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Glossary
Welcome to the National CASA Association Facilitator Playbook!

As a CASA/GAL Facilitator for Volunteer Pre-service Training, you play a pivotal role in the CASA/GAL movement: You create the first impression that every CASA/GAL volunteer has of the organization. With your leadership, we will train thousands of volunteers every year. Together we will make our first impression last.

The 2017 Pre-Service Curriculum Revision is more than a set of procedures and instructions. It is designed to instill in volunteers the values shared across the CASA/GAL national network, including critical thinking, self-awareness, respect for all points of view, for the rights and dignity of all children and for effective collaboration with the court and others in the child welfare system.

The National CASA training initiative is intended to disseminate the best practice skills required to promote learning for volunteers, and is a means for all CASA/GAL facilitators to grow as training professionals. This effort by National CASA is a nationwide collaboration, and extends the work of the National Curriculum Development Committee. As CASA/GAL experts with years of service experience, it is the Committee’s collective vision that resulted in the 2017 Pre-Service Curriculum Revision. They have created a curriculum that brings the challenges of the volunteer role to life by applying real-world case histories to learning that will build both values and skills.

We are grateful for the hard work that our volunteers accept when they join us on this journey. Our attention to their pre-service training experience is an expression of our gratitude and helps ensure that each volunteer will develop the competencies and skills needed to successfully advocate for a child.

National CASA is grateful to you for the support that you provide. As a member of the network of CASA/GAL facilitators you are on the front line! Thank you for your work as we, together, help our children secure safe, permanent homes and the opportunity to thrive.

With much gratitude,

Tara Perry
Chief Executive Officer
Acknowledgments

National CASA Association is proud to highlight the extensive collaborative work of the network in order to produce this revised curriculum. Without the individuals and programs listed below, this invaluable tool for the network and, ultimately, the children we serve would not be possible. Specifically, National CASA wishes to thank the following individuals and organizations for their tremendous contribution to this effort:

**National CASA Curriculum Development Committee**

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Amia Barrows, Virginia Department of Criminal Justice, Richmond, VA (co-chair)
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Advocates for Children, Columbus, IN
CASA of Atlantic & Cape May, Somers Point, NJ
CASA of the 5th Judicial District, Cody, WY
CASA of the Bluegrass, Danville, KY
CASA of Westmoreland, Greenburg, PA
Overview

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

The manual begins with an overview of the CASA/GAL volunteer role, our need for volunteer advocates, and the history of child advocacy in the United States. It then moves into specific skills and knowledge volunteers require in order to work effectively with children and families. As participants are exposed to best practices, state-of-the-art research and specific steps to advocate for a case, they will be engaged in case-based projects. The training provides experiential opportunities to apply this knowledge in case study scenarios. The chapters in this curriculum are designed to be presented in the order in which they appear. To maintain the integrity of the curriculum it is important to ensure the content is presented in its entirety. The material in each chapter builds on knowledge gained in previous chapters, and information and tasks progress from simple to complex.
This curriculum lends itself to facilitation by one person with additional help from other staff members or experienced volunteers, who can assist with logistics and serve as resources for questions. If your program plans to use multiple facilitators for the curriculum, consider assigning one person to be present in the classroom consistently throughout the training. Some programs include presentations by practitioners such as attorneys and social workers as part of the training. Their participation can be supplemental but should not be a replacement for the curriculum provided here. Unless they will be using the curriculum content for their session, we recommend having guest speakers participate in a panel discussion at the end of the training or as part of a future in-service.

Each chapter—including introduction, activities, and closing—is approximately three hours of training. Activity times will vary according to the size of the group, the style of the facilitator, and the duration of discussion. Eight sessions of three and a half hours each should allow enough time to facilitate the training. There is substantial Pre-Work for each chapter that must be completed by the trainees prior to the next session. Trainees should be advised of this during the orientation process so that they can plan their time accordingly.

User Agreement and Uses for the Pre-Service Curriculum Manual

National CASA Association and its many contributors across the network have worked very hard to create a state-of-the-art curriculum. This evidence-informed manual has been created by contributors who are experts in their field, with the sole purpose of training CASA/GAL advocates to provide the best advocacy for the children served. Out of respect for this work, and because of the copyrights and legal protections this manual possesses, use of this manual (in part or in whole) by any person or entity that is not a member in good standing of National CASA is strictly forbidden. Additionally, this manual is only to be used as a pre-service curriculum for potential advocates that have been recruited and screened by CASA/GAL programs in good standing with National CASA.

As facilitators, please express condition of use to any participant undergoing training or accessing this manual. If any violation of this policy is discovered, National CASA is to be notified immediately in order to ensure the integrity of curriculum’s use.
The Volunteer Manual Methodology

This curriculum is based on a set of learning activities designed to stimulate critical thinking and problem-solving skills among participants. Activities present scenarios and challenges learners to consider how they will use it in working a case. Activity instructions appear in boxes and are frequently followed by text or worksheets.

Facilitators will assign Pre-Work at the end of each chapter (and before the first chapter). The Pre-Work is an essential tool, enabling volunteers to explore topics in more depth, as they prepare for the next session. If you run short on time in a chapter, you may want to assign incomplete material as homework.

A list of Supplemental Learning Resources will be provided in a comprehensive document that will be made available online. Organized by topics covered in Chapters 1–8, this list provides facilitators and participants alike with additional information on topics relevant to CASA/GAL volunteer work. Please look over resources available for each chapter in order to direct participants to deeper learning content as issues arise.

Customization

Portions of this curriculum require you to customize key components for your program, state and court processes. The creators of the curriculum tried to make content as general as possible, however, some information—CASA/GAL statutory standing, roles and responsibilities, how cases proceed, court processes, hearing names, etc.—will require your input. There are instructions in the manual and pages designated in the PowerPoint presentations in order to accommodate these local and state differences.

Facilitator Prep

Each chapter in the Facilitator Edition contains Welcome, Housekeeping and Ground Rules containing the basic information for facilitating training as if the chapters are stand-alone and not part of an overall curriculum. This is to accommodate participants who have missed a training, or if the chapters—for any reason—have been scheduled out of order. Facilitation Tips provides an overview of the time required for the chapter, as well as activities and topics
covered. It will also provide helpful ideas for creating the best learning environment possible based on the chapter’s material and guidance on the information necessary to be reviewed prior to beginning the chapter.

The **Supplies Checklist** and **Advanced Prep** sections detail the equipment and materials you will need to bring to the session and alerts you to activities that require you to gather information or create handouts before class. Be sure to read each chapter thoroughly before you facilitate the corresponding session in order to ensure you are properly prepared to facilitate the chapter.

## Facilitator Instructions

The Facilitator Edition contains the volunteer manual within it, accompanied by the corresponding facilitator pages. The facilitator pages present instructions for facilitating activities that appear on the volunteer pages. Facilitator instructions also provide detailed **Advanced Prep** instructions for activities that require preparation by the facilitator. **All materials for the curriculum can be found at** [www.casaforchildren.org/curriculum](http://www.casaforchildren.org/curriculum).

The facilitator instructions tell you whether each activity is designed to be done in **pairs, trios, small groups**, or the **large group**. Keep as much of this variety as possible. Ideally, four to six participants are seated at a table where they can easily work together or divide into pairs or trios. Finally, instructions provide a **time estimate** for each activity (times will vary, of course, depending on the size of your training group). Pay attention to time as you go through each chapter. Limit large group sharing as needed in order to save time. Often participants “get it” during pair or small group sharing, eliminating the need for large group discussion.

On behalf of the National CASA staff and members of the Curriculum Development Committee from throughout the network, we cheer you on as you undertake the important task of preparing volunteers to join the CASA/GAL movement! Best wishes for great training!
Navigation for the Facilitator and Learners

Although the written instructions and guidance for facilitators is detailed, it is often important during the session to recognize quickly a piece of content or orient yourself and the participants to your place in the program. To provide this need, the materials use a series of icons and common graphics that give visual cues and reminders about the purpose of activities or the sequence of content. The following images show the most common icons and graphics that are used in the program and a description of how they are used. The PowerPoint slides align with prompts in the Facilitator Manual (FM).

**PowerPoint Guidance**

1. **Chapter Heading / Section Heading**
2. **Handout is associated with the activity**
3. **Chapter Section**
4. **Learning Activity and Activity number**
5. **Learning Activity Type (discussion or video)**
6. **Learning Activity Name**
7. **Identifies Pre-Work Recap unique to Chapter 4**

---

**Chapter 2: Children’s Needs and Development**

- The “Best Interest” Principle
- Family Strengths and Weaknesses
Facilitator Manual Guidance

The content in the blue and grey boxes are facilitator instructions only.

<table>
<thead>
<tr>
<th>Children’s Needs: Activity 2B</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Time:</strong> 20 minutes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Goal:</strong> To help participants identify a child’s basic needs.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>Advanced Prep</strong></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Print a set of Child’s Needs Pages found in the Chapter 2 In-Class Handouts.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>PowerPoint Slide(s):</strong> 8-11</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

**Facilitator Instructions**

**Part 1:** Divide the room into four groups. Give each group one of the Child’s Needs Pages: Child’s Physical Needs, Child’s Emotional Needs, Child’s Developmental Needs, Child’s Cultural Needs. Explain to participants that in speaking for children in the foster care system, it is imperative they recognize the full range of children’s needs. Ask the groups to think back to the Bleux case and to the child development information they learned in the previous activity. Direct the groups to write a list of Deshawn Bleux’s needs for their assigned category, using everything they have learned so far. For example, regarding physical needs, Deshawn (as well as every child) needs ongoing health screening with a medical provider. Once the groups have completed their lists, invite them to place their completed list on a flipchart at the front of the room. (8 minutes)
In order to grow and develop optimally, children must have their needs met appropriately. In speaking for children in the foster care system, it is imperative that you recognize the full range of children’s needs.

**Part 1:** The facilitator will divide the class into four groups and give each group a handout representing a category of children’s needs: physical, emotional, developmental or cultural. Working in your group, think back to the Bleux case and to the child development information from the previous activity, and write a list of Deshawn Bleux’s needs for your assigned category on your handout. Once you have completed your list, attach your list to the flipchart at the front of the room.

**What Is “Minimum Sufficient Level of Care” (MSL)?**

Removing a child from his or her home because of abuse and/or neglect is a drastic remedy. Because removal is so traumatic for the child, both the law and good practice require that agencies keep the child in the home when it is possible to do so and still keep the child safe. Children should be removed only when parents cannot provide the minimum sufficient level of care. This standard describes what must be in place for the child to remain in the home. The same standard is also used to determine whether or not parents have made sufficient progress so that a child can be safely returned to the family home. The minimum sufficient level of care is determined by a number of factors, each of which must be looked at specifically in relation to the case at hand.

The badge icon represents supplemental material for the Volunteers found only the Volunteer Manual.
CHAPTER 1:
Introducing the CASA/GAL Volunteer Role

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This chapter takes approximately 3 hours.

In this chapter, participants learn about their roles and responsibilities as CASA/GAL volunteers and the principles that guide their work. Your goal as a facilitator is to establish the tone for the training and to create a positive learning environment. This includes:

- **Inclusivity:** Participants feel it matters that they are present.
- **Motivation:** Participants identify their motivation for volunteering and attending the training (identify their need for learning).
- **Safety:** Participants feel they can ask questions, share opinions and explore values.
- **Inspiration:** Participants feel inspired about their contribution to child welfare.
- **Burning Questions:** Participants ask pressing questions that free them to be attentive and involved.
- **Ground Rules:** Participants understand the operating norms/expectations for the training.

This is a “big picture” chapter, setting the historical and current context of child protection and describing the CASA/GAL volunteer’s place in the overall system. This session provides an opportunity for participants to feel inspired, knowing they can make a difference in the lives of children.

Read the Developing Competencies for CASA/GAL Volunteer Role section below. This section will help you understand the application and assessment of the levels of learning expected during the course. Use this information to prepare volunteers for their role and to encourage them to continue to enhance their knowledge, skills and attributes.

Address the commitment required in being a CASA/GAL volunteer. Balance inspiration with realistic expectations.

CASA/GAL volunteers need to understand the influence of their own values and experiences on their perspective. Watch for difficulty accepting or tolerating other perspectives.
Facilitation Tips, Cont’d.

Encourage participants to think critically about their role and its parameters.

Encourage interaction so participants begin to establish relationships with each other and with program staff.

Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 1 and make a plan to address them later.

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
</table>
| **General (found with your local program)**  
- Name tags  
- Flipchart and markers  
- Masking tape  
- Three-hole punch  
- Sticky notes | N/A |  

Gather supplies needed  

| **Pre-Work Packet**  
(found in the Online Resources except where noted)  
- Pre-Work Instructions  
- CASA/GAL volunteer job description *(facilitator must create)*  
- Developing Competencies for CASA/GAL Volunteer Work | Pre-Work |  

At least one week before the Chapter 1 training session, prepare the Pre-Work packet and send to participants. **Note:** You must update the packet with:  
- Your local CASA/GAL volunteer job description  
- Your local program and court-system acronyms in the Alphabet Soup glossary |
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Child Welfare History</td>
<td></td>
<td>Volunteers should complete the Pre-Work prior to the Chapter 1 module and bring it with them to class. Make copies of the Pre-Work, the Volunteer Manual and the Chapter 2 Pre-Work documents for reference and use during and after class.</td>
</tr>
<tr>
<td>• “Alphabet Soup Handout” of acronyms (facilitator must adapt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Bleux Case File</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Handout Packet (found in the Online Resources except where noted)</td>
<td>1C 1E 1G</td>
<td>At least one week before the Chapter 1 training session, prepare the Handout packet and print. <strong>Note:</strong> You must update the packet with:</td>
</tr>
<tr>
<td>• CASA/GAL Volunteer Tasks</td>
<td></td>
<td><strong>Activity 1E:</strong> If beneficial, add or substitute your own dilemma scenarios based on your program’s experiences. Also prepare an abbreviated outline of your program’s policies and procedures, reiterating the do’s and don’ts for volunteers.</td>
</tr>
<tr>
<td>• Volunteer-Child Relationship Dilemmas Worksheet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Casey Family Programs Child Welfare Chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flipchart Pages (facilitator must create)</td>
<td>1A 1A 1A</td>
<td><strong>Activity 1A:</strong> Create three flipcharts, one each with the headings: “Expectations,” “Parking Lot” and “Group Agreements.”</td>
</tr>
<tr>
<td>• Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Parking Lot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Group Agreements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/V Equipment (found with your local program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer, LCD projector, and screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Activity #</td>
<td>Advanced Prep</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Electronic Presentations and Videos (found in the Online Resources)</td>
<td></td>
<td>• <strong>Activity 1B</strong>: Add your program’s mission statement to the Chapter 1 PowerPoint presentation.</td>
</tr>
<tr>
<td>• Chapter 1 PowerPoint presentation</td>
<td>1B</td>
<td>• <strong>Activity 1G</strong>: Customize the Child Welfare Chart in the Chapter 1 PowerPoint presentation to reflect your local hearing names and timelines.</td>
</tr>
<tr>
<td>• Making a Lifelong Difference (video)</td>
<td></td>
<td>• Download the video to your computer to play during the session.</td>
</tr>
<tr>
<td>Chapter 2 Pre-Work packet (found in the Online Resources except where noted)</td>
<td></td>
<td>At least one week before the Chapter 1 training session, prepare the Chapter 2 Pre-Work packet and print for participants. <strong>Note</strong>: You must update the packet with:</td>
</tr>
<tr>
<td>• How Children Grow and Develop</td>
<td>Ch 2 Pre-Work</td>
<td>• A sample court report based on information from the Bleux case using your local court template.</td>
</tr>
<tr>
<td>• Children’s Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Importance of Attachment in Child Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Recognizing Child Abuse and Neglect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• State Definition of Abuse and Mandatory Reporting Laws</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Risk Factors for Child Abuse and Neglect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Court Report Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sample Court Report for Bleux case</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Competencies for CASA/GAL Volunteers

Competencies are defined as an individual’s *demonstrated* knowledge, skills or attributes (KSAs) performed to a specific standard. Competencies are observable, behavioral acts that require a combination of KSAs to execute. They are demonstrated in a job context and are influenced by an organization’s culture and work environment. Identifying competencies can help determine what questions to ask during an interview, which topics to cover at training and what performance measures to evaluate annually.

Competencies can be acquired and enhanced over a period of time through classroom training and other educational methods including, but not limited to self-learning and on-the-job training. As competencies are honed, levels can be measured using the Levels of Learning developed by Judith Rycus and described below.

Sequencing Learning Interventions

The acquisition and mastery of new knowledge and skill takes place in a predictable sequence. Training interventions should follow this sequence to develop, present, reinforce and support learning.

**Level I: Awareness**

Level I provides a broad overview of the problem or need, describes the scope of the information to be learned, and clarifies the proposed objectives or desired ends of the training. This provides trainees with a conceptual framework within which to organize the new information, and “frames” the questions within the context of the volunteer’s role and needs. Presenting and clarifying the rationale for the training creates the motivation to learn.

- Training Methods: In-workshop methods, such as presentations, audio visuals and experiential exercises, or pre-workshop methods, such as questionnaires, pre-reading and quizzes to raise awareness, develop self-awareness, elicit what staff members/foster caregivers already know and identify what they need to learn.

- Best Outcome: Volunteers should be able to identify the nature of the problems the training is designed to address, describe the pertinent issues and state the rationale for their needing to know this to effectively do their jobs. Trainees should also be able to state the goals of the training.
Level I: Awareness, Cont’d.

- Competency Language: “Knows the importance of…”, “Understands the importance of…”, “Understands the nature and scope of…” or “Recognizes the importance of…”

Level II: Knowledge/Understanding

Level II includes two stages. The first stage, the acquisition of knowledge, provides trainees with comprehensive, factual information about the topic. The second stage, the development of understanding, enables trainees to master the relationships and linkages between the elements of knowledge.

Achieving knowledge means one has acquired, retained and can repeat factual information. To understand, one must be able to fit the elements of knowledge together into a logical framework. One must know the meaning of the concepts, know the relationships between conceptual elements and be able to identify how the concepts support or contradict each other. When one understands, one can generalize the information to other problems or settings and can manipulate the information to solve problems.

Finally, understanding the relationships between elements allows one to predict how these may change in different circumstances. This provides flexibility in application and enables modification of the concepts to assure relevance to a changed situation (that is, can “generalize” to a different environment).

- Training Methods: To achieve understanding, trainees must “work the material,” often through large and small group discussion. Using and manipulating the information increases trainees’ familiarity with the concepts, promotes the identification of linkages between the elements, raises issues not previously considered and enables trainees to integrate the concepts into a flexible and logical framework. Understanding supports retention, since the knowledge is integrated into the trainee’s cognitive system.

- Experiential exercises are used to draw parallels between a trainee’s personal experience and the learning content. This helps trainees develop empathy, experience a “gut level” response or put the worker “in the client’s shoes.” These methods also help to counteract preconceived ideas and resistance.
Level II: Knowledge/Understanding, Cont’d.

• Best Outcome: Trainees will be thoroughly familiar with the elements of the content, and their relationships to each other and to previous knowledge. Trainees should be able to describe how the elements fit together, express logical inconsistencies, cognitively manipulate the information, use the concepts to think through and solve problems and generalize the concepts to new and somewhat different situations.

• Competency Language: “Knows…”, “Understands….”

• Supervisory Support: Discuss insights and knowledge gained during the workshop to reinforce the learning and provide resource materials pertinent to the topic.

Level III: How to Apply Knowledge and Skills to the Job

Level III answers the question, “Now that I understand all this, how does it really apply to my volunteer role? What am I supposed to do with it?” Level III defines and describes, in detail, how particular knowledge and skills are applied on the job. This usually includes clarifying specific volunteer responsibilities, describing the steps in implementing a task and identifying how the knowledge or skill may need to be modified for use on the job, particularly to overcome potential barriers to implementation in the work setting.

• Training methods: group discussion, presentation by the trainer, simulations, case examples, audiovisual aids that demonstrate others applying the concepts to practice and action planning.

• Best Outcome: Trainees should be able to define their job expectations and articulate the kinds of skills they will need to perform to these expectations. Where trainees already have the skills needed to perform the task, learning how they should use them will often be sufficient to promote job behavior change.

• Competency Language: “Knows how to…” , “Knows strategies to…”

• Supervisory Support: Review application of knowledge to specific volunteer responsibilities.
Level IV: Skill Development

Level IV includes the development and refinement of the capacity to perform a task or activity. Skill development proceeds in stages that include: observation, modeling, practice, feedback, repetition, mastery, proficiency and eventually, habituation—doing it without having to think about it. Formal workshop training can generally develop trainees only to a level of modeling and practicing the skill. Further development to achieve mastery and proficiency requires considerable practice and direct feedback.

• Training Methods: demonstration, modeling, experiential exercises, guided practice, feedback and coaching, self-assessment and action planning.
• Best Outcome: Trainees should be able to perform the desired abilities at some level. Proficiency is generally obtained only after on-the-job practice and feedback.
• Competency Language: “Can….”
• Supervisory Support: Provide opportunities for trainee to shadow experienced volunteers, demonstrate skills for the staff, provide opportunities for volunteers to practice skills by conducting role plays and provide feedback.

