the Chapter 8 PowerPoint presentation to include information about the support your program provides to volunteers

Facilitator Instructions

Part 1: Have participants describe to a partner what kinds of support they think they'll need as a CASA/GAL volunteer. (5 minutes)

Part 2: Ask the participants to recall the activity on CASA/GAL Volunteer Competencies Review that they have completed as part of Pre-Work. Ask them to recall that they had made plans to strengthen their competencies. They would need support to implement these plans. Ask for a few volunteers to share the types of support they think they'll need as volunteers. Then, using the Chapter 8 PowerPoint presentation, describe the types of support volunteers can expect from your program. Suggest any other ways they can support themselves and each other. Remind participants they are required to take 12 in-service training credits per year, and tell them about opportunities your program offers for these trainings. (10 minutes).

Finding Support: Activity 8E

Part 1: Turn to a partner and describe what kinds of support you think you'll need as a CASA/GAL volunteer.

Part 2: Recall the activity on CASA/GAL Volunteer Competencies Review that you have completed as part of Pre-Work. Recall that you had made plans to strengthen your competencies. You would need support to implement these plans. Share your ideas on what kinds of support you'll need. Then, listen as the facilitator describes the various sources of support you can expect during your work as a CASA/GAL volunteer.

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.

Support for CASA/GAL Volunteers, Cont'd.

Additional Resources

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
 - E-learning opportunities
- National CASA Facebook page

Looking Ahead: Activity 8F

Next Steps

Suggested Time: 10 minutes

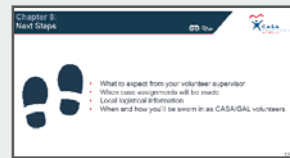
Goal: To give participants an opportunity to hear about next steps in their advocacy work.

PowerPoint Slide(s): 19

Facilitator Instructions

Share the following with participants:

- What to expect from their volunteer supervisor
- When case assignments will be made
- Local logistical information
- When and how they'll be sworn in as CASA/GAL volunteers



Next Steps: Activity 8F

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.

Chapter Wrap-up and Review

Chapter Wrap-up

Review—PowerPoint Slide(s): 18-21

In summary, you may review the objectives found at the beginning of the chapter to check in about volunteers' comfort level with the content. Answer any remaining questions.

Evaluation—PowerPoint Slide(s): 22

Allow time for participants to complete the Chapter 8 Volunteer Training Evaluation and the Post-Training Assessment. National CASA will use this data to make adjustments to future trainings.

Chapter Wrap-Up

Review

Share any remaining questions you have about the material covered in this chapter.

Evaluation

Fill out the Chapter 8 Volunteer Training Evaluation and the Post-Training Assessment, and give them to the facilitator before you leave.

Congratulations! And thanks for participating in this training!