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills and Attributes</th>
<th>Minimum Level of Learning at Completion of Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA/GAL Role</td>
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<tr>
<td></td>
<td>Knows how to define the CASA/GAL role</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands the function of a CASA/GAL report to the court</td>
<td>2</td>
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<td></td>
<td>Understands the competencies necessary to succeed as a CASA/GAL volunteer</td>
<td>2</td>
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<tr>
<td></td>
<td>Knows how to act within the CASA/GAL volunteer role and can differentiate his/her role from that of others involved in the case</td>
<td>3</td>
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<td></td>
<td>Knows how to find support and resources to assist his/her advocacy</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands how to obtain relevant confidential information</td>
<td>2</td>
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<tr>
<td></td>
<td>Understands the importance of partnering with his/her supervisor to develop goals and to discuss issues and assess progress</td>
<td>1</td>
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<tr>
<td></td>
<td>Understands the importance of participating in ongoing professional development to strengthen advocacy skills</td>
<td>1</td>
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<tr>
<td>Communication</td>
<td>Knows how to effectively articulate a point of view while advocating for the needs of the child</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands the importance of establishing trust and rapport with all parties</td>
<td>1</td>
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<tr>
<td></td>
<td>Understands the importance of speaking and writing clearly and concisely</td>
<td>1</td>
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<td></td>
<td>Knows how to work collaboratively and manage conflict effectively</td>
<td>3</td>
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<td></td>
<td>Recognizes the importance of treating others with dignity and respect</td>
<td>1</td>
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<td></td>
<td>Knows how to be an active listener</td>
<td>3</td>
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<tr>
<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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</tr>
<tr>
<td><strong>Communication (cont'd)</strong></td>
<td>Understands and respects the perspectives, values and input from others</td>
<td>2</td>
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<tr>
<td></td>
<td>Knows the importance of being forthright, thorough and detail oriented</td>
<td>2</td>
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<td></td>
<td>Knows how to utilize basic communication and interviewing skills</td>
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<td></td>
<td>Knows strategies for interviewing children</td>
<td>3</td>
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<td></td>
<td>Understands the elements of a court report</td>
<td>2</td>
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<tr>
<td><strong>Cultural Competence</strong></td>
<td>Understands the extent to which cultural institutions and values may oppress, marginalize or alienate some individuals or groups and create or enhance privilege and power of others</td>
<td>2</td>
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<tr>
<td></td>
<td>Understands and demonstrates self-awareness to eliminate the influence of personal biases and values when working with diverse groups</td>
<td>2</td>
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<tr>
<td></td>
<td>Knows strategies and steps to take to increase cultural competency skills and demonstrate culturally competent child advocacy</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands how to recognize and challenge own biases</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands the root causes of disproportionate representation of children of color in the child welfare system and the disparate outcomes children of color experience</td>
<td>2</td>
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<tr>
<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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<tr>
<td>Cultural Competence</td>
<td>Knows how to be sensitive and responsive to different cultural differences</td>
<td>3</td>
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<tr>
<td>(cont’d)</td>
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<tr>
<td></td>
<td>Knows how to set healthy boundaries and respects the boundaries of others</td>
<td>1</td>
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<td></td>
<td>Knows how to adhere to all policies, ethical guidelines and procedures</td>
<td>3</td>
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<td></td>
<td>Recognizes the importance of flexibility in handling case-related changes</td>
<td>1</td>
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<td></td>
<td>Understands managing challenges by collaborating based on the best interest of the child</td>
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<td></td>
<td>Knows how to maintain objectivity and avoid making assumptions</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands the importance of anticipating and recognizing potential problems</td>
<td>1</td>
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<td></td>
<td>Understands making appropriate fact based recommendations to the court</td>
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<td>Understands basing decisions on thorough review of the information</td>
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<td></td>
<td>Understands evaluating alternative decisions</td>
<td>2</td>
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<tr>
<td></td>
<td>Understands the confidentiality requirements of being a CASA/GAL volunteer</td>
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<tr>
<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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<tr>
<td>Sound Judgment (cont’d)</td>
<td>Understands that your personal values and biases about mental illness, domestic violence and substance abuse can affect your objectivity</td>
<td>2</td>
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<tr>
<td></td>
<td>Knows how to evaluate what is in a child’s best interest</td>
<td>3</td>
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<tr>
<td>Initiative</td>
<td>Knows how to be self-motivated and work independently</td>
<td>3</td>
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<tr>
<td></td>
<td>Understands the importance of being resourceful and identifying needs as well as services to meet the needs</td>
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<td></td>
<td>Recognizes the importance of ensuring all parties are moving expeditiously toward permanency</td>
<td>1</td>
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<td></td>
<td>Knows the importance of persistence in pursuit of information</td>
<td>1</td>
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<td></td>
<td>Understands the need to advocate for access to quality, individualized services</td>
<td>2</td>
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<td>Understands the need to respectfully challenge the status quo</td>
<td>2</td>
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<td></td>
<td>Recognizes the importance of creating innovative strategies to resolve issues</td>
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<tr>
<td>Foundations of Knowledge</td>
<td>Understands the importance of using a strength-based approach</td>
<td>1</td>
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<tr>
<td></td>
<td>Understands concurrent planning</td>
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<tr>
<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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<tr>
<td>Foundations of Knowledge (cont'd)</td>
<td>Understands advocacy differs dependent on the age of the child</td>
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<tr>
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<td>Understands the options for permanence for a child</td>
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<td></td>
<td>Understands how to identify a child’s basic needs</td>
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<td>Understands the cycle of attachment</td>
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<td>Understands possible reactions to separation &amp; loss</td>
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<td></td>
<td>Understands age appropriate behavior and development for children of all ages</td>
<td>2</td>
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<td>Understands how mental illness impacts families</td>
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<td>Understands the factors that contribute to a child’s resilience</td>
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<td>Understands how poverty can impact families and children</td>
<td>2</td>
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<td>Understands strategies to advocate for children and adolescents with mental health disorders</td>
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<td>Understands the ways that substance abuse can affect children &amp; families</td>
<td>2</td>
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<td></td>
<td>Knows the importance of being aware of resources in the community that assist with substance abuse</td>
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<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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<tr>
<td>Foundations of Knowledge (cont'd)</td>
<td>Understands how domestic violence affects children &amp; families</td>
<td>2</td>
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<td></td>
<td>Understands the nature and scope of trauma and how it affects children</td>
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<td></td>
<td>Understands the importance of resilience in overcoming trauma in children</td>
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<td></td>
<td>Knows strategies to address educational challenges</td>
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<tr>
<td></td>
<td>Understands the issues faced by LGBTQ youth in the child welfare system</td>
<td>2</td>
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<td>Understands the risk factors for child abuse and neglect</td>
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<tr>
<td></td>
<td>Understands the factors that contribute to child resilience</td>
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<td></td>
<td>Recognizes the importance of understanding a child’s journey through the child welfare system</td>
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<td></td>
<td>Understands MSL and its importance when advocating for a child’s best interest</td>
<td>2</td>
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<td></td>
<td>Understands the nature and scope of the roles of others (e.g., caseworkers, attorneys, therapists, etc.)</td>
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<td></td>
<td>Knows the importance of the federal laws that impact his/her advocacy</td>
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<td></td>
<td>Understands what constitutes abuse and neglect</td>
<td>2</td>
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<tr>
<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
<td>Minimum Level of Learning at Completion of Training</td>
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<tr>
<td>Self Care</td>
<td>Understands the importance of healthy coping strategies to prevent burn out</td>
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<td></td>
<td>Understands the importance of being aware of personal limitations</td>
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<td>Understands the importance of setting clear, healthy boundaries and can identify indicators of stress</td>
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<td>Understands the importance of maintaining a healthy life style</td>
<td>1</td>
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<tr>
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<td>Understands the importance of knowing when to ask for and accept help</td>
<td>1</td>
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<tr>
<td></td>
<td>Understands the importance of maintaining a sense of hope and optimism</td>
<td>1</td>
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</tbody>
</table>
CHAPTER 1:

Introducing the CASA/GAL Volunteer Role

Contents

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» Chapter Wrap-up and Review .......................... 65
» Chapter 2 Pre-Work ...................................... 65
Welcome the group to the training. Have them make nametags 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 since many activities rely on this foundation of knowledge.

Point out to participants that along with the Volunteer Manual, they should have received a printed copy of the 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 them available in the training room.

Tell the participants that they will read through and work on many cases before and during the sessions to enhance their knowledge and skills.
Welcome, Housekeeping and Ground Rules, Cont'd.

• Inform the participants 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.).

• You may want to introduce basic names or acronyms that you will be using throughout the training. For instance, the Volunteer Manual sometimes refers to child protection agencies as CPS. Inform them what this acronym stands for and let them know the name and acronym of the child welfare agency in your area, if it is not CPS. Ask them to refer to the “alphabet soup,” a section in the Chapter 1 Pre-Work Handouts listing key acronyms and what they stand for. A copy of the Chapter 1 Pre-Work Handouts will be provided to participants before the session.

• Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.
Pre-Work Recap

Prior to this training session, you should have completed the following:

- Read the “CASA/GAL Volunteer Job Description” provided by the facilitator.
- Read “Developing Competencies for CASA/GAL Volunteer Work” checklist, and mark the areas that are your strengths and the areas that you want to work on.
- Read the “Child Welfare History” handout and write down any questions you have.
- Read the “Alphabet Soup” list of acronyms used by your local CASA/GAL program and court system.
- Read the “Bleux Case File” and write a one-to-two-paragraph case history and a few questions.

- Read the CASA/GAL volunteer job description provided by the facilitator.
- Read the Developing Competencies for CASA/GAL Volunteer Work checklist, and mark the areas that are your strengths and the areas that you want to work on.
- Read the Child Welfare History handout, and write down any questions you have about the material.
- Read the “Alphabet Soup” list of acronyms used by your local CASA/GAL program and court system.
- Read the Bleux Case File. Write a one- or two-paragraph case history, as well as a few questions you have about the case.
Chapter Overview and Competencies

This chapter introduces you to your fellow training participants and provides an overview of information about the CASA/GAL volunteer role and the child welfare system.

### Competency Building in Chapter 1

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, &amp; Attributes Development in Chapter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CASA/GAL Role</strong></td>
<td>Knows how to define the CASA/GAL volunteer role</td>
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<tr>
<td></td>
<td>Understands the function of a CASA/GAL report to the court</td>
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<td></td>
<td>Understands the knowledge, skills and attributes necessary to succeed as a CASA/GAL volunteer</td>
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<tr>
<td><strong>Foundation of Knowledge</strong></td>
<td>Understands the nature and scope of the roles of others (e.g., caseworkers, attorneys, therapists, etc.)</td>
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<td></td>
<td>Understands the nature and scope of the child welfare system</td>
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<td></td>
<td>Knows the importance of the federal laws that impact his/her advocacy</td>
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<td></td>
<td>Understands a child’s journey through the child welfare system</td>
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</table>
The Volunteer Role

Introductions and Expectations: Activity 1A

Suggested Time: 40 minutes

Goal: To allow participants to get to know each other and begin to grow comfortable with each other in a group setting, to set the tone for training and to allow participants to share their expectations.

Advanced Prep

Label three flipcharts for this activity with the following headings: “Expectations,” “Parking Lot” and “Group Agreements.”

PowerPoint Slide(s): 7

Facilitator Instructions

Part 1: Ask participants to pair with one other person in the room. Doing introductions in pairs first before introducing themselves in front of the large group helps to build safety and confidence. This activity also offers participants an opportunity to practice interviewing skills. Be mindful of the time on this activity—each introduction should take no more than a couple of minutes. (5 minutes)

Part 2: In the large group, have the pairs briefly introduce each other. Each person should recap their partner’s name and one word that describes their reason for volunteering. (20 minutes or less depending on the size of your group)

Part 3: As participants share their expectations for CASA/GAL volunteer training, record them on a flipchart. Inform participants when they can anticipate their expectations to be met (i.e., in which chapter a topic will be addressed). If any of the participants' expectations fall outside the parameters of this training, you may want to add these items to the Parking Lot. 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 the Parking Lot in a prominent spot in the training room. (10 minutes)
Part 4: Create a list of group agreements that set the tone for how participants will agree to work together during training (include items such as confidentiality, respect, etc.). Post these agreements on a flipchart and place them in a prominent spot in the training room. Point out to participants that all training activities appear in the Volunteer Manual. Remind them that they received the “Alphabet Soup” handout listing in the Pre-Work packet. This handout lists key acronyms, and what they stand for, that will be used during training. (5 minutes)

Inform participants that they will be expected to:

- Complete Pre-Work between the training sessions
- Attend all training sessions
- Participate in the activities
- Ask questions
- Take responsibility for their own learning

Inform participants what they can expect from the facilitator during training. The facilitator will:

- 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 for participants

Five Fun Facts

As an alternate introduction activity, participants may answer a few of the questions below in pairs, then introduce each other in the large group, sharing one fun fact about their partner.

1. Who is one of your heroes?
2. If you could travel anywhere in the world, where would you go?
3. What is one family or cultural custom that you observe?
4. What is the last book you read or movie you watched?
5. What is one random fact about yourself?
Introductions and Expectations: Activity 1A

Part 1: In pairs, introduce yourself to your partner. Share the following with each other:

- One reason you want to become a CASA/GAL volunteer
- One thing you’re most excited about as you begin training
- One concern you have about volunteering

Part 2: In the large group, introduce your partner to your fellow participants by briefly sharing their name and one word that describes their reason for volunteering.

Part 3: Share one or two expectations you have as you begin CASA/GAL volunteer training. The facilitator will record your expectations on a flipchart.

Part 4: Create a list of group agreements that set the tone for how you will work together during training. Listen as the facilitator describes what will be expected of you during training and what you can expect of the facilitator.

What to Expect During Training

As a participant, you are expected to:

- Complete Pre-Work between the training sessions
- Attend all training sessions
- Participate in the activities
- Ask questions
- Take responsibility for your own learning

You can expect the facilitator to:

- 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 for participants
Exploring the Impact of CASA/GAL Volunteers: Activity 1B

Suggested Time: 15 minutes

Goal: To introduce participants to specific ways they can make a contribution to a child as a CASA/GAL volunteer.

Advanced Prep

Add your program’s mission statement to the Chapter 1 PowerPoint presentation. Download the Make a Lifelong Difference video found in Chapter 1 Online Resources.

PowerPoint Slide(s): 8

Facilitator Instructions

Part 1: Using the Chapter 1 PowerPoint presentation, display the National CASA Mission Statement and your local program’s mission. Emphasize the key aspects of the CASA/GAL volunteer movement: helping children find safety, permanence and the opportunity to thrive. As CASA/GAL volunteers, they will be part of a movement to make life better for children in the child protection services system. (1 minute)

Part 2: Play the video Make a Lifelong Difference, found in the Chapter 1 Online Resources. Featuring individuals who’ve been in the child protective services system, the video shows children talking about what they want to be when they grow up, and adults remembering their past. As participants watch each story, ask them to note ways that the CASA/GAL volunteer made a difference in the life of the person speaking. (6 minutes)

Part 3: In the large group, ask participants to share how CASA/GAL volunteers made a difference in the lives of the individuals featured in the video. Responses might include providing a voice for the children, listening and offering consistency, stability or encouragement. Point out any of these examples that volunteers don’t come up with on their own. Then review the information in the Volunteer Manual about the evidence of effectiveness of CASA/GAL volunteers. (8 minutes)
Exploring the Impact of CASA/GAL Volunteers: Activity 1B

Part 1: Listen as the facilitator talks about the mission of the CASA/GAL volunteer movement.

The mission of the National Court Appointed Special Advocate Association, together with its state and local member programs, supports and promotes court-appointed volunteer advocacy so every abused or neglected child in the United States can be safe, have a permanent home and the opportunity to thrive.

Part 2: Watch Make a Lifelong Difference, a video that gives a broad overview of the difference that a CASA/GAL volunteer can make in a child’s life. As you watch the video, take note of some specific ways the CASA/GAL volunteers made a difference in the lives of the people featured.

Part 3: In the large group, share some of your thoughts on how having a CASA/GAL volunteer made a difference in the lives of the individuals in the video. Then listen as the facilitator presents evidence of the effectiveness of CASA/GAL volunteers.

Evidence of Effectiveness

A child with a CASA/GAL volunteer is more likely to find a safe, permanent home:

- More likely to be adopted
- Half as likely to re-enter foster care
- Substantially less likely to spend time in long-term foster care
- More likely to have a plan for permanency, especially children of color

Children with CASA/GAL volunteers get more help while in the system:

- More services ordered for the children

They are also more likely to have a consistent, responsible adult presence:

- Volunteers spend significantly more time with the child than a paid guardian ad litem.
Evidence of Effectiveness, Cont’d.

Children with CASA/GAL volunteers spend less time in foster care and are less likely to be bounced from home to home. CASA/GAL volunteers...

- Improve representation of children
- Reduce the time needed by lawyers
- Are more likely than paid lawyers to file written reports
- Are highly effective in having their recommendations adopted by the court

Children with CASA/GAL volunteers do better in school . . .

- More likely to pass all courses
- More likely to receive quality educational services
- Less likely to have poor conduct in school
- Less likely to be expelled

…and score better on nine protective factors:

- Neighborhood resources
- Interested adults
- Sense of acceptance
- Controls against deviant behavior
- Models of conventional behavior
- Positive attitude towards the future
- Valuing achievement
- Ability to work with others
- Ability to work out conflicts

From www.casaforchildren.org/site/c.mtJSJ7MPIsE/b.5332511/k.7D2A/Evidence_of_Effectiveness.htm.
### The CASA/GAL Volunteer Role in Action: Activity 1C

**Suggested Time:** 20 minutes

**Goal:** To explore the key responsibilities of the CASA/GAL volunteer role.

**Advanced Prep**

Make copies of the CASA/GAL Volunteer Tasks handout, found in the Chapter 1 Handouts.

**PowerPoint Slide(s):** 10-12

**Facilitator Instructions**

**Part 1:** Read through the CASA/GAL volunteer job description. In the large group, give an overview of the CASA/GAL volunteer job and each of the four components of the CASA/GAL volunteer role, as described in the Volunteer Manual. (5 minutes)

**Part 2:** In the large group, ask participants to share how having a CASA/GAL volunteer could make a difference in the Bleux case. (5 minutes)

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### The CASA/GAL Volunteer Role in Action: Activity 1C

**Part 1:** Listen as the facilitator describes the four key components of the CASA/GAL volunteer role.

**Part 2:** Think back on the Bleux case, which you read before coming to class. Based on what you learned about the four key components of the CASA/GAL volunteer role, how could a volunteer make a difference if assigned to this case?
Key Components of the CASA/GAL Volunteer Role

**Information Gathering**
Carry out an objective examination of the situation including relevant history, environment, relationships and needs of the child.

**Facilitation**
Identify resources and services for the child and facilitate a collaborative relationship between all parties involved in the case, helping to create a situation in which the child’s needs can be met.

**Advocacy**
Speak up for the child by making fact-based recommendations regarding the child's best interest in a written court report.

**Monitoring**
Keep track of whether the orders of the court and the plans of the child protective services agency are carried out, and report to the court or collaborate with the child protective services agency when any of the parties do not follow those orders and plans.
CASA/GAL Volunteer Tasks

CASA/GAL volunteers are expected to perform the tasks listed below. These tasks constitute what is *minimally* required to effectively fulfill the role as an advocate for a child in the child welfare system:

- Review/research case information.
- Participate in case staffings, family team meetings, court hearings, school-related meetings, etc.
- Establish rapport and relationships with the child and all other parties in the case.
- Meet with the child regularly (at least once per month, or per your program’s requirements) and monitor his/her placement.
- Assess the child’s physical, mental, behavioral and educational needs.
- Observe parent-child interactions.
- Monitor adherence to court orders to ensure compliance.
- Identify needs and advocate for services (make referrals as needed).
- Stay abreast of the most up-to-date case information.
- Check for accountability in service planning and delivery to ensure for quality.
- Document all activities, accurately taking note of any concerns, progress or lack thereof.
- Identify resources within the child’s family and help build/maintain connections.
- Facilitate communication among parties while maintaining confidentiality.
- Submit required reports and case updates on or before the specified due date.
- Monitor compliance with court timelines to expedite permanency.
- Maintain consistent contact with the CASA/GAL supervisor (at least monthly).
- Complete a minimum of 12 hours of in-service training each year.
- Comply with CASA/GAL policies, procedures and ethical guidelines that promote and protect the CASA/GAL program.
CASA/GAL Volunteer Tasks, Cont’d.

- Remain appointed until the case is closed.
- Maintain monthly contact with caregiver.
- Maintain monthly contact with service providers.
- Maintain documentation required by local CASA/GAL staff.

CASA/GAL Volunteer Tasks: Activity 1D

Developing Competencies for CASA/GAL Volunteer Work

Suggested Time: 20 minutes

Goal: To help participants identify knowledge, skills and attributes that will help them perform CASA/GAL volunteer work.

PowerPoint Slide(s): 13

Facilitator Instructions

The focus of this activity is informing participants about how certain skill sets will assist them in advocating for children (i.e., expediting permanency, creating collaborative partnerships with child welfare professionals, collecting accurate and up-to-date information from various parties and inciting change in the system). Volunteers should be divided into small groups for this exercise.

Each volunteer should share one area of strength and one area they want to develop in the small group. Ask each group to be prepared to report back common areas of strength and common areas that need to be further developed.

Wrap Up: Ask each group to report to the larger group. Discuss how they will be able to enhance the skill they want to develop throughout pre-service and in-service training. Tell participants that they will revisit the competencies checklist during the final chapter to evaluate which areas they’ve strengthened through training and which areas they still want to work on. Let them know that you will partner with them throughout the training process to evaluate their readiness for the CASA/GAL volunteer role and address any areas of concern. (7 minutes)
Developing Competencies for CASA/GAL Volunteer Work

Much of the information explored up to this point has focused on your role or duties as a CASA/GAL volunteer. Fulfilling duties is an important part of being a successful CASA/GAL volunteer, but it is only one part. Your knowledge, skills and personal attributes are also very important.

As part of your Pre-Work, you completed the Competency Checklist. In a small group, share one area of strength and one area you want to develop. Review your group’s areas of strengths and areas that need development, and be ready to report the common areas to the larger group. You will revisit the competencies checklist during the final chapter to evaluate areas you’ve strengthened through training and areas you still want to work on. The facilitator will partner with you throughout the training process to evaluate your readiness and address any areas of concern.
# Developing Competencies for CASA/GAL Volunteer Work Handout

Please review the following competency checklist. As you review each area, note whether it is a current strength or if it is an area that needs further development.

**Volunteer Name:**

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills and Attributes</th>
<th>Current Strength</th>
<th>Competency to Develop</th>
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<tbody>
<tr>
<td>CASA/GAL Role</td>
<td>Knows how to define the CASA/GAL role</td>
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<td></td>
<td>Understands the function of a CASA/GAL report to the court</td>
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<td></td>
<td>Understands the competencies necessary to succeed as a CASA/GAL volunteer</td>
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<td></td>
<td>Knows how to act within the CASA/GAL volunteer role and can differentiate his/her role from that of others involved in the case</td>
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<td></td>
<td>Knows how to find support and resources to assist his/her advocacy</td>
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<td>Understands how to obtain relevant confidential information</td>
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<td></td>
<td>Understands the importance of partnering with his/her supervisor to develop goals and to discuss issues and assess progress</td>
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<td>Understands the importance of participating in ongoing professional development to strengthen advocacy skills</td>
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<td>Competency Category</td>
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<tr>
<td>Communication</td>
<td>Knows how to effectively articulate a point of view while advocating for the needs of the child</td>
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<td>Understands the importance of establishing trust and rapport with all parties</td>
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<td>Understands the importance of speaking and writing clearly and concisely</td>
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<td>Knows how to work collaboratively and manage conflict effectively</td>
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<td>Recognizes the importance of treating others with dignity and respect</td>
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<td>Knows how to be an active listener</td>
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<td>Understands and respects the perspectives, values and input from others</td>
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<td>Knows the importance of being forthright, thorough and detail oriented</td>
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<td>Knows how to utilize basic communication and interviewing skills</td>
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<td></td>
<td>Knows strategies for interviewing children</td>
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<td></td>
<td>Understands the elements of a court report</td>
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<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
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<td>Cultural Competence</td>
<td>Understands the extent to which cultural institutions and values may oppress, marginalize or alienate some individuals or groups and create or enhance privilege and power of others</td>
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<td>Understands and demonstrates self-awareness to eliminate the influence of personal biases and values when working with diverse groups</td>
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<td>Knows strategies and steps to take to increase cultural competency skills and demonstrate culturally competent child advocacy</td>
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<td>Understands how to recognize and challenge own biases</td>
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<td>Understands the root causes of disproportionate representation of children of color in the child welfare system and the disparate outcomes children of color experience</td>
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<td>Knows how to be sensitive and responsive to different cultural differences</td>
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<td>Competency Category</td>
<td>Knowledge, Skills and Attributes</td>
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<td>Sound Judgment</td>
<td>Knows how to set healthy boundaries and respects the boundaries of others</td>
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<td>Knows how to adhere to all policies, ethical guidelines and procedures</td>
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<td>Recognizes the importance of flexibility in handling case-related changes</td>
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<td>Understands managing challenges by collaborating based on the best interest of the child</td>
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<td>Knows how to maintain objectivity and avoid making assumptions</td>
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<td>Understands the importance of anticipating and recognizing potential problems</td>
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<td>Understands making appropriate fact based recommendations to the court</td>
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<td>Understands basing decisions on thorough review of the information</td>
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<td>Understands evaluating alternative decisions</td>
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<td>Understands the confidentiality requirements of being a CASA/GAL volunteer</td>
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<td></td>
<td>Understands that your personal values and biases about mental illness, domestic violence and</td>
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<td>substance abuse can affect your objectivity</td>
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<td></td>
<td>Knows how to evaluate what is in a child’s best interest</td>
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<td>Competency Category</td>
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<td>Initiative</td>
<td>Knows how to be self-motivated and work independently</td>
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<td>Understands the importance of being resourceful and identifying needs as well as services to meet the needs</td>
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<td>Recognizes the importance of ensuring all parties are moving expeditiously toward permanency</td>
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<td>Knows the importance of persistence in pursuit of information</td>
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<td>Understands the need to advocate for access to quality, individualized services</td>
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<td>Understands the need to respectfully challenge the status quo</td>
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<td>Recognizes the importance of creating innovative strategies to resolve issues</td>
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<td>Foundations of Knowledge</td>
<td>Understands the importance of using a strength-based approach</td>
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<td></td>
<td>Understands concurrent planning</td>
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<td>Understands advocacy differs dependent on the age of the child</td>
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<td>Understands the options for permanence for a child</td>
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<td>Understands how to identify a child's basic needs</td>
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<td>Understands the cycle of attachment</td>
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<td>Competency Category</td>
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<td>Foundations of Knowledge (cont'd)</td>
<td>Understands possible reactions to separation &amp; loss</td>
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<td></td>
<td>Understands age appropriate behavior and development for children of all ages</td>
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<td>Understands how mental illness impacts families</td>
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<td>Understands the factors that contribute to a child’s resilience</td>
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<td>Understands how poverty can impact families and children</td>
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<td>Understands strategies to advocate for children and adolescents with mental health disorders</td>
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<td>Understands the ways that substance abuse can affect children &amp; families</td>
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<td>Knows the importance of being aware of resources in the community that assist with substance abuse</td>
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<td>Understands how domestic violence affects children &amp; families</td>
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<td>Understands the nature and scope of trauma and how it affects children</td>
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<td>Understands the importance of resilience in overcoming trauma in children</td>
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<td>Knows strategies to address educational challenges</td>
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<td>Understands the issues faced by LGBTQ youth in the child welfare system</td>
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<td>Understands the risk factors for child abuse and neglect</td>
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<td><strong>Foundations of Knowledge (cont'd)</strong></td>
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<td>Understands the factors that contribute to child resilience</td>
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<td>Recognizes the importance of understanding a child’s journey through the child welfare system</td>
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<td>Understands MSL and its importance when advocating for a child’s best interest</td>
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<td>Understands the nature and scope of the roles of others (e.g., caseworkers, attorneys, therapists, etc.)</td>
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<td>Knows the importance of the federal laws that impact his/her advocacy</td>
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<td>Understands what constitutes abuse and neglect</td>
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<td><strong>Self Care</strong></td>
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<td>Understands the importance of healthy coping strategies to prevent burn out</td>
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<td>Understands the importance of being aware of personal limitations</td>
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<td>Understands the importance of setting clear, healthy boundaries and can identify indicators of stress</td>
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<td>Understands the importance of maintaining a healthy life style</td>
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<td>Understands the importance of knowing when to ask for and accept help</td>
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<td></td>
<td>Understands the importance of maintaining a sense of hope and optimism</td>
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Parameters for CASA/GAL Volunteer Relationships: Activity 1E

Suggested Time: 30 minutes

Goal: To understand the parameters of the relationship between a volunteer advocate, the child and others involved in a case.

Advanced Prep

Before facilitating this chapter, make copies of the Volunteer-Child Relationship Dilemmas Worksheet, located in the Chapter 1 Handouts. If beneficial, add or substitute your own dilemma scenarios based on your program’s experiences. Also prepare an abbreviated outline of your program’s policies and procedures, reiterating the do’s and don’ts for volunteers (for example, volunteers should not give legal advice; volunteers should not give money or expensive gifts to children or families; volunteers should not give counseling or provide direct services; etc.).

PowerPoint Slide(s): 14

Facilitator Instructions

Read the following statement as a way to introduce the activity:

As a CASA/GAL volunteer, you have direct and sufficient contact with a child to independently gather information about the child’s circumstances, including the child’s needs and wishes, so as to be able to make sound, thorough and objective recommendations in the child’s best interest. This contact should occur in person to provide you with firsthand knowledge of the child and his or her unique personality, abilities and needs. While social contact is permitted with the child to develop trust and a meaningful relationship, your role is that of an objective advocate for the child and not the child’s attorney, caseworker, counselor, mentor or parental figure.

You do not provide direct services to the child, such as supervising visitation; however, it is appropriate for you to observe visitation. Under no circumstances shall you take the child into your home, provide shelter for the child or take the child on an overnight outing. Keep in mind that as an advocate, your role is to identify challenges, as well as possible resources and solutions without risking the child’s safety, your credibility as a professional and the integrity of the CASA/GAL program.
Activity 1E, Cont’d.

Briefly review your program’s policies and procedures regarding appropriate volunteer interactions with children and families. Then pass out the Volunteer-Child Relationship Dilemmas Worksheet, one per participant. Instruct participants to work individually, reading each dilemma, identifying the crux of the dilemma and potential consequences, and writing down one possible solution for each dilemma on the worksheet. If you are short on time, you may want to have half the class work on the first four scenarios and the other half work on the remaining scenarios.

Then, in the large group, ask participants to share their possible solutions for each scenario. As you do so, provide guidance with identifying the dilemma as well as the potential consequences for the child, family, the volunteer or the CASA/GAL program overall. Be sure to also point out any specific problems and possible solutions that participants do not cover in the discussion. There are a number of possible solutions for each dilemma, and some will depend on your program’s policies and procedures. If there is a best way to handle each situation in your program or if local rules apply, let participants know what is expected. You may also want to highlight ways to prevent each dilemma, such as by being honest with parties about the limits of the volunteer role.
Volunteer-Child Relationship Dilemmas Worksheet Handout

**Dilemma 1**

As a CASA/GAL volunteer, you are on your way to your very first visit with a 9-year-old girl named Susan. Right before you leave, you call the paternal grandfather, who is caring for Susan, and find out that she just had some teeth pulled and some other dental work done. He mentioned the dentist prescribed some mild painkillers and antibiotics. He already phoned them in to the pharmacy, but he doesn’t have a car to go get them. Since you pass the pharmacy on the way, he was wondering if you could swing by and pick them up. You think back to training and what you learned about providing transportation. The prescriptions are already paid for. Why not pick up a milkshake too? Susan’s mouth is going to be sore from all the dental work, and this would be a great way to start out your relationship as her volunteer advocate. You know the milkshake may be too much, but . . . What do you do?

**Crux of the dilemma**

________________________________________________________________________
________________________________________________________________________

**Potential consequences**

________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
Dilemma 1, Cont’d.

One possible solution


Dilemma 2

About eight months into a case, you are unable to reach Ms. Jones, the birth mother of the child for whom you’re advocating. Johnny has been back in Ms. Jones’s care for about three weeks. Ms. Jones successfully moved into her own apartment, so she had a separate residence from her on-again, off-again boyfriend. One of the parameters set forth in court was that the boyfriend was never to be at her apartment when Johnny was there, because he had not finished his court-ordered services. You’ve had a great relationship with Ms. Jones, and one day you spot her at a grocery store. You stop to make small talk and then leave the store. As you drive out of the parking lot, you see Ms. Jones getting in a car with her boyfriend. You know that the boyfriend is not supposed to have contact with Johnny, and you’re worried that Ms. Jones has violated the court order. You also know that Ms. Jones usually gets home around 3:30, after getting Johnny from the bus stop. You really want to see her once more before your case goes back to court, and seeing Johnny again would really help you know how he is doing. You think, why not swing by today to see if you can grab a few moments with both of them to check in? That would allow you to provide the most up-to-date information in your report. You know you should call first, but often she hasn’t returned your calls. What do you do?

Crux of the dilemma


Potential consequences


Dilemma 2, Cont’d.

One possible solution


Dilemma 3

You have been advocating for a 15-year-old girl named Jessie for more than a year. She has been moved to a residential placement in the central part of the state, about an hour away. Her father passed away when she was 9 years old, and her mother is currently in jail. She is an only child and has no visitors and no family support system. When you go to visit, you learn that her birthday is next week, and all she wants is to go to Olive Garden for dinner. You think about the best interest of the child and decide she would have no other way of celebrating her birthday. You know you shouldn’t take her, but . . . What do you do?

Crux of the dilemma


Potential consequences


One possible solution


Dilemma 4

You have been advocating for a 16-year-old boy named Kyle for almost a year. You’ve come to know everyone involved in his life pretty well, including his stepmother, Beth, who Kyle looks up to like his own mother. Beth confides in you that she and Kyle’s father have been arguing a lot and sometimes he hits her. She wants to get help, but she doesn’t know what to do. You know the local
Dilemma 4, Cont’d.

domestic violence shelter would offer services, but Beth states that she doesn’t feel comfortable disclosing this information to anyone else. Beth then says that she is worried about Kyle’s father and his lack of anger management, because she has witnessed him “losing it” with Kyle during visitation. Beth is worried that if this information is revealed, Kyle’s father might not be considered as a placement resource. What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 5

You have developed a great working relationship with Michele, the birth mother in your case. The case is going well, and there is talk of returning all four of her children home. At this time, the agency’s only concern is that Michele’s budget is very tight; she will have to maintain employment in order to make ends meet. She has an unsteady employment history and has previously disclosed that she is stressed about the idea of having all four children return home at once. One day you are meeting with Michele when she leans in close and says she has a secret. She asks you to “pinky swear” that you won’t tell anyone. You really want to find out what the secret is, but you also don’t want to break Michele’s trust. She leans in to tell you that she is expecting another child and will have to leave her job to prepare for the birth of the new baby. What do you do?
Dilemma 5, Cont’d.

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 6

You have been working with a teenage sibling group for almost a year. Yolanda, the youngest of the four siblings, is at a local youth shelter after running away from her former placement to see her sisters, who are all placed in another county. You are at the shelter for a visit and a team meeting with the shelter staff to discuss Yolanda’s case. During the meeting, Yolanda becomes so upset that she runs out of the shelter and goes to her sister’s foster home nearby. You accompany staff to the foster home in an effort to persuade Yolanda to return voluntarily to the shelter. Yolanda agrees to cooperate with the staff, but upon her return, she confides in you that she is lonely and doesn’t have anyone to talk to. She isn’t allowed to use the phone after a certain hour, and she’d like to have a cell phone to stay in contact with her sisters. She asks you to purchase one for her. What do you do?

Crux of the dilemma

Potential consequences
Dilemma 6, Cont’d.

One possible solution


Dilemma 7

You have recently been appointed to the case of an 8-year-old boy who was recently placed into a group home due to destructive behavior. The social worker advises you that he is in a three-week black-out period, during which he can neither have visitors nor participate in any outside activities. You think this is grossly unfair to the child. You’ve addressed your concerns with the group-home staff, the caseworker and the child’s attorney. You’ve even included it in your court report, to no avail. You tell the social worker how disappointed you are that they aren’t doing their job. The conversation goes nowhere, and you are even more frustrated. You decide to go home to unwind. While searching the Internet, you come across a Facebook page for child advocates. You think to yourself that this would be a great opportunity to voice your frustrations to other like-minded individuals, but you know you can’t provide any information that would compromise confidentiality. What do you do?

Crux of the dilemma


Potential consequence


One possible solution


Child Welfare Laws: Activity 1F

Suggested Time: 10 minutes

Goal: To connect information about child protection laws to foundational concepts in CASA/GAL volunteer work.

For Pre-Work, volunteers read information about the history of child protection laws in the United States listed below. Answer any questions on child protection laws. Lead a discussion about permanency, reasonable efforts and culturally appropriate advocacy. The benefit of this exercise is to understand the history and progression of child welfare laws. Answer any questions about the Child Welfare History Pre-Work reading.

PowerPoint Slide(s): 16

Child Abuse Prevention and Treatment Act (CAPTA): 1974

• Requires that states have reporting laws, that they investigate abuse and neglect reports and that they provide a guardian ad litem for each child
• Are CASA/GAL volunteers mandated reporters in your state?
• Does the guardian ad litem have to be an attorney in your state?

Adoption Assistance and Child Welfare Act: 1980

• Requires that states recruit culturally diverse foster and adoptive families
• Requires that states provide “reasonable efforts” to prevent or eliminate the need for removal of the child from the home or to make it possible for the child to return home
Child Welfare Laws, Cont’d.

Adoption and Safe Families Act (ASFA): 1997

- Emphasizes the temporary nature of foster care and requires that permanency planning begin as soon as a child enters care

Indian Child Welfare Act (ICWA): 1978

- Addresses a pattern of removal of Indian children* from their homes, undermining families and threatening tribal survival and Native American cultures
- Sets up placement preferences for children who have been determined to be Indian children
- Establishes the right of certain entities to appear as parties, including the tribe and the Indian custodian, if one exists

Foster Care Independence Act: 1999

- Allows states to serve and provide resources to youth up to age 21
- Increases federal funding to assist young people transitioning from foster care

Fostering Connections to Success and Increasing Adoptions Act: 2008

- Requires child welfare agencies to work with schools to support the education needs of children in foster care
- Increases federal funding to assist and serve young people transitioning from foster care
- Specifies that independent-living services may be provided to young people at “various ages” and various stages of achieving independence, “including children waiting for adoption or other permanent options”

*This curriculum uses the terms “Indian child/ren” and “Indian custodian” in accordance with the legal definitions set out in the Indian Child Welfare Act.
Cultural Considerations

The Indian Child Welfare Act (ICWA), passed in 1978, recognizes that Indian children* have special rights as members of sovereign nations within the United States. The law was written in response 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. 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, ICWA sets up placement preference schemes for children who have been determined to be Indian children and establishes the right of certain entities to appear as parties, including the tribe and the Indian custodian, if one exists.

*This curriculum uses the terms “Indian child/ren” and “Indian custodian” in accordance with the legal definitions set out in the Indian Child Welfare Act.
The Child Welfare System: Activity 1G

Suggested Time: 30 minutes

Goal: To understand how the child welfare and court system work to help children achieve permanency.

Advanced Prep

Customize the Casey Family Programs Child Welfare Chart in the Chapter 1 PowerPoint presentation to reflect your local hearing names and timelines. Print copies of the Child Welfare Chart, located in the Chapter 1 Handouts. Customize the “Alphabet Soup” chart to reflect local terminology.

PowerPoint Slide(s): 17-18

Facilitator Instructions

Part 1: Distribute copies of the Child Welfare Chart and display the chart using the Chapter 1 PowerPoint presentation. Have participants take notes on the chart as you describe the process that a case takes using your state’s ASFA guidelines, including names of hearings and timelines in your local jurisdiction. Point out differences in your jurisdiction with the Casey Chart and include your own. Using the Bleux case as an example, use sample dates to illustrate how long it could take for a child to achieve permanency. Explain the purpose of each hearing and provide examples of what volunteers would do along the way, such as conducting interviews, making observations, obtaining records and submitting court reports. (15 minutes)

Part 2: Have participants take notes in their manuals as you describe the roles of the key players involved in the child welfare system, including the child, CASA/GAL volunteer, parent(s)/caretaker(s), judge, attorneys, tribe, caseworkers, child protection agency and other service professionals. Explain how the volunteer will work with each professional in order to develop a clear picture of the child’s situation and develop recommendations that would protect and promote what is in the child’s best interest. Emphasize how volunteers will use certain skills such as communication and initiative in order to help the child achieve permanency in a timely fashion. (15 minutes)
The Child Welfare System: Activity 1G

Part 1: As the facilitator describes the process that a child welfare case takes in your state, record the names of hearings and timeframes on the Child Welfare Chart handout. The facilitator will explain the purpose of each hearing and provide examples of tasks that CASA/GAL volunteers engage in along the way.

Part 2: Listen as the facilitator describes the roles of those involved in a court case, which are outlined below. As you listen, note in the margin any differences in your jurisdiction and use the space provided to record information relevant to your jurisdiction. If you have questions, share them in the large group.
Who Participates in a Case?

THE CHILD

Why is the child’s case in court?

• A petition has been filed alleging abuse or neglect.

What does the child need during court intervention?

• The child needs the court to order an appropriate intervention and treatment plan so he/she can live in a safe, stable home without ongoing need for intervention from the child protection agency.

• The areas the child needs addressed include: safety/protection, placement if the child is out of the home, family contact, belonging to a family, financial support, a support system, education, mental health and physical health.

• The child needs the court intervention to be focused and timely.

• The child needs services provided that will meet his/her needs.

• Other__________________________
Who Participates in a Case, Cont’d.

CASA/GAL VOLUNTEER

In my area this person is called ______________________

What does the CASA/GAL volunteer do in the case?

• Independently gathers information about the child’s case
• Determines the child’s needs
• Explores family and community resources to meet the child’s needs
• Makes recommendations to the court
• Advocates for the child
• Monitors the case
• Is the voice for what is in the child’s best interest
• Is the voice for the child’s expressed wishes
• Other______________________________________________

What does the CASA/GAL volunteer bring to the case?

• An interest in improving the life of the child through the court process
• Time, energy and focus
• Longevity (he/she often stays on the case from beginning to end)
• An “outside the system” point of view and an independent perspective
• The community’s standard for the care and protection of its children
• Other______________________________________________

When is the CASA/GAL volunteer involved in the case?
Who Participates in a Case, Cont’d.

ATTORNEY FOR THE CASA/GAL PROGRAM OR CHILD

In my jurisdiction, this attorney represents [circle one]:

The child’s wishes  The child’s best interest  The CASA/GAL program

What does the attorney for the program/child do in the case?

• Translates the CASA/GAL volunteer’s research and recommendations into a form that the court can effectively use to address the child’s needs (within the law, within the scope of the volunteer role, fact-based, etc.)

• Provides legal consultation to the CASA/GAL volunteer and program staff regarding the case (if the attorney represents the program rather than the child directly)

• Files legal documents relevant to the child’s case

• Other__________________________________________________________

What does the attorney for the program/child bring to the case?

• Legal expertise, facilitation and negotiation skills and courtroom experience
When is the attorney for the program/child involved in the case?

- From the petition filing through the end of the court case

Who Participates in a Case, Cont’d.

PARENTS/CARETAKERS NAMED IN THE PETITION

In my area this person is called_______________________

Why are the parents/caretakers involved in the case?

- They have been forced into this court action because the child protection agency asked the court to intervene to protect the child from maltreatment and/or to have his/her basic needs met.
- They need to comply with the child protection agency’s intervention plan and correct the conditions that led to the child’s removal, thereby effectively protecting their child and/or enabling their child to return home.
- They need to follow the orders of the court or risk having their parental rights terminated.

What do the parents/caretakers bring to the case?

- Love for the child, family ties, history of parenting, abilities, resources and skills as parents, interactions with the child and each other, mental, emotional and physical health or illness, support system, housing and income and their own issues/problems
Who Participates in a Case, Cont’d.

ATTORNEY FOR THE PARENT/CARETAKER

What does the attorney for the parent/caretaker do in the case?
• Represents the wishes of the parent/caretaker he/she represents
• Protects the legal rights of the parent/caretaker in court
• Advises the parent/caretaker on legal matters
• Files legal documents relevant to the case
• Other______________________________________________

What does the attorney for the parent/caretaker bring to the case?
• Legal expertise, facilitation and negotiation skills and courtroom experience

When is the attorney for the parent/caretaker involved in the case?
• From the petition filing through the end of the court case
Who Participates in a Case, Cont’d.

CHILD PROTECTION AGENCY CASEWORKER

In my area this person is called_______________________

What is the role of the child protection agency caseworker in the case?

• The caseworker has completed a risk assessment process and, based on risk and/or substantiated allegations of abuse and/or neglect, has determined the need for court intervention. The caseworker petitioned the court to intervene on the child’s behalf because:
  ◦ He/she has developed an intervention plan with the family, which has not resulted in eliminating the risk that child maltreatment will recur, or
  ◦ Due to risk of imminent danger, he/she has removed the child from his/her home to ensure the child’s safety.

• The caseworker needs the court to order that the agency’s intervention and treatment plan be followed by the parents/caretakers and other service providers so that the need for continuous agency intervention is not required to ensure the child receives proper care and protection.

• The caseworker is responsible for managing the case and arranging for court-ordered services to be provided to the child and the child’s family.

• Other______________________________________________

What does the child protection agency caseworker bring to the case?

• Training in analyzing risk, assessing service needs and providing guidance, and directing services for families to provide them with the knowledge, skills and resources necessary for change

• Links to other service providers so that the family can access resources outside the child protective services system

When is the child protection agency caseworker involved in the case?

• From the initial contact with the family and/or child until the agency’s services are no longer needed
Who Participates in a Case, Cont’d.

ATTORNEY FOR THE CHILD PROTECTION AGENCY OR THE COUNTY OR THE STATE

In my area this person is called _______________________

In my jurisdiction this attorney represents [circle one]:

- The child protection agency
- The county
- The state

What does this attorney do in the case?

- Represents the position of the agency/county/state in court
- Protects the agency/county/state from liability
- Advises the agency/county/state regarding its responsibilities as outlined in the law
- Files legal documents relevant to the case
- Other______________________________________________

What does this attorney bring to the case?

- Legal expertise, facilitation and negotiation skills and courtroom experience

When is this attorney involved in the case?

- From the petition filing through the end of the case
Who Participates in a Case, Cont’d.

INDIAN CHILD’S TRIBE

What does the Indian child’s tribe do in the case?

• Ensures that the parents, the child and the tribe have all the rights they are afforded pursuant to ICWA
• Brings culturally relevant service options and dispositional recommendations to the attention of the court
• Protects the tribe’s interest in the child and ensures the preservation of the child’s ties to the tribe and its resources
• Where appropriate, offers or requires that the tribe take jurisdiction of the matter
• Files legal documents when necessary
• Other__________________________________________________

What does the tribe bring to the case?

• A very special perspective on preservation of the child’s ties to the tribe
• Knowledge of relevant cultural practices and culturally relevant services that can be considered as potential resources for the child
Who Participates in a Case, Cont’d.

JUDGE

What does the judge do in the case?

• Determines if there is a continued safety issue for the child that necessitates continued out-of-home placement if the child has been removed from home
• Represents the child’s best interest and/or wishes and protects the child’s legal rights in court
• Represents the “best interest of the child,” as defined by the Indian Child Welfare Act (ICWA), to the court
• Decides if the child is abused or neglected, and if so, orders services that will address the needs of the child
• Orders appropriate reviews
• Hears testimony, motions, etc., regarding the case
• Approves the permanent plan for the child
• Orders termination of parental rights when appropriate
• Settles disputed adoption cases
• Closes the court case when there is no longer a need for court intervention or the permanent plan has been achieved
• Other

When is the judge involved in the case?

• From the request for emergency custody at the petition filing until the court case is closed (or, if the child is not removed from home, from the arraignment or adjudication hearing, depending on jurisdiction, until the court case is closed)
Introduction to the Court Report: Activity 1H

Suggested Time: 10 minutes

Goal: To introduce participants to the CASA/GAL volunteer court report.

PowerPoint Slide(s): 20

Facilitator Instructions

Give participants an overview of the section in the Volunteer Manual introducing the CASA/GAL volunteer court report. Emphasize that writing a court report is one of the most important responsibilities of a CASA/GAL volunteer and it is the volunteer’s primary tool in effectively communicating the child’s perspective. Completing the court report does not have to be a difficult task. If volunteers maintain detailed notes and a contact log, they can work through the report section by section. Previous reports and the case plan should also be reviewed to compare what was expected to happen with what actually occurred during the time between court appearances.

Introduction to the Court Report

Listen as the facilitator describes the CASA/GAL court report and offers tips for writing an effective report.
An Introduction to the CASA/GAL Volunteer Court Report

The CASA/GAL volunteer court report is the most essential aspect of your work as a CASA/GAL volunteer. The report outlines, in a standard format, what the CASA/GAL volunteer has discovered, the volunteer’s assessment of the child’s situation and what the court needs to do to help the child achieve a safe, permanent home. It is your primary tool in effectively communicating the child’s perspective. The report also ensures professionalism, consistency and objectivity.

The court report is the vehicle through which you present the information you have gathered about a child’s situation and your recommendations about what services will meet the child’s needs. The facts stated throughout the report are the foundation of your recommendations and should be clear, concise and easily distinguished from opinions and assumptions. When writing the document, it is imperative to respect all of the individuals involved in the case. A report written from an honest and objective view can eliminate defensive attitudes and ease implementation of the recommendations. You will have greater success defending your written documentation and representing the best interests of the child if the report is free from bias.

Court reports provide visible documentation of your involvement in the case. Court reports that provide visible documentation of your involvement, and that are presented in a consistent format, increase your ability to give children a voice in the decision-making process.

Judges rely on the information in CASA/GAL volunteer court reports as they make their decisions. You will submit reports for most hearings. The CASA/GAL volunteer court report provides a way to systematically organize pertinent information and give the court a clear mental image of the child’s situation. Most of the information the court receives is derived from your written documentation, which is made record at each court hearing. CASA/GAL volunteer court reports are shared with all parties to a case and any other individuals who are authorized by law to receive them.

All CASA/GAL programs require that court reports be submitted to the CASA/GAL program office prior to court. Staff will review all CASA/GAL volunteer court reports to ensure the recommendations are supported by facts and all relevant information and documentation has been included. Staff may make suggestions about wording to make your report clearer.
An Introduction to the CASA/GAL Volunteer Court Report, Cont’d.

Keys to a Successful Report

• Be thorough and specific.
• Get your information firsthand.
• Report the facts.
• Make specific recommendations that flow from the facts.
• Use the court report format provided by your program (which you will learn about in the next chapter).
• Submit your report on time so CASA/GAL program staff can review and comment on your report.
Chapter Wrap-up and Review

Chapter Review

Review (slide 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 (slide 22)

Hand out copies of the Chapter 1 Volunteer Training Evaluation and collect them before participants leave.

Additional Resources (slide 23)

Inform volunteers about ways they can learn more about the topics covered in this chapter.

Chapter 2 Pre-Work

Pre-Work Activities

Assign the following Pre-Work activities for the Chapter 2 training session and remind participants of the date and time when the next session will take place.

*Child Abuse and Neglect Statistics*

Ask the participants to read the statistics about child abuse and neglect, located in the Chapter 2 Pre-Work Handouts packet.

*How Children Grow and Develop*

Ask the participants to read information on how children grow and develop, located in the Chapter 2 Pre-Work Handouts packet.
Chapter 2 Pre-Work, Cont'd.

Children’s Needs
Ask the participants to read information on children’s needs, located in the Chapter 2 Pre-Work Handouts packet.

Attachment and Examples
Ask the participants to read information about the importance of attachment in child development and the risks for children who lose the ability to attach to a parent or caretaker in the Chapter 2 Pre-Work Handouts packet. This section also includes the examples of specific children who never had a healthy attachment to their caretaker. (This is in preparation for activity 2C.)

Recognizing Child Abuse and Neglect
Ask the participants to read information about how to recognize child abuse and neglect, including the chart, which describes different kinds of abuse and lists indicators, located in the Chapter 2 Pre-Work Handouts packet. (This is in preparation for activity 2G.)

State Definition of Abuse and Mandatory Reporting Laws
Ask the participants to read your state definition of abuse and mandatory reporting laws that you added to the Chapter 2 Pre-Work packet.

Risk Factors for Child Abuse and Neglect
Ask the participants to read about the multiple risk factors for child abuse and neglect in the Chapter 2 Pre-Work Handouts packet.

Court Report Template
Ask the participants to go through the court report template in the Chapter 2 Pre-Work packet.

Court Report for the Bleux Case
Ask the participants to go through the sample court report for the Bleux case, which you created prior to this session. Ask volunteers to read it before the Chapter 2 training session.
Chapter Wrap-Up

Review

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

Evaluation

Fill out the Chapter 1 Volunteer Training Evaluation and give it to the facilitator before you leave.

Chapter 2 Pre-Work

Prior to the Chapter 2 training session, complete the following assignments.

*Child Abuse and Neglect Statistics*
Read the statistics about child abuse and neglect, located in the Chapter 2 Pre-Work Handouts packet.

*How Children Grow and Develop*
Read information on how children grow and develop, located in the Chapter 2 Pre-Work Handouts packet.

*Children’s Needs*
Read information on children’s needs, located in the Chapter 2 Pre-Work Handouts packet.

*Attachment and Examples*
Read through the information about the importance of attachment in child development and the risks for children who lose the ability to attach to a parent or caretaker in the Chapter 2 Pre-Work Handouts packet. Review the examples of specific children who never had a healthy attachment to their caretaker.

*Child Abuse and Neglect Chart and Laws*
Read the information about child abuse and neglect, including the chart, which describes different kinds of abuse and lists indicators in the Chapter 2 Pre-Work Handouts packet.
Chapter 2 Pre-Work, Cont’d.

Also read about state’s legal definition of abuse, mandatory reporting laws and your program’s polices regarding reporting suspected cases of abuse and neglect.

Risk Factors for Child Abuse and Neglect

Read about the multiple risk factors for child abuse and neglect in the Chapter 2 Pre-Work Handouts packet.

Court Report Template

Go through the court report template in the Chapter 2 Pre-Work Handouts packet.

Court Report for the Bleux Case

Read the sample court report for the Bleux case in the Chapter 2 Pre-Work Handouts packet. You will be applying what you know about the Bleux case during various activities in the next chapter.
CHAPTER TWO
# CHAPTER 2:
The Well-Being of the Child

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Facilitation Tips

• This chapter takes approximately 3 hours and 15 minutes.
• This chapter contains activities that allow participants to apply what they are learning to the Bleux case. Reread the case before facilitating this chapter, so you can provide a brief recap of the case.
• One focus of this chapter is child development. As a facilitator, you need to distinguish between all there is to know about child development and what a CASA/GAL volunteer needs to know to do his/her job. The goal is not for volunteers to master all the information, but to help them develop their intuition and be able to “red flag” situations that should be evaluated by a professional or discussed with a supervisor.
• Acknowledge and build on what participants already know. Connect the content with their personal experience—we were all children once upon a time and many participants currently have children in their lives.
• Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 2 and make a plan to address them later.
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General (found with your local program)</strong></td>
<td></td>
<td><strong>Activity 2A</strong>: Gather enough envelopes for each pair of participants to have one envelope. These envelopes will hold the Ages and Stages Cards.</td>
</tr>
<tr>
<td>• Name tags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flipchart and markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Masking tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Three-hole punch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sticky notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Envelopes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Flipchart Pages (facilitator must create)</strong></td>
<td></td>
<td><strong>Activity 2B</strong>: Prepare a flipchart labeled “Child’s Needs.”</td>
</tr>
<tr>
<td>• Parking Lot</td>
<td>2B</td>
<td><strong>Activity 2H</strong>: Prepare a flipchart labeled “A Strengths-Based Approach.” Below the title, create a column labeled “Benefits” and a column labeled “Drawbacks.”</td>
</tr>
<tr>
<td>• Child’s Needs</td>
<td>2H</td>
<td></td>
</tr>
<tr>
<td>• A Strengths-Based Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A/V Equipment (found with your local program)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Computer, LCD projector and screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electronic Presentations and Videos (found in the Online Resources)</strong></td>
<td></td>
<td><strong>Activity 2H</strong>: Download the video into the local folder where you have the Chapter 2 PPT for ease of use.</td>
</tr>
<tr>
<td>• Chapter 2 PowerPoint presentation</td>
<td>2H</td>
<td><strong>Activity 2J</strong>: As needed, use your program’s court report template to customize the Chapter 2 PowerPoint presentation.</td>
</tr>
<tr>
<td>• Interviewing Skills: Meeting with a Parent</td>
<td>2J</td>
<td></td>
</tr>
</tbody>
</table>
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 2 Pre-Work Packet (found in the Online Resource)</td>
<td></td>
<td>At least one week before the Chapter 2 training session, prepare the Chapter 2 Pre-Work packet and send to participants. Note: You must update the packet with:</td>
</tr>
<tr>
<td>• How Children Grow and Develop</td>
<td>2A</td>
<td>• Your state’s definition of abuse and mandatory reporting laws</td>
</tr>
<tr>
<td>• Children’s Needs</td>
<td>2B</td>
<td>• Your program’s court report template</td>
</tr>
<tr>
<td>• Importance of Attachment in Child Development</td>
<td>2C</td>
<td>– See Advanced Prep for this activity for recommendations on what to include in the court report.</td>
</tr>
<tr>
<td>• Recognizing Child Abuse and Neglect</td>
<td>2F</td>
<td>• A prepared sample court report for the Bleux case (add to the Pre-Work packet)</td>
</tr>
<tr>
<td>• State Definition of Abuse and Mandatory Reporting Laws</td>
<td></td>
<td>Volunteers should complete the Pre-Work prior to the Chapter 2 module and bring it with them to class. Make copies of the Pre-Work documents for reference and use during and after class.</td>
</tr>
<tr>
<td>• Risk Factors for Child Abuse and Neglect</td>
<td>2F</td>
<td></td>
</tr>
<tr>
<td>• Court Report Template</td>
<td>2G</td>
<td></td>
</tr>
<tr>
<td>• Sample Court Report for Bleux Case</td>
<td>2J</td>
<td></td>
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</tbody>
</table>
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In-Class Handouts and Signs (found in the Online Resources)</strong></td>
<td></td>
<td>Make copies of the Volunteer Manual.</td>
</tr>
<tr>
<td>• Volunteer Manual</td>
<td></td>
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<tr>
<td>• Handouts:</td>
<td></td>
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</tr>
<tr>
<td>– Ages and Stages Cards</td>
<td>2A</td>
<td>• Copy and cut one complete set of the Ages and Stages Cards. Mix up the cards.</td>
</tr>
<tr>
<td>– Ages and Stages Signs</td>
<td>2A</td>
<td>Gather enough envelopes for each pair in the class to receive an envelope.</td>
</tr>
<tr>
<td>– Child Development Chart</td>
<td>2A</td>
<td>Place the cards in the envelopes, making sure each envelope contains cards from multiple age groups.</td>
</tr>
<tr>
<td>– Child’s Needs Sheets</td>
<td>2B</td>
<td>• Print out one set of the Ages and Stages Signs.</td>
</tr>
<tr>
<td>– Checklist for Applying the “Best Interest” Principle</td>
<td>2E</td>
<td>• Make copies of the Child Development Chart for all participants.</td>
</tr>
<tr>
<td>– Case Assessment Questions</td>
<td>2I</td>
<td><strong>Activity 2B:</strong> Print a set of the Child’s Needs sheets.</td>
</tr>
<tr>
<td>– Asking the Right Questions and Planning Your Next Steps</td>
<td>2I</td>
<td><strong>Activity 2C:</strong> Come up with two or three brief examples of children, who have experienced disrupted attachment, to share with the participants.</td>
</tr>
<tr>
<td>Supplemental Materials</td>
<td>CH Wrap-Up</td>
<td><strong>Activity 2E:</strong> Make copies of the Checklist for Applying the “Best Interest” Principle.</td>
</tr>
<tr>
<td>– Program Service Area Abuse and Neglect Statistics</td>
<td></td>
<td><strong>Activity 2I:</strong> Make copies of the Case Assessment Questions. (If your program has a similar list, you may want to use it instead.)</td>
</tr>
</tbody>
</table>
### Supplies Checklist and Advanced Prep

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<tr>
<td></td>
<td></td>
<td>- Make copies of the “Asking the Right Questions and Planning Your Next Steps” supplemental materials.</td>
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<tr>
<td></td>
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<td><strong>Activity 2J:</strong> Although not typical in most jurisdictions, if your CASA/GAL programs assign cases prior to adjudication, be prepared to discuss how your program specifically addresses Pre-Adjudication hearings and the CASA/GAL role.</td>
</tr>
<tr>
<td></td>
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<td><strong>Chapter Wrap-Up</strong></td>
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<tr>
<td></td>
<td></td>
<td>- Prepare abuse and neglect statistics for your local program area.</td>
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<tr>
<td></td>
<td></td>
<td>- Make copies of the statistics to handout as an additional resource.</td>
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<tr>
<td></td>
<td>Ch 3 Pre-Work</td>
<td>At least one week before the Chapter 3 training session, prepare the Chapter 3 Pre-Work packet and provide to participants. Print copies for reference during the session as well.</td>
</tr>
</tbody>
</table>

**Chapter 3 Pre-Work packet** (found in the Online Resources except where noted)
- Pre-Work Instructions
- “Shane’s Story” video
- Information on Understanding Child Trauma
- Basic elements of Communication - Communication and CASA/GAL Volunteer Work
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>• Information on Open-Ended vs. Closed Questions</td>
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<tr>
<td>– Information on CASA/GAL Interview</td>
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<tr>
<td>– Initial case notes for the Black-Smith case</td>
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<tr>
<td>– Interviewing a Child Assignment Sheet</td>
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<tr>
<td>– “Interviewing Skills: Talking with a 4-Year-Old Child,” Part 1</td>
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<tr>
<td>– First Impressions: Exposure to Violence and a Child’s Developing Brain video</td>
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CHAPTER 2:
The Well-Being of the Child

CONTENTS
» Welcome, Housekeeping and Ground Rules ........ 8
» Pre-Work Recap ....................................................... 10
» Chapter Overview and Competencies .......... 11
» Children’s Needs and Development .......... 12
» Child Abuse and Neglect ................................. 25
» Working a Case .................................................... 45
» Chapter Wrap-up and Review .................... 54
Welcome, Housekeeping and Ground Rules

- 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 should 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 them available in the training room.
- 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.).

- You may want to introduce basic names or acronyms that you will be using throughout the training. For instance, the Volunteer Manual sometimes refers to child protection agencies as CPS. Inform them what this acronym stands for and let them know the name and acronym of the child welfare agency in your area, if it is not CPS.

- Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.
Pre-Work Recap

Prior to this training session, you should have completed the reading assignments in the Chapter 2 Pre-Work packet that gave you a foundation in children’s growth and development, children’s needs, the importance of attachment in childhood, recognizing child abuse and neglect, your state’s abuse definition and mandatory reporting laws, risk factors for child abuse and neglect and your program’s court report.
**Chapter Overview and Competencies**

This chapter gives an overview of the needs and development of children and describes what constitutes child abuse and neglect, including indicators and risk factors.

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills &amp; Attributes Development in Chapter 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations of Knowledge</strong></td>
<td>Understands age-appropriate behavior and the development of children</td>
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<tr>
<td></td>
<td>Understands a child’s basic needs</td>
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<td></td>
<td>Understands why the MSL standard is in the best interest of children</td>
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<td></td>
<td>Understands the cycle of attachment</td>
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<tr>
<td></td>
<td>Understands what constitutes abuse and neglect</td>
</tr>
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<td></td>
<td>Understands risk factors for child abuse and neglect</td>
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<tr>
<td></td>
<td>Understands the benefits and steps to using a strength-based approach</td>
</tr>
<tr>
<td><strong>Sound Judgment</strong></td>
<td>Knows how to evaluate what is in the child’s best interest</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Understands the elements of a court report</td>
</tr>
</tbody>
</table>
Ages and Stages: Activity 2A

Suggested Time: 15 minutes

Goal: To help participants recognize what they already know about child development and to provide additional information.

Advanced Prep

Copy and cut one complete set of the Ages and Stages Cards, which appear in the Chapter 2 In-Class Handouts. Gather enough envelopes for each pair of participants to have one envelope. Mix up the cards before placing them in the envelopes. Make sure each envelope contains cards from multiple age groups.

Print out one set of the Ages and Stages Signs, found in the Chapter 2 In-Class Handouts. Finally, make copies for all participants of the Child Development Chart, also found in the Chapter 2 In-Class Handouts.

PowerPoint Slide(s): 6-7

Facilitator Instructions

Post the Ages and Stages Signs around the room. Briefly recall and discuss important points from the Pre-Work reading assignment: How Children Grow and Develop. Distribute the envelopes with the mixed-up cards, and have pairs work to determine the appropriate age group for each card. Have participants place the cards under the sign of the appropriate age category. When all pairs have finished placing their cards, hand out copies of the Child Development Chart, and go around the room to discuss the development markers of each age category. Be sure to discuss the fluidity of developmental milestones and how they are affected by environment and circumstances. Answer any questions participants have.

If your training group is very small, consider doing a variation on the activity with the whole group. Copy and cut apart the Ages and Stages Cards and put them all in a basket. Then write each age group on a separate sheet of paper and place the papers in a line along a table. Participants then work together as a group, asking each other questions as necessary, to match the cards with the appropriate age group.
In your work as a CASA/GAL volunteer, it is important to be able to assess age-appropriate behavior for children from birth through adolescence. The facilitator will divide you into pairs and give each pair an envelope that contains cards with behaviors written on them. Several different age groups’ behaviors are represented in each envelope. Determine the appropriate age category for each of your cards and place the card under the corresponding sign for that age group. After all pairs have finished placing their cards under the corresponding age group signs, the facilitator will distribute a chart listing developmental milestones for each age category. In the large group, go around to each age category and discuss what you learned and any questions you have.
### Children’s Needs: Activity 2B

**Suggested Time:** 20 minutes

**Goal:** To help participants identify a child’s basic needs.

**Advanced Prep**

Print a set of Child’s Needs Pages found in the Chapter 2 In-Class Handouts.

**PowerPoint Slide(s):** 8-11

**Facilitator Instructions**

**Part 1:** Divide the room into four groups. Give each group one of the Child’s Needs Pages: Child’s Physical Needs, Child’s Emotional Needs, Child’s Developmental Needs, Child’s Cultural Needs. Explain to participants that in speaking for children in the foster care system, it is imperative they recognize the full range of children’s needs. Ask the groups to think back to the Bleux case and to the child development information they learned in the previous activity. Direct the groups to write a list of Deshawn Bleux’s needs for their assigned category, using everything they have learned so far. For example, regarding physical needs, Deshawn (as well as every child) needs ongoing health screening with a medical provider. Once the groups have completed their lists, invite them to place their completed list on a flipchart at the front of the room. (8 minutes)

**Part 2:** Remind participants of the hierarchy of needs information they should have read as part of their Pre-Work. Maslow’s hierarchy of needs uses the terms “physiological,” “safety,” “belonging” and “love,” “esteem,” “self-actualization,” and “self-transcendence” to describe the pattern that human motivations generally move through. For the purposes of training CASA volunteers, your goal as facilitator should be to convey that this is a widely respected and important examination of human behavior that is most likely familiar to many in the class. It creates a foundation of understanding for human’s potential lack of stability even when provided support and resources.
Children’s Needs, Cont’d.

- Many individuals struggle with empathizing with parents who neglect their children. Combined with ACEs, Maslow can be a helpful tool in allowing them to hold parents accountable, without judging them. It can also help them identify needs of parents as well as children.

- Specific to a case, recognition of a child’s full spectrum of needs according to Maslow can inform your recommendations. If you observe and can confirm the degree to which a child’s needs are being met, you can represent those needs appropriately. If through ACEs you can view their behavior as result of exposure to stress and trauma, you can motivate systems to respond to the need in an informed way.

- The work of Edward L. Deci, in the field of social psychology, addresses motivation for making positive change that supports positive behavior. As an application of self-determination theory, posited by Deci and other researchers, we can encourage volunteers to think broadly about transformation to positive life choices, and decrease belief in the static condition of children and families in need. This positive perspective will aid in making recommendations that will improve conditions for children and families.

In the large group, review Deshawn Bleux’s needs listed on the flipchart. Lead a group discussion about the following questions (7 minutes):

- What other needs would you add to this list in light of the information you read in your Pre-Work?
- Which of the needs listed would you identify as child protection issues?
- How might the needs of two 5-year-old children be both the same and different?
In order to grow and develop optimally, children must have their needs met appropriately. In speaking for children in the foster care system, it is imperative that you recognize the full range of children’s needs.

**Part 1:** The facilitator will divide the class into four groups and give each group a handout representing a category of children’s needs: physical, emotional, developmental or cultural. Working in your group, think back to the Bleux case and to the child development information from the previous activity, and write a list of Deshawn Bleux’s needs for your assigned category on your handout. Once you have completed your list, attach your list to the flipchart at the front of the room.

**Part 2:** Recall the Pre-Work reading assignment on children’s needs. In the large group, consider Deshawn Bleux’s needs listed on the flipchart. Discuss the following questions:

- What other needs would you add to this list in light of the information you read in your Pre-Work?
- Which of the needs listed would you identify as child protection issues?
- How might the needs of two 5-year-old children be both the same and different?
**Attachment: Activity 2C**

**Suggested Time: 5 minutes**

**Goal:** To help participants understand attachment theory and identify how disrupted attachment might affect a child.

**Advanced Prep**

Think of two or three brief examples of children, who have experienced disrupted attachment, to share with participants.

**PowerPoint Slide(s): 12-14**

**Facilitator Instructions**

Using the Chapter 2 PowerPoint presentation, recall and give a brief overview of the material on attachment that volunteers should have read in the Chapter 2 Pre-Work. Share one or two examples of specific children who never had a healthy attachment to their caretaker or have had that attachment broken. Hearing about children in the CASA/GAL volunteer’s community makes this issue real for the participants. After each story, refer to the attachment cycle visual aid and ask the group where in the cycle the attachment was broken.

If you cannot think of an example from your community, talk about a 3-year-old who will go to anyone, sit on anyone’s lap and show no emotion when the primary caretaker leaves. This child had numerous caretakers as a child because her mom was in jail. She has no specific attachment. A second example would be a 7-year-old child who hoards food in foster care. As an infant being raised by heroin-addicted parents, this child was sometimes left to cry for hours and at other times fed on demand.
### Attachment: Activity 2C

Listen as the facilitator briefly recalls information from your Pre-Work about the importance of attachment in child development and the risks for children who lag developmentally or lose the ability to attach to a parent or caretaker. When the facilitator gives examples of specific children who never had a healthy attachment to their caretaker or have had that attachment broken, discuss where in the cycle the attachment was broken. In the large group, share any questions you have.
Minimum Sufficient Level (MSL) of Care: Activity 2D

Suggested Time: 20 minutes

Goal: To familiarize participants with minimum sufficient level of care (MSL) standards and how to apply this knowledge when working with children.

Facilitator Instructions

PowerPoint Slide(s): 15-16

Part 1: Ask participants to read the summary describing minimum sufficient level of care. When they are done reading, have them work in small groups to answer the following questions:

• What do children really need? College? Clothes? A bath every day?
• How might a child’s needs vary depending on his/her circumstances? What issues should be considered in determining whether a parent can provide a minimum sufficient level of care?
• How do you think the MSL standard benefits children?

Ask groups to share some of their responses. (8 minutes)

Part 2: Approach this topic from the standpoint of the ethical responsibility the government, court and community have to intervene in the life of a family, if a child’s most basic needs are not being met. Note that with this responsibility, it’s also important to allow families their cultural and individual differences, if those basic needs ARE being met. Ask participants to imagine if there’s someone out there somewhere who could give the participants’ own children a better home, a better school, better clothes and so on and then ask, “why is it important that your children stay with you?” (10 minutes)
Minimum Sufficient Level (MSL) of Care, Cont’d.

In the large group, ask participants to react to the following statement:

_Some people believe that the best place for children to grow up is in their own homes, with their own families—even if a foster family can provide material things that the children will never have if they are returned home._ (2 minutes)

**Note:** MSL standards are based on state and federal definitions, but elements of MSL, such as commonly accepted child-rearing practices and reasonable limits, will vary from place to place.
Minimum Sufficient Level (MSL) of Care: Activity 2D

Part 1: Read the summary below describing minimum sufficient level of care; the bottom-line standard for a child to remain in his/her home. In your small groups, answer the following questions.

• What do children really need? College? Clothes? A bath every day?
• How might a child’s needs vary depending on his/her circumstances?
• What issues should be considered in determining if a parent can provide a minimum sufficient level of care?
• How do you think the MSL standard benefits children?

In the large group, share some of your responses.

Part 2: Listen as the facilitator discusses the ethical responsibility to ensure children’s most basic needs are being met, while allowing space for cultural and individual differences if those needs are being met.

Listen as the facilitator reads the following statement:

Some people believe that the best place for children to grow up is in their own homes, with their own families—even if a foster family can provide material things that the children will never have if they are returned home.

Share your thoughts about this statement.
What Is “Minimum Sufficient Level of Care” (MSL)?

Removing a child from his or her home because of abuse and/or neglect is a drastic remedy. Because removal is so traumatic for the child, both the law and good practice require that agencies keep the child in the home when it is possible to do so and still keep the child safe. Children should be removed only when parents cannot provide the minimum sufficient level of care. This standard describes what must be in place for the child to remain in the home. The same standard is also used to determine whether or not parents have made sufficient progress so that a child can be safely returned to the family home. The minimum sufficient level of care is determined by a number of factors, each of which must be looked at specifically in relation to the case at hand.

Factors to consider include:

The Child’s Needs

Is the parent providing for the following needs at a basic level?

- Physical (food, clothing, shelter, medical care, safety, protection)
- Emotional (attachment between parent and child)
- Developmental (education, special help for children with disabilities)

Social Standards

Is the parent’s behavior within or outside commonly accepted child-rearing practices in our society?

Here are some examples: In terms of discipline, whipping a child with a belt was generally thought to be appropriate during the first half of the twentieth century, but is now widely considered abusive. Contemporary families frequently use a short “time out” as a punishment for young children. In terms of school attendance, it is a widely-held expectation that parents send all children to school (or homeschool them) until they reach the age limit at which attendance is no longer compulsory. Social standards also apply in medical care, where immunizations and regular medical/dental care are the standard.
What Is “Minimum Sufficient Level of Care,” Cont’d.

Community Standards

Does the parent’s behavior fall within reasonable limits, given the specific community in which the family resides?

Here are some examples: The age at which a child can be safely left alone varies significantly from urban to suburban to rural communities. The age at which a child is deemed old enough to care for other children is largely determined by cultural and community norms. Even something as simple as sending a 9-year-old child to the store might fall within or outside those standards, depending on neighborhood safety, the distance and traffic patterns, the weather, the child’s clothing, the time of day or night, the ability of the child and the necessity of the purchase.

Communities can be geographical or cultural. An example of a non-geographical, cultural community is a Native American tribe in which members live in a variety of locales, but still share a common child-rearing standard. According to the Indian Child Welfare Act, the minimum sufficient level of care standard must reflect the community standards of the child’s tribe.

WHY THE MSL STANDARD IS USED

• It maintains the child’s right to safety and permanence while not ignoring the parents’ right to raise their children.
• It is required by law (as a practical way to interpret the “reasonable efforts” provision of the Adoption Assistance and Child Welfare Act).
• It is possible for parents to reach.
• It provides a reference point for decision makers.
• It protects (to some degree) from individual biases and value judgments.
• It discourages unnecessary removal from the family home.
• It discourages unnecessarily long placements in foster care.
• It keeps decision makers focused on what is the least detrimental alternative for the child.
• It is sensitive across cultures.
What Is “Minimum Sufficient Level of Care,” Cont’d.

KEY PARAMETERS OF THE MSL STANDARD

• The standard takes into consideration the particular circumstances and needs of each child.
• It is a set of minimum conditions, not an ideal situation.
• It is a relative standard, depending on the child’s needs, social standards and community standards. It will not be the same for every family or every child in a particular family.
• It remains the same when considering removal and when considering reunification.

Cultural Considerations

An understanding of a child’s cultural practices is important when considering the MSL standard. For children who are Alaska Native or American Indian, sources for information about cultural practices may include the parents, the tribal child welfare worker, relatives of the child or other tribal members. For other ideas for making sure MSL is applied consistently, you may consider:

• Discussing the MSL standard with your case coordinator or supervisor
• Learning about the various cultural groups in your community (more on this in Chapter 6)
• Systematically comparing the standard for removal and the standard for reunifying a child in the home of origin
The “Best Interest” Principle: Activity 2E

Suggested Time: 8 minutes

Goal: To familiarize volunteers with the principle of “best interest” and their role in reporting the needs of the child.

Advanced Prep

Make copies of the Checklist for Applying the “Best Interest” Principle, found in the Chapter 2 In-Class Handouts.

PowerPoint Slide(s): 17-20

Facilitator Instructions

You may want to begin this activity by asking participants, “How many of you have children?” and then “Who decides what’s best for your children?” This anchors the activity in their experience.

Using the Chapter 2 PowerPoint presentation, introduce the principle of “best interest.” Emphasize the CASA/GAL volunteer’s role in helping to advocate for the child’s best interest. At the end of the activity, distribute copies of the Checklist for Applying the “Best Interest” Principle, and suggest to participants that they refer to this list when they are working on a case.
The “Best Interest” Principle: Activity 2E

In addition to MSL standards, the “best interest” principle guides your work as a CASA/GAL volunteer. Listen as the facilitator introduces this principle and your role in advocating for a child’s best interest.

The “Best Interest” Principle—What It Means

• A safe home
• A permanent home
• As quickly as possible.

Parents typically decide what is best for their children and then provide it for them to the extent that they can. They are their children’s best advocates. The child protection system intervenes in families’ lives when parents cannot or will not protect, promote and provide for their children’s basic needs. A CASA/GAL volunteer becomes the advocate when the parents cannot—or will not—fulfill this role.

Judges use the “best interest of the child” standard when making their decisions in child abuse and neglect cases. Child welfare and juvenile court practitioners and scholars have debated the meaning of “best interest of the child” for years. Books have been written on the subject; however, there is still no concise legal definition for this standard.

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 the tribe determine what is best for the child’s future.

The CASA/GAL volunteer is guided by the “best interest” principle when advocating for a child. This means that the volunteer knows the child well enough to identify the child’s needs. The volunteer makes fact-based recommendations to the court about appropriate resources to meet those needs and informs the court of the child’s wishes, whether or not those wishes are, in the opinion of the CASA/GAL volunteer, in the child’s best interest.
The “Best Interest” Principle—What It Means, Cont’d.

What a CASA/GAL Volunteer Can Do

Throughout a case, ask yourself the following questions to help determine what’s in a child’s best interest:

• Is the child safe?
• Is the child’s unique culture being respected?
• What are the special needs of this child?
• Is the child’s sense of time being honored?
• Is the child receiving the emotional nurturance necessary for healthy brain development?
• Can this child speak for himself/herself?
• Should the child be present in court?
Recognizing Child Abuse and Neglect

**Suggested Time:** 12 minutes

**Goal:** To help volunteers recognize signs of abuse.

**Advanced Prep**
Update Chapter 2 Pre-Work with your state’s legal definition of abuse and mandatory reporting laws.

**PowerPoint Slide(s):** 22

**Facilitator Instructions**
In the large group, highlight key information from the material they read in their Pre-Work about recognizing abuse and your state’s definition of abuse and reporting laws. Emphasize to participants that it is not their role to determine whether or not certain actions constitute child abuse or neglect; the child protective services system will decide this. It is, however, necessary for them to be able to recognize abuse and neglect in order to advocate for a safe home for a child. Answer any questions they have on the material they read about abuse. (12 minutes)
Child Abuse and Neglect: Activity 2F

Recognizing Child Abuse and Neglect

Share any questions you have on recognizing child abuse and neglect, or your state’s definition of abuse or mandatory reporting laws, you read about in your Pre-Work.
Suggested Time: 20 minutes

Goal: To help CASA/GAL volunteers understand the factors that may contribute to child abuse and neglect.

PowerPoint Slide(s): 23-25

Facilitator Instructions

Convey to participants that at some point all families encounter change, stress and perhaps even crisis—the family moves, a parent is laid off, childcare arrangements fall through, a new stepfamily comes into being, the car breaks down, a child becomes ill, the rent goes up and on it goes. The families that participants will encounter in their work as CASA/GAL volunteers are, by definition, under stress and are likely to be in crisis—if for no other reason than that the state is now involved in determining whether their child remains in their care and custody. Some families cope well and adapt effectively to stress and crisis; others do not and become overwhelmed. Families that are not able to cope well are often isolated from resources, face a variety of challenges and are stressed by numerous problems that compound one another. These families may develop patterns that lead to and then perpetuate abuse and neglect.

Part 1: Briefly highlight key information from the risk factors for child abuse and neglect information that volunteers read as part of their Pre-Work. Divide participants into groups and assign each group one category of risk factors (child-related, parent-related, social-situational, family, triggering situations). Have each group list the factors in their category that were present in the Bleux case.

Allow time for questions or comments from participants. The meaning of these conditions can be difficult to grasp. Stress that in many families, more than one condition contributes to the reason child protective services files a petition for the court’s intervention. As groups report back, offer examples if participants do not come up on their own. (13 minutes)
Risk Factors for Child Abuse and Neglect, Cont’d.

Part 2: In the large group, lead participants in brainstorming the types of services or interventions that should be implemented to alleviate the issues in the Bleux family. (7 minutes)
**Risk Factors for Child Abuse and Neglect: Activity 2G**

**Part 1:** Listen as the facilitator summarizes key information from the risk factors for child abuse and neglect information you read as part of your Pre-Work. Then the facilitator will assign you to groups and assign a particular category of risk factor. Working in your small groups, list the factors in your category that were present in the Bleux case. Report your group’s findings back to the large group.

**Part 2:** In the large group, discuss what types of services or interventions should be implemented to alleviate the issues in the Bleux family.
Family Strengths and Weaknesses: Activity 2H

Suggested Time: 35 minutes

Goal: To help participants recognize that all families have strengths and deficits.

Advanced Prep

Prepare a flipchart labeled “A Strengths-Based Approach.” Below the title, create a column labeled “Benefits” and a column labeled “Drawbacks.” Download the Interviewing Skills: Meeting with a Parent video.

PowerPoint Slide(s): 26-28

Facilitator Instructions

Part 1: Have participants take a few moments to think about their families (either their family of origin or their current family), trying to focus first on an event that illustrates the strengths in their family and then on an event that exemplifies the weaknesses or deficits. Ask them to write down one strength and one weakness and share their responses with a partner. After pairs have finished sharing, ask for a couple of volunteers willing to share in the large group. (5 minutes)

Part 2: Using the Chapter 2 PowerPoint presentation, provide an overview of what it means to use a resource lens in CASA/GAL volunteer work. This information also appears in the Volunteer Manual.

In the large group, ask participants what might be some benefits of using a strengths-based approach in their work as CASA/GAL volunteers? What might be some of the drawbacks of using a strengths-based approach? Record their responses on the flipchart you prepared. (10 minutes)
Family Strengths and Weaknesses, Cont’d.

Part 3: Have participants read through the Strengths in Families Worksheet in the Volunteer Manual. Then play the video Interviewing Skills: Meeting with a Parent video. Instruct participants to think about the Bleux family’s strengths as they watch. Note a few items for participants before playing the video:

• Ask participants to watch the video looking for tone, body language and other techniques that can be used in all interviews—with parents, foster parents, relatives, teachers, and so on.

• Mention that not all programs will provide an opportunity for the participants to visit with or talk to parents. In cases where participants cannot talk to parents, underscore that the techniques depicted in the video are transferable to all interviews.

• As appropriate, point out that programs that do not use the term CASA would appreciate volunteers saying, “I am a volunteer appointed by the court to ...” or “I am a court-appointed special advocate” in place of saying “I’m a CASA volunteer.”

As they watch, clarify that the CASA/GAL volunteers would use the case plan (agreed upon by parents/caretakers and social services) as an anchor for their questions. Note that there will typically be fewer questions about supporting the parent and more questions about the progress with meeting the requirements in the plan or court orders from previous hearings than what they observe in this video.

Following the video, in the large group, discuss the following questions:

• Which of the strengths listed are present in the Bleux family?

• If you don’t know whether or not a particular strength exists in this family, how might you gather information to find out?

• How would looking only at strengths or only at deficits affect your recommendations for this family?

(20 minutes)
**Family Strengths and Weaknesses: Activity 2H**

**Part 1:** Take a few moments to think about your own family (either your family of origin or your current family). Try to focus on one event in particular that illustrates the strengths in your family, and then think of an event that exemplifies the weaknesses or deficits. Write down one strength and one weakness of your family. When you are finished writing, share your responses with a partner.

**Family Strength:** _______________________________________

**Family Weakness:** _______________________________________

**Part 2:** Listen as the facilitator presents information about the difference between using a resource lens and a deficit lens in your work as a CASA/GAL volunteer and the importance of understanding that strengths may look different in different cultures. In the large group, answer the following questions:

- What might be some benefits of using a strengths-based approach in your work as a CASA/GAL volunteer?
- What might be some of the drawbacks of using a strengths-based approach?

**Part 3:** Read through the entries on the Strengths in Families Worksheet, which follows the information about the different lenses you can use as a CASA/GAL volunteer. Watch as the facilitator plays a video about the Bleux case. As you watch, try to identify strengths of the Bleux family. Not all programs will provide an opportunity for you to visit with or talk to parents. Watch the video for tone, body language and other techniques that can be used in all interviews—with parents, foster parents, relatives, teachers and so on. The techniques depicted in the video are transferable to all interviews. In the large group, discuss the following questions:

- Based on both the video and the case notes, which of the strengths listed are present in the Bleux family?
Family Strengths and Weaknesses, Cont’d.

- If you don’t know whether or not a particular strength exists in this family, how might you gather information to find out?
- How would looking only at strengths or only at deficits affect your recommendations for this family?
<table>
<thead>
<tr>
<th>If I look through a RESOURCES lens, I am likely to…</th>
<th>If I look through a DEFICITS lens, I am likely to…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look for positive aspects</td>
<td>Look for negative aspects</td>
</tr>
<tr>
<td>Empower families</td>
<td>Take control or rescue</td>
</tr>
<tr>
<td>Create options</td>
<td>Give ultimatums or advice</td>
</tr>
<tr>
<td>Listen</td>
<td>Tell</td>
</tr>
<tr>
<td>Focus on strengths</td>
<td>Focus on problems</td>
</tr>
<tr>
<td>Put the responsibility on the family</td>
<td>See the family as incapable</td>
</tr>
<tr>
<td>Acknowledge progress</td>
<td>Wait for the finished product</td>
</tr>
<tr>
<td>See the family as experts</td>
<td>See service providers as experts</td>
</tr>
<tr>
<td>See the family invested in change</td>
<td>Impose change or limits</td>
</tr>
<tr>
<td>Help identify resources</td>
<td>Expect inaction or failure</td>
</tr>
<tr>
<td>Avoid labeling</td>
<td>Label</td>
</tr>
<tr>
<td>Inspire with hope</td>
<td>Deflate the family’s hope</td>
</tr>
</tbody>
</table>

Adapted from materials developed by CASA for Children, Inc., Portland, Oregon.
Seeing the Strengths and Resources in Families

Your ability to identify strengths in families depends partially on which lens—the resources lens or the deficits lens—you use in your work with families. The lens you choose will also influence your work with others involved in the case. Using a strengths-based approach means acknowledging the resources that exist within a family (including extended family) and tapping into them. For instance, you may identify a relative who can provide a temporary or permanent home for a child, you may help a parent reconnect with a past support system or you may identify healthy adults who in the past were important to a child or family. Using a resource lens creates more options for resolution, and it empowers and supports children and families.

Following are a few questions you can ask when using the resource lens to assess a family:

- How has this family solved problems in the past?
- What court-ordered activities have family members completed?
- Does the family have extended family or non-relative kin who could be a resource?
- How are family members coping with their present circumstances?

Cultural Considerations

Strengths don’t look the same in every family. Family structures, rules, roles, customs, boundaries, communication styles, problem-solving approaches, parenting techniques and values may be based on cultural norms and/or accepted community standards.

For instance, in a deficit model, a family with a female head of household may be viewed as dysfunctional or even immoral. But using a resources lens, the female-head-of-household structure is appreciated for the strength and survival skills of the mother, and there is a deeper examination of historical and institutional factors that have contributed to the existence of matriarchal families.

In another example, many Western cultures believe that children should have a bed to themselves, if not an entire room. In contrast, many other cultures believe that such a practice is detrimental to a child’s development and
Seeing the Strengths and Resources in Families, Cont’d.

potentially dangerous. Additionally, in the United States the ideal of the nuclear family dominates. However, in many communities extended family take on a greater role in childrearing and family may include members of a faith community or others who are not blood relatives.

People in different cultures and socioeconomic classes may use different skills and resources to deal with stress and problems. Material goods are one kind of resource, but some individuals and cultures prize other resources above material wealth. For example:

• Mental ability allows for the access and use of information.
• Emotional resources provide support and strength in difficult times.
• Spiritual resources give purpose and meaning to people’s lives.
• Good health and physical mobility allow for self-sufficiency.
• Cultural heritage provides context, values and morals for living in the world.
• Informal support systems provide a safety net (e.g., money in tight times, care for a sick child, job advice).
• Healthy relationships nurture and support.
• Role models provide appropriate examples of and practical advice on achieving success.
Strengths in Families Worksheet

Parent-Child Relationship

These items focus on the parent’s relationship with the child. To accurately assess the parent-child bond, it is important to know the attachment behaviors of the parent’s culture. How does this culture display empathy? What are appropriate verbal and nonverbal cues? For example, language is highly valued in some groups, and not in others. Eye contact between parent and child is expected by some but considered disrespectful by others.

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<th>Yes</th>
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<tr>
<td>1</td>
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<td></td>
<td>The parent shows empathy for the child.</td>
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<td>2</td>
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<td></td>
<td>The parent responds appropriately to the child’s verbal and nonverbal signals.</td>
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<td>3</td>
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<td>The parent is able to put the child’s needs ahead of his/her own.</td>
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<td>4</td>
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<td>When they are together, the child shows comfort in the parent.</td>
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<td>5</td>
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<td>The parent has raised the child for a significant period of time.</td>
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<tr>
<td>6</td>
<td></td>
<td></td>
<td>In the past, the parent has met the child’s basic physical and emotional needs.</td>
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<td>7</td>
<td></td>
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<td>The parent accepts some responsibility for the problems that brought the child into care or to the attention of the authorities.</td>
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<tr>
<td>8</td>
<td></td>
<td></td>
<td>The parent uses positive, nonviolent discipline.</td>
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</table>
Parental Support System

These items reflect the quality of the parent’s relationships with his/her current support system. The ways in which support systems function vary, depending on culture. Because of the value European American culture places on self-sufficiency and independence, parents are expected to make their own decisions, live independently and use the family for emotional support. Other cultures, most notably Native American cultures, expect the total group, biologically related or not, to function collectively to resolve problems. Resolution of problems may lie in the hands of the elders in other ethnic groups.

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<th>Yes</th>
<th>No</th>
<th>Unknown</th>
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<td>11</td>
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</table>
### Strengths in Families Worksheet

#### Past Support System

The next five items look at extended family and friendships that have been helpful in the past and can be tapped again. If the family system has demonstrated healthy coping abilities in the past, consistent with their cultural norms, this may be a resource for the family in the present as well.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unknown</th>
<th>12</th>
<th>Extended family history shows family members able to help appropriately when one member is not functioning well.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>13</td>
<td>Relatives came forward to offer help when the child needed placement.</td>
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<td>14</td>
<td>Relatives have followed through on commitments in the past.</td>
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<td>15</td>
<td>Significant other adults (who are not blood relatives) have followed through on commitments in the past.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>16</td>
<td>Significant other adults (who are not blood relatives) have followed through on commitments in the past.</td>
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</table>

#### Family History

These items look at the parent’s history and cultural heritage. To answer the first item in this section, it is important to know to what extent the family has identified with and participated in its ethnic community.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unknown</th>
<th>17</th>
<th>The family’s ethnic, cultural or religious heritage includes an emphasis on mutual caretaking and shared parenting in times of crisis.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>18</td>
<td>The parent’s childhood history shows consistency of parental caretaker.</td>
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<td></td>
<td>19</td>
<td>The parent’s history shows evidence of his/her childhood needs being met adequately.</td>
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</tbody>
</table>
**Strengths in Families Worksheet**

*Parent’s Self-Care*

The items in this category highlight the parent’s ability to function in an adult mode, according to the expectations of his/her culture. Values regarding health, hygiene, housing, education and employment differ from culture to culture, so knowledge about the parent’s culture is vital to identifying strengths.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Unknown</th>
<th>20</th>
<th>The parent’s general health is good.</th>
</tr>
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<tbody>
<tr>
<td></td>
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<td>21</td>
<td>The parent uses medical care for self appropriately.</td>
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<td>22</td>
<td>The parent’s hygiene and grooming are consistently adequate.</td>
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<td>23</td>
<td>The parent has a history of stability in housing.</td>
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<td>24</td>
<td>The parent has a solid employment history.</td>
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<td>25</td>
<td>The parent has graduated from high school or possesses a GED.</td>
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<td>26</td>
<td>The parent has skills that contribute to employability.</td>
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</table>
Finally, these last five items focus on the functioning of the child. Again, appropriate behavior and social skills vary between cultures, so cultural knowledge is necessary.

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<tbody>
<tr>
<td>27</td>
<td>The child shows age-appropriate cognitive abilities.</td>
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<td>28</td>
<td>The child demonstrates an age-appropriate attention span.</td>
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<tr>
<td>29</td>
<td>The child shows evidence of conscience development.</td>
<td></td>
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<tr>
<td>30</td>
<td>The child has appropriate social skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Major behavioral problems are absent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from *Concurrent Planning: From Permanency Planning to Permanency Action*, Linda Katz, Norma Spoonemore, and Chris Robinson, Seattle: Lutheran Social Services of Washington and Idaho, 1999
Asking the Right Questions and Planning Your Next Steps: Activity 2I

Suggested Time: 30 minutes

Goal: To help CASA/GAL volunteers identify key questions, sources of information and next steps in gathering information about a case.

Advanced Prep

Make copies of the Case Assessment Questions and the Asking the Right Questions (If your program has a similar list, you may want to use it instead) and Planning Your Next Steps Supplemental Materials, found in the Chapter 2 In-Class Handouts.

PowerPoint Slide(s): 30

Facilitator Instructions

Part 1: Give a brief recap of the Bleux case, which participants read in the Chapter 1 Pre-Work, and ask them to review the case questions they developed when they completed that Pre-Work. Divide them into small groups, and distribute copies of the Case Assessment Questions. Using the handout, groups should identify additional questions they want answered, as well as possible sources for the information (social worker, foster parent, birth parent, child, therapist, etc.). Then, in the large group, ask participants to come up with a list of their top-priority questions for the Bleux case. (20 minutes)

Part 2: In the large group, have volunteers plot out their next steps for working the Bleux case (for example, requesting records (which ones), scheduling interviews, submitting reports, consulting with the program’s case supervisor and appearing in court). (10 minutes)
Asking the Right Questions and Planning Your Next Steps: Activity 2I

**Part 1:** Listen as the facilitator gives a brief recap of the Bleux case, which you read prior to training in your Chapter 1 Pre-Work. Then, review the list of questions about the Bleux family, that you developed while completing that Pre-Work. In small groups, read the Case Assessment Questions handout and identify additional questions you want answered, as well as possible sources for the information. Then, in the large group, come up with a list of your top-priority questions for the Bleux case.

**Part 2:** In the large group, plot out your next steps for working the Bleux case.
Suggested Time: 25 minutes

Goal: To introduce participants to the basic elements of the CASA/GAL volunteer court report.

Advanced Prep

Insert your program’s court report template in the Chapter 2 Pre-Work handouts. If you’d like, use your program’s template to customize the Chapter 2 PowerPoint presentation.

In addition to the sections listed in the Volunteer Manual Pre-Work packet, here are other possible categories you will want to consider for inclusion in your program’s report template:

- Number and location of all placements
- Summary of matters before the court
- Court ordered services
- Persons contacted, but not reached
- Compliance or non-compliance with visitation orders/plan
- Changes in circumstances of child or family
- Available resources within the family to meet needs identified
- Signature of CASA/GAL Volunteer
- Date of report if not file-stamped by court
- Issue for the court’s attention
- Confidentiality note/disclaimer
- Elements of the case plan

Although not typical in most jurisdictions, if your CASA/GAL programs assign cases prior to adjudication, be prepared to discuss how your program specifically addresses Pre-Adjudication hearings and the CASA/GAL role.

PowerPoint Slide(s): 31-32
Facilitator Instructions

Part 1: Remind the volunteers that they reviewed your program’s court report template during their Pre-Work for this chapter. Distribute copies of your program’s court report template, and give a brief overview of each section of the report and its purpose. Explain how participants will access the report forms or templates, and how and when they will submit their written reports to the program. (10 minutes)

Part 2: Using the Chapter 2 PowerPoint 32, give participants an overview of the section in the Volunteer Manual about writing effective court reports, highlighting the most important tips and things that case supervisors check for when reviewing reports. Then, ask participants to answer the following questions using the sample report for the Bleux case, which they read for Pre-Work:

- Was the report organized, grammatically correct, factual, objective, concise and conclusive of what’s in the child’s best interest?
- Are there questions that were unanswered?
- Are the recommendations supported by facts/concerns that are highlighted in the report?
- Do the recommendations flow logically from other information stated in the report?
- Are there other pieces of information that should have been included?
- If you were the CASA/GAL volunteer on this case, are there other people that you would have liked to interview or documents that you would have liked to review to support your recommendations?
- Based on the report, do you feel that the judge would be able to make a decision in the best interest of the child?

Lead the group through a short debriefing. (15 minutes)
Part 1: The facilitator will provide a copy of your local court report template. You should have reviewed this template already in your Pre-Work. Follow along as the facilitator gives a brief overview of each section of the report and its purpose. The facilitator will also explain how to submit your report to the CASA/GAL program office, including deadlines for submission.

Part 2: Listen as the facilitator highlights tips for writing effective court reports. Then, on your own, review the sample court report for the Bleux case, which you read in your Pre-Work. Answer the following questions:

- Was the report organized, grammatically correct, factual, objective, concise and conclusive of what’s in the child’s best interest?
- Are there questions that were unanswered?
- Are the recommendations supported by facts/concerns that are highlighted in the report?
- Do the recommendations follow logically from other information stated in the report?
- Are there other pieces of information that should have been included?
- If you were the CASA/GAL volunteer on this case, are there other people that you would have liked to interview or documents that you would have liked to review to support your recommendations?
- Based on the report do you feel that the judge would be able to make a decision in the best interest of the child?

In the large group, share your thoughts about the report.
Key Elements of a CASA/GAL Volunteer Court Report

Identifying Information
Include the child’s name, ethnicity, tribal enrollment status (if family is of Native American ancestry), the case number, the petition date and the hearing type.

CASA/GAL Volunteer Activity
Describe visits with the child (how many, dates and places), contacts with others involved in the case (dates and type) and reports or records requested or reviewed.

Brief Family Background/Reason for Removal
Briefly recount the incidents leading up to the removal, including reasons the child came into care and history of referrals or arrests related to the child’s removal.

Placement Information
Briefly describe how many and what types of placements have occurred since the child was taken into custody, including dates and lengths of stay.

Case Plan
Describe basic elements of the case plan.

Case Status
Describe parental progress (or lack thereof) toward the case plan and agency compliance with the goals of the case plan, including whether reasonable efforts have been made.

Status of the Child
Describe how the child is doing in school, the physical and social development of the child, the health of the child, whether the child is in therapy (and if so, for what), independent-living services that are being provided to the child (if relevant), whether and how the child’s cultural needs (if any) are being met and the child’s expressed wishes.
Family and Community Resources
Describe strengths, skills or previous successful coping instances of the biological family and any resources within the extended family to provide connection, respite or additional help. Identify community resources that might provide additional support or services.

Issues and Concerns
Consider addressing any of the following:

- The case and/or permanency plan, including obstacles to its implementation
- Current or continuing problems in the case
- Participation in and progress of provided services; services still needed
- Ability of current placement to meet child’s needs
- Visitation or lack of visitation

Best Interest Recommendations
Provide a short list of recommendations to meet the child’s needs that are specific and are based on information previously documented. Recommendations should include, but not be limited to, placement, services and permanence.

Tips on Writing Effective Court Reports
In writing a report, the following steps are imperative:

- Use the court report format provided to you in training.
- Begin to work on the report at the beginning of your information gathering.
- Maintain detailed and chronological notes.
- Make the report child-centered.
- Be accurate. This means presenting exact information, free from unfamiliar acronyms, grammatical errors and misstatements.
- Check your spelling—not only in the body of the report, but also the names and titles cited in the report.
- Use the active voice (“CASA/GAL volunteer visited the home…”).
- Report objectively and factually; eliminate opinions or diagnoses.
Key Elements of a CASA/GAL Volunteer Court Report, Cont’d.

• Use quotations if you have them, but make sure they are accurate in word and citation.
• Use the fewest number of words possible to describe an action or occurrence.
• Eliminate negative emotions/subjective phrases, check for personal bias and refrain from inserting personal judgments.
• Relay only the most relevant and pertinent information.
• Do not transcribe information from other reports directly into your report; paraphrase information using your own words.
• Report incidents in chronological order of occurrence. The report should be uniform, flow from section to section and be easy to understand.
• Do not assume the reader knows the information you know.
• Ensure the basis for recommendations are supported by detailing the observations and information that led to those conclusions.
• Make sure to address placement, permanency, visitation, education, physical and mental health, necessary services for the child or family and the child’s wishes.
• Ensure that the report addresses the case plan and any information about court-ordered services, actions, etc.
• Consider the hearing type and what recommendations are appropriate/timely.
• Scrutinize your report as the parties’ attorneys will; do not leave room for unanswered questions.
• Play devil’s advocate: Question subjective opinions and push for compelling arguments.
• Submit your report according to the deadline. Keep in mind that the report has to be edited and filed in a timely manner for dissemination to all parties.
• After submission, talk with your volunteer supervisor to discuss ways to improve report writing and be open to constructive criticism.
Key Elements of a CASA/GAL Volunteer Court Report, Cont’d.

Ask yourself the following questions before submission:

• Was the report organized, grammatically correct, factual, objective, concise and conclusive of what’s in the child’s best interest?
• Are there questions that were unanswered?
• Are the recommendations supported by facts/concerns that are highlighted in the report?
• Do the recommendations flow logically from other information stated in the report?
• Are there other pieces of information that should have been included?
• If you were the CASA/GAL volunteer on this case, are there other people that you would have liked to interview or documents that you would have liked to review to support your recommendations?
• Based on the report, do you feel that the judge would be able to make a decision in the best interest of the child?

Using Child Photos in Court Reports

Many court and CASA/GAL programs believe that photos of the child should be present in the courtroom. The easiest way to make that happen is to include a photo of the child as a cover page in the CASA/GAL volunteer court report. Often every party is present in the courtroom except the child. As the child’s advocate, the CASA/GAL volunteer can help ensure that the child is the focus of every proceeding; a photo is an ever-present reminder of whose life is at the heart of the matter before the court. The facilitator will share whether it is part of your local program’s practices to include a child’s photograph in the court report.
Chapter Wrap-up and Review

Chapter Review

Review—PowerPoint Slide(s): 33-34

In summary, you can review the objectives and competencies found at the beginning of the chapter to check in on volunteers’ comfort level with the content. Answer any remaining questions.

Evaluation—PowerPoint Slide(s): 35

Hand out copies of the Chapter 2 Volunteer Training Evaluation and collect them before participants leave.

Additional Resources—PowerPoint Slide(s): 36

Handout the Program Service Area Abuse and Neglect Statistics information as an additional resource.

Chapter 3 Pre-Work—PowerPoint Slide(s): 37-38

Assign the following Pre-Work activities for the Chapter 3 training session and remind participants of the date and time when this session will take place.

Shane’s Story video

Ask the volunteers to watch the Shane’s story video and prepare a list of traumatic experiences for a child.

Understanding Child Trauma

Ask the volunteers to read the information on Understanding Child Trauma in the Chapter 3 Pre-Work packet. (This information is for Activity 3B.)

Basics of Elements of Communication

Ask the volunteers to read the information on the Basic Elements of Communication—Communication and CASA/Gal Volunteer Work in the Chapter 3 Pre-Work packet. (This information is for Activity 3F.)
Chapter Review, Cont’d.

Open Ended vs. Closed Ended Questions

Ask the CASA/GAL Volunteers to read the information on open-ended and closed-ended questions in the Chapter 3 Pre-Work packet. (This information is for Activity 3G.)

CASA/GAL Interview

Ask the CASA/GAL volunteers to read the information on CASA/GAL Interview in the Chapter 3 Pre-Work packet. (This information is for Activity 3H.)

The Black-Smith Case

Ask the CASA/GAL volunteers to read the Initial Case Notes for the Black-Smith Case, in the Chapter 3 Pre-Work packet before attending the Chapter 3 training session.

Interviewing a Child

Ask the CASA/GAL volunteers to watch Part 1 of the video showing a CASA/GAL volunteer interviewing a 4-year-old child, which appears in the Chapter 3 Online Resources. Distribute copies of the Interviewing a Child Assignment Sheet, located in the Chapter 2 Handouts. Have participants design and conduct a brief interview with a child between the ages of 5 and 17 before the Chapter 3 session. Be sure volunteers get permission from the child’s parent(s) before the interview.

First Impressions Video

Ask the volunteers to watch the video First Impressions: Exposure to Violence and a Child’s Developing Brain, which appears in the Chapter 3 Online Resources.
Chapter Wrap-up

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

Evaluation
Fill out the Chapter 2 Volunteer Training Evaluation and give it to the facilitator before you leave.

Chapter 3 Pre-Work

Prior to the Chapter 3 training session, complete the following assignments:

Shane’s Story video
Watch the Shane’s story video and prepare a list of traumatic experiences for a child.

Understanding Child Trauma
Read the information on Understanding Child Trauma in the Chapter 3 Pre-Work packet. (This information is for Activity 3B.)

Basic Elements of Communication
Read the information on the Basic Elements of Communication—Communication and CASA/Gal Volunteer Work in the Chapter 3 Pre-Work packet. (This information is for Activity 3F.)

Open-Ended vs. Closed-Ended Questions
Read the information on open-ended and closed-ended questions in the Chapter 3 Pre-Work packet. (This information is for Activity 3G.)

CASA/GAL Interview
Read the information on CASA/GAL Interview in the Chapter 3 Pre-Work packet. (This information is for Activity 3H.)
Chapter 3 Pre-Work, Cont’d.

The Black-Smith Case

Read the Initial Case Notes for the Black-Smith Case, which the facilitator will distribute. You will be applying what you know about the Black-Smith case during various activities in the Chapter 3 training session.

Interviewing a Child

Watch Part 1 of the video showing a CASA/GAL volunteer interviewing a 4-year-old child, which appears in the Chapter 3 Online Resources. (The video is 4 minutes, 30 seconds.) Then, using the Interviewing a Child Assignment Sheet distributed by the facilitator, design and conduct a brief interview with a child between the ages of 5 and 17 before the Chapter 3 session. Be sure to get permission from the child’s parent(s) before the interview.

First Impressions Video

Watch the video First Impressions: Exposure to Violence and a Child’s Developing Brain, which appears in the Chapter 3 Online Resources. (The video is 14 minutes, 43 seconds.)
CHAPTER 3:

Trauma, Resilience and Communication Skills

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Facilitator Prep

Facilitation Tips

• This chapter takes approximately 3 hours and 10 minutes.

• Be aware of participants who may be struggling with personal experiences of trauma, especially as you introduce the Adverse Childhood Experiences calculator. Be sensitive to their experience, and assess how it might affect their ability to advocate effectively. In addition, you can support these participants in learning to self-assess how past experiences might affect their advocacy.

• This chapter introduces the importance of effective communication in CASA/GAL volunteer work. Allow opportunities for participants to practice the skills they’re learning in order to build confidence and prepare them for their role.
# Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (found with your local program)</td>
<td>N/A</td>
<td>Gather supplies as needed.</td>
</tr>
<tr>
<td>• Name tags</td>
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<tr>
<td>• Flipchart and markers</td>
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<td>• Masking tape</td>
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<td>• Three-hole punch</td>
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<tr>
<td>• Sticky notes</td>
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<tr>
<td>Flipchart Pages (facilitator must create)</td>
<td></td>
<td>Create a flipchart with heading &quot;Parking Lot.&quot;</td>
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<tr>
<td>• Parking Lot</td>
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<tr>
<td>Electronic Presentations and Videos</td>
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<tr>
<td>(found in the Online Resources but to be</td>
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</tr>
<tr>
<td>downloaded.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chapter 3 PowerPoint presentation</td>
<td>3B</td>
<td><strong>Activity 3B</strong>: Preview &quot;Shane’s Story,&quot; which appears in the Chapter 3</td>
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<tr>
<td></td>
<td>3C</td>
<td>Online Resources. If you have a digital story from a youth in your state</td>
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<tr>
<td></td>
<td>3H</td>
<td>that you’d prefer to use, be sure the story speaks to the topic of</td>
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<tr>
<td></td>
<td></td>
<td>childhood trauma. Download the videos found in the Chapter 3 Online</td>
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<td></td>
<td>Resources: Adverse Childhood Experiences (ACE) Study and Interviewing Skills:</td>
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<td></td>
<td></td>
<td>Talking with a 4-Year-Old Child&quot; Part 2 to be used in <strong>Activity 3C</strong> and</td>
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<tr>
<td></td>
<td></td>
<td><strong>Activity 3H</strong> respectively.</td>
</tr>
<tr>
<td>Item</td>
<td>Activity #</td>
<td>Advanced Prep</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Pre-Work Packet (found in the Online Resources)</td>
<td></td>
<td>At least one week before the Chapter 3 training session, prepare the Pre-Work packet and print for participants. Send participants the links to the videos to be watched.</td>
</tr>
<tr>
<td>• Pre-Work Instructions</td>
<td></td>
<td>Activity 3D: Prepare an example of when a CASA/GAL volunteer had a positive impact by advocating the removal of a child for child’s safety and ensuring the mitigation of negative effects of removal from the home.</td>
</tr>
<tr>
<td>• “Shane’s Story” video</td>
<td></td>
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<tr>
<td>• Information on Understanding Child Trauma</td>
<td></td>
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<tr>
<td>• Basic elements of Communication - Communication and CASA/GAL Volunteer Work</td>
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<td>• Information on Open-Ended vs. Closed-Ended Questions</td>
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<tr>
<td>• Information on CASA/GAL Interview</td>
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<td>• Initial case notes for the Black-Smith case</td>
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<tr>
<td>• Interviewing a Child Assignment Sheet</td>
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<tr>
<td>• “Interviewing Skills: Talking with a 4-Year-Old Child” Part 1</td>
<td></td>
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<tr>
<td>• First Impressions: Exposure to Violence and a Child’s Developing Brain video</td>
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</tbody>
</table>
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
</table>
| **Handouts (found in the Online Resources)** | 3C 3E 3I | **Activity 3C**: Make copies of the ACEs infographic and ACE Calculator handout, filled out for the mother in the Black-Smith case.  
**Activity 3E**: Prepare an example of each of the “seven Cs” to share with the participants in the class.  
**Activity 3I**: Make copies of all Black-Smith Case Study Materials.  
(Optional) Arrange for an outside expert to speak to the class and share more on trauma and resilience. |
| • ACEs Infographic | | |
| • ACE Calculator filled out for mother in the Black-Smith case | | |
| • Black-Smith Case Study Materials | | |
| **Chapter 4 Pre-Work packet (found in the Online Resources)** | Chapter 4 Pre-Work | At least one week before the Chapter 4 training session, prepare the Chapter 4 Pre-Work packet and provide to the participants. Print copies for reference during the session as well.  
**Poverty in Your Community**  
Prepare questions on poverty and public assistance. |
| • Article “Mental Illness in Families” | | |
| • Article “Mental Health and Children in Care” | | |
| • Article “Drugged as Children, Foster-Care Alumni Speak Out” | | |
| • Article “A Multimodal Approach to Managing Mental Health Disorders in Children” | | |
| • Article “Questions Advocates Should Ask” | | |
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4 Pre-Work packet (found in the Online Resources), Cont’d.</td>
<td>Chapter 4 Pre-Work</td>
<td><strong>Visiting An Agency Using Public Transportation (Optional Pre-Work):</strong> Prior to this session, read through the activity of asking the participants to visit an agency using public transportation and determine whether you will assign it as Pre-Work. If you do, create a sign-up sheet of agencies with which CASA/GAL volunteers are likely to interact. Either assign each participant to an agency in advance or bring the sign-up sheet to the training session and ask participants to choose an agency to visit.</td>
</tr>
<tr>
<td>• Article “Why Are Poor Children More Likely to Be in the System?”</td>
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<tr>
<td>• Examining Poverty vs. Neglect Scenarios Activity Questions on poverty and public assistance</td>
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<tr>
<td>• Article “Obtaining Confidential Case-Related Records”</td>
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<td>• Article “Confidentiality and the CASA/GAL Volunteer”</td>
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<td>• Article “The Necessity of Timely, Effective Communication”</td>
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<tr>
<td>• Article “The Fine Art of Team Work (Child Protection Is Not an Individual Sport)”</td>
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<tr>
<td>• Initial case notes for the Greene case</td>
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<tr>
<td>• (Optional) Visit an agency by taking public transportation</td>
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</tr>
</tbody>
</table>
CHAPTER 3:

Trauma, Resilience and Communication Skills

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» Chapter 4 Pre-Work .......................................... 43
Welcome, Housekeeping and Ground Rules

Welcome the group to the training. Have them make nametags 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 should 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 them 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.
Prior to this training session, you should have completed the following Pre-Work assignments:

- Watch the Shane’s Story video and prepare a list of traumatic experiences for a child.
- Read information on understanding child trauma.
- Read information on basic elements of communication – communication and CASA/GAL volunteer work.
- Read the information on open-ended and closed-ended questions in the Chapter 3 Pre-Work packet. (This information is for Activity 3G.)
- Read the information on CASA/GAL Interview in the Chapter 3 Pre-Work packet. (This information is for Activity 3H.)

- Watch Part 1 of the video showing a CASA/GAL volunteer interviewing a 4-year-old child. Then design a brief interview with a child.
- Watch the video “First Impressions: Exposure to Violence and a Child’s Developing Brain.”
# Chapter Overview and Competencies

This chapter focuses on trauma and resilience as it relates to the children you’ll work with as a CASA/GAL volunteer. This chapter also offers an overview of communication and interviewing skills and practice with writing effective recommendations to the court.

Below are the competencies that will be developed in Chapter 3.

## Competency Building in Chapter 3

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills &amp; Attributes Development in Chapter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA/GAL Role</td>
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<tr>
<td>Foundation of Knowledge</td>
<td>Understands the nature and scope of trauma and how it affects children</td>
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<td></td>
<td>Understands possible reactions of children to separation and loss</td>
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<tr>
<td></td>
<td>Understands the importance of resilience in overcoming trauma in children</td>
</tr>
<tr>
<td>Sound Judgment</td>
<td>Understands making appropriate fact-based recommendations to the court</td>
</tr>
<tr>
<td>Communication</td>
<td>Knows how to utilize basic communication and interviewing skills</td>
</tr>
<tr>
<td></td>
<td>Knows strategies for interviewing children</td>
</tr>
</tbody>
</table>
Trauma and Resilience

Preparing to Talk About Trauma: Activity 3A

Suggested Time: 5 minutes

Goal: To anchor the topic of trauma in participants’ own knowledge and help them be aware of how their life histories may affect their advocacy.

PowerPoint Slide(s): 7-9

Facilitator Instructions

Part 1: Using the Chapter 3 PowerPoint presentation, show the slide with the Walt Whitman quote and ask for a volunteer to read it aloud. Ask for a few participants to share their thoughts on the meaning of the quote. Point out that both negative and positive experiences have an effect on children. (2 minutes)

Part 2: Show the PowerPoint slide about the Feelings Thermometer and briefly introduce this concept. Emphasize that it is important for participants to be aware of their reaction to trauma and to any personal experience with trauma. Encourage participants to talk to program staff if they feel their advocacy role may be affected by experiences with trauma. (3 minutes)
The Feelings Thermometer

The National Child Traumatic Stress Network (NCTSN) has developed the concept of a “feelings thermometer” to gauge your “emotional temperature” or response to what you’re learning. In their training for parents caring for children who have experienced trauma, NCTSN writes:

The Feelings Thermometer . . . [can] make you more aware of the topics or situations that push your buttons, and how you react when your buttons are pushed. With this awareness, you may be able to anticipate situations that are going to raise your emotional temperature, and come up with a game plan for coping with them. When your Feelings Thermometer goes way up, that means you’re feeling stressed, anxious and feel the need to escape. You also may find that when you become very uncomfortable, you “space out” and withdraw from the discussion. . . .[S]pacing out or withdrawing is something that traumatized kids do sometimes as well. What looks like boredom, or just not caring, or withdrawal can sometimes be a reaction to trauma.

NCTSN, Caring for Children Who Have Experienced Trauma, February 2010.
As you begin to explore the topic of trauma, be aware that your feelings about any personal trauma you or someone you are close to has experienced may be heightened. If you find that your “feelings thermometer” is running high and it may be affecting your role as an advocate, please address your concerns with CASA/GAL program staff.
What is Child Trauma: Activity 3B

Suggested Time: 20 minutes

Goal: To familiarize participants with basic information about child trauma.

Advanced Prep

Preview “Shane’s Story,” which appears in the Chapter 3 Online Resources. If you have a digital story from a youth in your state that you’d prefer to use, be sure the story speaks to the topic of childhood trauma.

PowerPoint Slide(s): 10-16

Facilitator Instructions

Part 1: Recall the information on Understanding Childhood Trauma that the participants read as part of Pre-Work. Remind volunteers that very often children in the system have been exposed to multiple traumatic events or trauma over long periods of time. Because of this, it’s important that volunteers have an understanding of what trauma is and how children are affected by it. Additionally, it’s important to note that parents involved in the system will often have their own trauma histories as well. Ask them to share one traumatic experience for a child from the list they came prepared with in the large group and discuss. (10 minutes)

Part 2: Ask participants to recall the “Shane’s Story” that they watched. Ask participants to discuss the various types of trauma that Shane experienced before and after entering the child protection services system. Shane’s experiences included domestic violence (wrestling matches between his mom and dad), physical abuse from his dad, substance abuse in the home, medical care trauma (held down for a shot), his dad’s death from alcohol, his mom’s depression, his removal from his parents and the storm. (10 minutes)
What is Child Trauma: Activity 3B

Part 1: Listen as the facilitator gives an overview of the information that you read about childhood trauma as Pre-Work. Share one traumatic experience, from the list of traumatic experiences for a child, that you came prepared with.

Part 2: Recall the video of Shane’s story from Facing Foster Care in Alaska. Consider the kinds of trauma Shane experienced that led to his involvement with the child protection services system. In the large group, discuss the following questions:

- What trauma did Shane experience before entering the system? After?
The Long-Term Effects of Childhood Trauma: Activity 3C

Suggested Time: 10 minutes

Goal: To help participants apply what they are learning about the effects of childhood trauma.

Advanced Prep

Make copies of the ACEs Infographic and ACE Calculator handout, filled out for the mother in the Black-Smith case.

PowerPoint Slide(s): 17

Facilitator Instructions

Play the video about the Adverse Childhood Experiences (ACE) Study, which appears in the Chapter 3 Online Resources. Then distribute the ACEs infographic and calculator filled out for Francis, the mother in the Black-Smith case. Have volunteers discuss the following questions in their small groups:

- What long-term effects might the unresolved trauma have on Francis’ health and well-being?
- What ACE score does Tammy, the older daughter in the Black-Smith case, have now? What ACE score do you think Tammy might have by the time she is out of the child protection system? What implications might this have on her health and well-being?

Discuss participants’ responses in the large group.

Note: When participants consider Francis’ ACE score, they may start considering their own score. Don’t ask participants to share their personal scores, but let them know that it’s natural to think about their own score and where it falls on the chart. Be aware of participants who may be struggling with trauma issues that could affect their work as a CASA/GAL volunteer.
Watch the video about the Adverse Childhood Experiences (ACE) Study. Then read the ACEs infographic with the ACE Score sheet filled out for Francis, the mother in the Black-Smith case. In small groups, discuss the following questions:

- What long-term effects might the unresolved trauma have on Francis’ health and well-being?
- What ACE score does Tammy, the older daughter in the Black-Smith case, have now? What ACE score do you think Tammy might have by the time she is out of the child protection system? What implications might this have on her health and well-being?

Share your responses in the large group.
Finding Your Adverse Childhood Experience (ACE) Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often or very often swear at you, insult you, put you down, or humiliate you or act in a way that made you afraid that you might be physically hurt?
   Yes  No  If yes enter 1 ________

2. Did a parent or other adult in the household often or very often push, grab, slap, or throw something at you?
   Or ever hit you so hard that you had marks or were injured?
   Yes  No  If yes enter 1 ________

3. Did an adult person at least 5 years older than you ever touch or fondle you or have you touch their body in a sexual way?
   Or Attempt or actually have oral, anal, or vaginal intercourse with you?
   Yes  No  If yes enter 1 ________

4. Did you often or very often feel that no one in your family loved you or thought you were important or special or your family didn’t look out for each other, feel close to each other, or support each other?
   Yes  No  If yes enter 1 ________

5. Did you often or very often feel that you didn’t have enough to eat, had to wear dirty clothes, and had no one to protect you or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
   Yes  No  If yes enter 1 ________

6. Were your parents ever separated or divorced?
   Yes  No  If yes enter 1 ________

7. Was your mother or stepmother often or very often pushed, grabbed, slapped, or had something thrown at her?
   Or sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?
   Or ever repeatedly hit at least a few minutes or threatened with a gun or knife?
   Yes  No  If yes enter 1 ________

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
   Yes  No  If yes enter 1 ________

9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
   Yes  No  If yes enter 1 ________

10. Did a household member go to prison?
    Yes  No  If yes enter 1 ________

   Now add up your “Yes” answers: _______. This is your ACE Score.
The Separation Experience: Activity 3D

**Suggested Time:** 10 minutes

**Goal:** To help participants understand how separation from a parent affects a child.

**Advanced Prep**

Prepare an example of when a CASA/GAL volunteer had a positive impact by advocating the removal of a child for child’s safety and ensuring the mitigation of negative effects of removal from the home.

**PowerPoint Slide(s):** 18-19

**Facilitator Instructions**

Explain that children in the child protection system may experience trauma from being removed from the home. Each new placement increases the likelihood of irreversible damage to their emotional and psychological health. However, because a child’s safety has to be the primary consideration, sometimes he/she must be moved for protection.

Ask participants to sit with their eyes closed as you read the separation scenario in the Volunteer Manual, and imagine the experience of being a child who is removed from his/her home. Warn participants that sometimes this exercise makes people feel sad or uncomfortable as they think about personal experiences of themselves or someone they know. Give participants permission to open their eyes or leave the room at any point, if they need to.

**After you read the story, allow participants a moment to reflect. Then ask them to discuss the following questions in a large group:**

- What feelings did you experience as you imagined being removed from your home and your parents?
- What might you do as a CASA/GAL volunteer to mitigate the negative effects of removal for Tammy, the older child in the Black-Smith case?
The Separation Experience, Cont’d.

• Answers to the second question might include recommending regular visitation with her mother, advocating for placement with her younger sister, Grace, advocating that Tammy not experience multiple placements once in the foster care system, and explaining in an age-appropriate way what’s happening and why.

Share an example of when a CASA/GAL volunteer had a positive impact.
The Separation Experience: Activity 3D

Children in the child protection system may experience trauma from being removed from the home. Each new placement increases the likelihood of irreversible damage to their emotional and psychological health. However, because children’s safety has to be the primary consideration, sometimes they must be moved for protection.

When children are removed from their homes, they feel isolated and detached. Not only do they worry about not seeing their parents, but they also fear losing their peer groups and siblings, changing schools or missing something as simple as their bed or toys.

Listen as the facilitator reads the scenario that follows. Afterward, take a moment to reflect on what you heard. In the large group, discuss the following questions:

- What feelings did you experience as you imagined being removed from your home and your parents?
- What might you do as a CASA/GAL volunteer to mitigate the negative effects of removal for Tammy, the older child in the Black-Smith case?

Listen to the example that the facilitator shares on the positive impact that a CASA/GAL volunteer had.
The Separation Experience, Cont’d.

Sit comfortably and close your eyes as you visualize yourself as a 4-year-old boy or girl at home one evening with your mom and dad. A lady came to the daycare center today and asked you lots of questions about what your mom and dad do when you are bad, whether you have enough food at home, how much your daddy drinks and how often he hits your mommy. You are pretty sure you are going to be in a lot of trouble because the lady said she had to tell your parents that she talked to you. You can barely eat your dinner and your mom is already mad about that. Your dad is drinking another beer, which usually is a bad sign.

There is a knock on the door and that same lady is standing there with a policeman. Now you know you are really in big trouble. She tells your mom and dad that she is taking you away with her. Will they put you in jail? She sits near you at the table and tells you not to worry. She asks your mom or dad to get some clothes together. She asks if there is any special toy or blanket that might help you sleep better. You just can’t imagine what it will be like to sleep in jail with all of those mean people that were there with your dad the last time he went.

But the lady doesn’t take you to jail. The policeman and the lady take you to a big house in another part of the town. They are chatting and laughing on the way. You can tell they are trying to be nice, but you are really scared. The lady walks you to the door and another lady opens it up. She has a big smile on her face and takes your bag of stuff and says, “Come right in.” Behind her is a man. He is smiling too. There are a bunch of other kids who are all looking at you. The new lady says, “Welcome. This is your new home. We are so glad to have you.” She keeps smiling and seems really nice, but there must be some mistake. You didn’t ask for a new home . . . You already have a mom and dad . . . You don’t have brothers and sisters . . . This isn’t your room . . . And what is this food that they are giving you? You realize that this is all your fault and that your mom and dad must be really mad now. You wonder if you’ll ever see them again.
Trauma and Resilience: Activity 3E

Suggested Time: 10 minutes

Goal: To help participants identify the role resilience plays in overcoming trauma.

Advanced Prep
Prepare an example of each of the “seven Cs” to share with the participants in the class.

PowerPoint Slide(s): 20-22

Facilitator Instructions

Part 1: Ask participants to think of a difficult time in their life and what helped them get through it. (2 minutes)

Part 2: Ask for a volunteer to read aloud the paragraph about resilience that appears in the Volunteer Manual. Afterward, briefly emphasize these points: Resilience is very individual. Though some children are naturally more resilient than others, resilience can be built and enhanced through practice.

In pairs, have participants choose one of the “seven Cs” and answer the following question:

- How can you help to build or reinforce this characteristic in a child you work with as a CASA/GAL volunteer? (8 minutes)

Share an example of each of the “seven Cs” with the participants.

Part 3: (Optional) It is recommended that an outside expert from the community comes in and shares more about their knowledge of and experiences with trauma and resilience. Ask the participants to discuss any questions after the speech.
Trauma and Resilience: Activity 3E

Part 1: Think of a time of adversity in your life. What helped you get through the difficult time? Do you remember a particular person who was especially helpful?

Listen to the example of each of the “seven Cs” that the facilitator shares.

Part 2: Listen as a volunteer reads the paragraph below about resilience. In pairs, choose one of the “seven Cs” of resilience and answer the following question:

• How can you help to build or reinforce this characteristic in a child you work with as a CASA/GAL volunteer?

Resilience

Considerable research has shown that child abuse and neglect increase the likelihood of developing problems later, but not all children subjected to lives of severe adversity go on to become dysfunctional adults. Some don’t experience problems or do so to only a minor degree. This is resilience: the ability to become strong, healthy or successful again after something bad happens. Resilient people overcome the ravages of poverty, abuse, unhappy homes, parental loss, disability or any of the other risk factors known to set people on a difficult course in life. Resilient children achieve normal development despite their experience of past or present adversity. Studies of resilient people have repeatedly identified the presence of certain protective factors: personal qualities, family, relationships, outlooks and skills that assist them in overcoming hardships and finding success. Helping children and youth, in the child welfare system, discover and/or develop some of these characteristics, can significantly improve their chances for positive life outcomes.
The Seven Cs of Resilience

When we encounter stress in our lives, we tend to develop ways to overcome that stress or prevent it in the future. Over time, overcoming stress can be refined, practiced and improved, making us more resilient to adverse situations. Healthy ways of dealing with stress include fostering one of the “seven Cs”:

- Competence: Ability to handle a situation effectively
- Confidence: Believing in personal abilities
- Connection: Having strong ties to family and community, creating a sense of belonging
- Character: Having a solid set of morals and values to help determine right from wrong
- Contribution: Feeling like a valuable member of society able to make a difference
- Coping: Ability to handle stress appropriately
- Control: Knowledge and ability to effect an outcome

The Basic Elements of Communication: Activity 3F

Suggested Time: 5 minutes

Goal: To help participants identify the basic components of communication.

PowerPoint Slide(s): 23-26

Facilitator Instructions

Part 1: Have participants think of a time when they had a miscommunication with a friend, colleague or family member. Give them a minute to write down one thing that contributed to the problem. (3 minutes)

Part 2: Ask participants to recall information on the basic components of communication that they read in Pre-Work. Answer any questions they have about the material. (2 minutes)
The Basic Elements of Communication: Activity 3F

Part 1: Think of a time when you and a friend, colleague or family member had a miscommunication. Write down one thing that contributed to the problem:

______________________________________________________________________________
______________________________________________________________________________

Part 2: Recall the information on basic elements of communication that you read in Pre-Work. In the large group, share any questions you have about what you read.
Open-Ended vs. Closed-Ended Questions: Activity 3G

Suggested Time: 5 minutes

Goal: To help participants understand how to identify and use open-ended questions.

PowerPoint Slide(s): 27-31

Facilitator Instructions

Recall the information on open-ended and closed-ended questions that the participants read through in Pre-Work. Discuss any questions that the participants may have.
Open-Ended vs. Closed-Ended Questions: Activity 3G

Recall the information on open-ended and closed-ended questions that you read about in Pre-Work. Discuss any questions that you may have.
The CASA/GAL Volunteer Interview: Activity 3H

Suggested Time: 40 minutes

Goal: To give participants the tools to conduct effective CASA/GAL volunteer interviews.

PowerPoint Slide(s): 32-33

Facilitator Instructions

Part 1: Ask the participants to recall information on the CASA/GAL volunteer interview and discuss their questions in the large group. (5 minutes)

Part 2: For Pre-Work, participants watched Part 1 of the National CASA/GAL video showing a CASA/GAL volunteer interviewing a 4-year-old child. Click the link in the Chapter 3 Online Resources to play Part 2 of the video, which contains comments on the bottom of the screen regarding the strategies and techniques used by the volunteer in the video. Afterward, reinforce what the volunteer did well when interviewing the child. (7 minutes)

Part 3: For Pre-Work, participants also designed and completed an interview with a child. In the large group, ask them to discuss the following questions:

- Which of the strategies from the video did you employ in your interview?
- How many of your questions were open-ended? How many were closed-ended?
- Were some questions more successful than others?
- How much information were you able to gather?
- What did you find easy about the interview? What did you find difficult?
- What will you do differently next time?

(10 minutes)

Part 4: Break the participants into pairs and ask them to share their child interview questions prepared from the Pre-Work with each other and provide feedback. (18 minutes)
The CASA/GAL Volunteer Interview: Activity 3H

**Part 1:** Recall information that you read on the CASA/GAL volunteer interview and share a question.

**Part 2:** For Pre-Work, you watched Part 1 of the National CASA/GAL video showing a CASA/GAL volunteer interviewing a 4-year-old child. Now watch Part 2 of the video, which contains comments on the bottom of the screen regarding the strategies and techniques used by the volunteer in the video. As you watch, think about the interview you designed and conducted for Pre-Work.

**Part 3:** In the large group, discuss the following questions as they relate to the interview you conducted for Pre-Work:

- Which of the strategies from the video did you employ in your interview?
- How many of your questions were open-ended? How many were closed-ended?
- Were some questions more successful than others?
- How much information were you able to gather?
- What did you find easy about the interview? What did you find difficult?
- What will you do differently next time?

**Part 4:** In pairs, share the interview that you prepared as part of the Pre-Work. Provide feedback and suggestions to your partner.
**The Black-Smith Case: Activity 3I**

**Suggested Time:** 60 minutes

**Goal:** To allow participants to apply what they have learned to a real-life simulation.

**Advanced Prep**

Make copies of all Black-Smith Case Study Materials, located in the Chapter 3 Handouts.

**PowerPoint Slide(s): 34-36**

**Facilitator Instructions**

Explain to the class the basic format of the case study activities. It’s helpful to highlight the following key points:

- The case study activities are designed to help participants apply the information they’ve learned so far to simulations that will prepare them for their CASA/GAL volunteer work.
- The case studies are done in small groups, with a large group debrief at the end.
- Within each small group, there are four different roles to play: Runner, Scribe, Controller and Questioner.
- The first set of documents each group receives will be the same: the initial case file and the Questioner’s List.
- Once each group digests the information in the case file, the designated Runner approaches the facilitator and asks for interview transcripts or other documents that might be available. Groups do not have a list of interviews or documents available; they must make educated guesses based on information in the case file. They can request one interview/document at a time. This process will continue for approximately 35 minutes. Throughout this time, the Questioner should help the group stay on track by asking case-related questions and referring periodically to the Questioner’s List.
The Black-Smith Case, Cont’d.

• As small groups get more information about the case, they should be preparing to make recommendations to the court about things such as services for the parents, services for the child and placement. After about 35 minutes, the groups should take 5 minutes to finalize their recommendations and write them on the flipchart provided (in large, legible handwriting so other groups can read/compare recommendations).

• A large group debrief follows to discuss findings, recommendations and outstanding questions.

Part 1: Lead the case study activity as described in the Volunteer Manual. Once participants have begun working in small groups, monitor each group to be sure they are on topic, but do not micromanage the groups. While you may need to offer more support during the first case study or two, be sure to allow participants enough space to learn and make mistakes, which can be discussed during the debrief. (40 minutes)

Interviews available for the Black-Smith case:

(This list is for your use only. Groups have to decide on their own who they want to interview.)

• CASA/GAL Program Coordinator: Jessica Clarkson
• CPS Caseworker: Becky Howard
• Child: Tammy Black
• Tammy’s First Grade Teacher: Mrs. Gallego
• Foster Parents: Linda and Dave Gilbert
• Maternal Aunt: Anne Black

Part 2: Allow groups a few minutes to read other groups’ recommendations posted on flipcharts around the room. Then hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions in the large group and address any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 3 topics: trauma, ACEs, resilience, open-ended/closed-ended questions and the CASA/GAL interview. Other issues may arise
The Black-Smith Case, Cont’d.

that will be covered in more depth in later chapters. Put these topics on the Parking Lot, and address them during that session. (20 minutes)
The Black-Smith Case: Activity 3I

In a number of your training sessions, you will be applying the knowledge you’ve learned to a series of true-to-life case study simulations. To get started, the facilitator will divide you into small groups. Within each group, you will need to assign roles to various members (if there are fewer than four people in a group, some people may need to take on more than one role; if there are more than four people, not everyone will have an assigned role). The group roles include:

- **Runner**: The member of the group assigned to retrieve document packets from the facilitator
- **Scribe**: The individual who writes up recommendations to the court
- **Controller**: The person charged with keeping the group on track and monitoring the time remaining for the activity
- **Questioner**: The group member charged with asking certain questions and making sure each document that’s read gets discussed by the group before moving to the next one

**Part 1:** Your group will receive a hard copy of the initial file for the Black-Smith case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider as you review documents and make your recommendations. After you review the initial case file, send your Runner to the facilitator to request an additional document (either an interview transcript from a key player you’d like to speak with or another important document you’d find during a case). You may continue to request additional interviews and documents, one at a time, over the course of 35 minutes, in order to complete your information gathering for the case at this stage. After 35 minutes, your Scribe should legibly write your group’s recommendations to the court, regarding services for the child, services for the parent and placement decisions on the flipchart.

**Part 2:** Take a few minutes to view other groups’ recommendations, and then briefly discuss the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.
**Writing Effective Recommendations: Activity 3J**

**Suggested Time:** 25 minutes

**Goal:** To give participants the tools they need to evaluate and write effective recommendations as part of the CASA/GAL volunteer court report.

**PowerPoint Slide(s):** 37-39

**Facilitator Instructions**

**Part 1:** Using the Chapter 3 PowerPoint presentation, give an overview of the material in the Volunteer Manual about writing effective recommendations. (10 minutes)

**Part 2:** Have participants work in their small groups from the previous activity. Ask them to evaluate the effectiveness of the recommendations they wrote for the Black-Smith case. They should discuss the following questions:

- What recommendations would you add?
- How would you rewrite your recommendations to include outcome measures?

In the large group, discuss what changes each group would make to their recommendations. (15 minutes)
Writing Effective Recommendations: Activity 3J

**Part 1:** Listen as the facilitator gives an overview of the information below about writing effective recommendations to the court.

**Part 2:** Working in your small groups from the previous activity, evaluate the effectiveness of the recommendations your group wrote for the Black-Smith case.

- What recommendations would you add?
- How would you rewrite your recommendations to include outcome measures?

In the large group, discuss what changes you would make to your group’s recommendations.
Writing Effective Recommendations in a CASA/GAL Volunteer Court Report

Your recommendations to the court in the child’s best interest are the result of your work on a case up to that point and the culmination of your volunteer court report. When you make a written recommendation, you are asking the court to make an order. The judge will decide whether or not to order the recommendations listed in your court report. As with everything in the court report, your recommendations should be written clearly and concisely.

Consider the following areas of concern when you write your recommendations:

• Custody of child and child’s physical placement (always the first recommendations in your listing)
• Counseling (individual or family)
• Parental visitation (supervised or unsupervised)
• Sibling visitations (if siblings are in a different placement)
• Random drug screening for parents at the request of the caseworker or CASA/GAL volunteer
• Substance abuse assessments for parents
• Diagnostic assessment (including following all recommendations thereof)
• Parenting classes, domestic violence classes or anger management classes
• Testing to determine if a child has a learning disability and needs an IEP (individualized education plan)
• Community youth programs such as Big Brother, Big Sister

Recommendations Should Cover All the Child’s Needs

Perhaps it seems obvious to say that the recommendations should cover the child’s needs, but consider the following questions:

• What if the child has a need that has not been met over multiple hearings? Do you still ask for it?
• What if the child has a need that the county doesn’t provide services for? Do you still ask for it?
Writing Effective Recommendations in a CASA/GAL Volunteer Court Report, Cont’d.

• If the child’s needs are great in one area, for instance mental health, should the child’s educational needs still be listed, even though the mental health needs must be addressed before the educational needs can be attended to?

• If the child is placed with extended family members who can’t meet some of his or her needs, do you still press for all needs to be met even though it may cause the child to be moved?

• For these or other challenges in getting a child’s needs covered, consult with CASA/GAL staff to strategize the best solution.

Recommendations Should Not Set Parents Up for Failure

One of the central dilemmas for CASA/GAL volunteers is the fact that children do best when they live with their parents or other family members who can provide a minimum sufficient level of care, and yet the parenting abilities of these adults may seem marginal to them. Parents and caregivers in our cases are usually struggling or limited in significant ways. CASA/GAL volunteers must advocate for the child’s safety and at the same time keep in mind that the only standard a family should have to meet is the minimum sufficient level of care.

Poverty in and of itself should not be a factor when deciding if a family will be allowed to raise its own children. It is easy to set parents or guardians up for failure if we make recommendations they cannot afford to meet. Additionally, a long laundry list of court orders can be so discouraging, that a parent who could in fact succeed, may give up. If that occurs, have we served the child’s best interests?

Consider these questions:

• What other ways might we set a parent up for failure?

• How have we fallen short in our advocacy for the child’s best interest if we do set the parents up for failure? (Who else is failing here?)
Writing Effective Recommendations in a CASA/GAL Volunteer Court Report, Cont’d.

All Recommendations Should Be Supported in the Body of Report

Imagine you are the judge reading a CASA/GAL volunteer court report and you come across recommendations concerning issues that were not mentioned in the body of the report. What would you think?

• Why is it important to support each recommendation in the report body?
• How does writing a recommendation to address an issue not discussed in the report put that recommendation at risk?
• If the case is appealed and all reports in the file are read again, what are the implications for court reports that don’t support their own recommendations?

Effective Recommendations Include Outcome Measures

Outcome measures add specific parameters that define a successful execution of the recommendation. They clarify the expected outcome and set observable goals.

As you look at the chart on the next page, consider these questions:

• How will you know if the court-ordered recommendations in the “no outcome measures” column have been met?
• In which case are you more assured that the children’s needs will be met?
<table>
<thead>
<tr>
<th>Recommendations without Outcome Measures</th>
<th>Recommendations with Outcome Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother must have substance abuse evaluation and follow recommendations from same.</td>
<td>Mother must have substance abuse evaluation and follow recommendations from same, and <strong>remain drug-free for 6 months before court considers reunification.</strong></td>
</tr>
<tr>
<td>Parents must attend parenting classes.</td>
<td>Parents must attend parenting classes and <strong>demonstrate the following parenting skills:</strong> establishing meal schedule, bringing children to school on time, bringing children to clinic for medical treatment as advised by physician.</td>
</tr>
<tr>
<td>Child should have visitation with siblings.</td>
<td>Child should have visitation with siblings set <strong>up monthly and supervised by caseworker.</strong></td>
</tr>
</tbody>
</table>
Chapter Wrap-up and Review

Chapter Review

Review (PowerPoint Slides: 40-41)

In summary, you can 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: 42)

Hand out copies of the Chapter 3 Volunteer Training Evaluation and collect them before participants leave.

Chapter 4 Pre-Work

Pre-Work Activities

Assign the following Pre-Work activities for the Chapter 4 training session and remind participants of the date and time when this session will take place.

PowerPoint Slide(s): 43-44

* Mental Illness in Families *

Have the participants read the article “Mental Illness in Families” in the Chapter 4 Pre-Work packet.

* Mental Health Article *

Have participants read the article “Drugged as Children, Foster-Care Alumni Speak Out” found in Chapter 4 Pre-Work packet. They’ll be discussing this article during an activity in Chapter 4.

* A Multimodal Approach to Managing Mental Health Disorders in Children *

Have the participants read the article on medicating children in foster care and a multimodal approach to managing mental health disorders in children.

- Be prepared to discuss the points brought up by the author.
- Be prepared to discuss the questions that advocates should ask.
Chapter Wrap-Up, Cont’d.

**Why Are Poor Children More Likely to Be in the System?**

Have the participants read the article “Why Are Poor Children More Likely to Be in the System?” in the Chapter 4 Pre-Work packet.

**Questions on Poverty in Your Community**

Ask participants to use either the Internet or more traditional, in-person methods to answer the following questions about poverty and public assistance in your state:

- What is the minimum wage in your state?
- What are the current poverty guidelines for a family of four in your state?
- What percent of people of color in your state fall within the poverty guidelines? What percent of the white population in your state fall within the poverty guidelines?

**Examining Poverty vs. Neglect Scenarios Activity**

Have participants read through and complete the activity on examining poverty vs. neglect scenarios.

**Obtaining Confidential Case-Related Records**

Have the participants read the article on how to obtain confidential case-related records in the Chapter 4 Pre-Work packet.

**Confidentiality and the CASA/GAL Volunteer**

Have the participants read the article “Confidentiality and the CASA/GAL Volunteer” in the Chapter 4 Pre-Work packet.

**Necessity of Timely, Effective Communication**

Have the participants read the article “Necessity of Timely, Effective Communication” in the Chapter 4 Pre-Work packet.

**Fine Art of Team Work (Child Protection Is Not an Individual Sport)**

Have the participants read the article “Fine Art of Team Work (Child Protection Is Not an Individual Sport)” found in the Chapter 4 Pre-Work packet.
Chapter Wrap-Up, Cont’d.

*The Greene Case*

Have participants read the initial case notes for the Greene case, located in the Chapter 4 Pre-Work packet before attending the Chapter 4 session.

**Optional: Visiting an Agency by Taking Public Transportation**

Many of the parents that participants will work with, as CASA/GAL volunteers, do not have personal vehicles and must rely on public transportation when traveling to and from case-related appointments. It’s helpful for participants to experience public transportation first-hand to be able to understand these parents’ experiences.

If you decide to assign this activity to your training class, create a sign-up sheet of agencies with which CASA/GAL volunteers are likely to interact, prior to this session. Either assign each participant to an agency in advance, or ask participants to sign up for an agency. Distribute copies of the instructions for the assignment, and review them with participants. Tell participants when they will be expected to have completed the assignment (date for the Chapter 4 training session), and answer any questions they have.

- **Example Agency Sign-up Sheet:**

<table>
<thead>
<tr>
<th>Agency Type</th>
<th>CASA/GAL Volunteer Trainee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child Protective Services Agency</td>
<td></td>
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<tr>
<td>2. Family Resource Center</td>
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<tr>
<td>3. Medicaid Office</td>
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<tr>
<td>4. Food Stamp Office</td>
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<tr>
<td>5. WIC Agency</td>
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<tr>
<td>6. TANF Office</td>
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<tr>
<td>7. Public Maternal Health Clinic</td>
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<tr>
<td>8. Housing Assistance Program</td>
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</tbody>
</table>

Alternative: If the public transportation aspect of this Pre-Work assignment isn’t feasible in your area, you may still want to ask participants to visit an agency in your community. If that’s not possible, participants could research an agency by calling to find out about their services.
Chapter Wrap-Up, Cont’d.

Additional Resources

Ask the participants to go through the following additional resources available in the Online Resources:

– Motivational Interviewing
– Secondary Trauma
Chapter Wrap-Up

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

Evaluation
Fill out the Chapter 3 Volunteer Training Evaluation and give it to the facilitator before you leave.

Chapter 4 Pre-Work
Prior to the Chapter 4 training session, complete the following assignments:

Mental Illness in Families
Read the article “Mental Illness in Families” in the Chapter 4 Pre-Work packet.

Mental Health Article
Read the article “Drugged as Children, Foster-Care Alumni Speak Out” in Chapter 4 Pre-Work packet. You’ll be discussing this article during an activity in Chapter 4.

A Multimodal Approach to Managing Mental Health Disorders in Children
Read the article on medicating children in foster care and a multimodal approach to managing mental health disorders in children.
  – Be prepared to discuss the points brought up by the author.
  – Be prepared to discuss the questions that advocates should ask.

Why Are Poor Children More Likely to Be in the System?
Read the article “Why Are Poor Children More Likely to Be in the System?” in the Chapter 4 Pre-Work packet.
Chapter Wrap-Up, Cont’d.

Questions on Poverty in Your Community

Use either the Internet or in-person methods to answer the following questions about poverty and public assistance in your state:

- What is the minimum wage in your state?
- What are the current poverty guidelines for a family of four in your state?
- What percent of people of color in your state fall within the poverty guidelines? What percent of the white population in your state fall within the poverty guidelines?

Examining Poverty vs. Neglect Scenarios Activity

Read through and complete the activity on examining poverty vs. neglect scenarios.

- Obtaining Confidential Case-Related Records

Read the article on how to obtain confidential case-related records in the Chapter 4 Pre-Work packet.

Confidentiality and the CASA/GAL Volunteer

Read the article “Confidentiality and the CASA/GAL Volunteer” in the Chapter 4 Pre-Work packet.

Necessity of Timely, Effective Communication

Read the article “Necessity of Timely, Effective Communication” in the Chapter 4 Pre-Work packet.

Fine Art of Team Work (Child Protection Is Not an Individual Sport)

Read the article “Fine Art of Team Work (Child Protection Is Not an Individual Sport)” found in the Chapter 4 Pre-Work packet.

The Greene Case

Read the initial case notes for the Greene case, which the facilitator will distribute. You will be applying what you know about the Greene case during various activities in the Chapter 4 training session.
Chapter Wrap-Up, Cont’d.

Optional: Visiting an Agency by Taking Public Transportation

If you are to complete this Pre-Work assignment, the facilitator will hand out instructions for visiting an agency by taking public transportation. Listen as the facilitator gives an overview of the assignment, and ask any questions. You will have until _____________________________ to complete the assignment.
CHAPTER 4:
Mental Health, Poverty and Professional Communication

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Facilitation Tips

- This chapter takes approximately 3 hours and 20 minutes.
- Keep in mind that some people in the training likely have personal experience with mental health issues. Be sensitive to this fact and, at the same time, assess how that experience may affect a participant’s ability to advocate effectively. Support volunteers in assessing their own ability to be effective advocates.

- As you present the mental health information in this chapter, stress that CASA/GAL volunteers do not have any role or responsibility in diagnosing mental illness in parents and/or children.

- It is important for participants to understand that while mental illness and poverty are risk factors for child abuse and neglect, most people affected by mental illness and poverty do not abuse and/or neglect their children. When working on a case that involves either mental illness or poverty, participants should always focus on the parent’s ability to provide a safe home.
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (found with your local program)</td>
<td></td>
<td>Gather the supplies needed.</td>
</tr>
<tr>
<td>• Name tags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flipchart and markers</td>
<td></td>
<td></td>
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<tr>
<td>• Masking tape</td>
<td></td>
<td></td>
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<tr>
<td>• Three-hole punch</td>
<td></td>
<td></td>
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<tr>
<td>• Sticky notes</td>
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<td></td>
</tr>
<tr>
<td>Flipchart Pages (facilitator must create)</td>
<td></td>
<td>Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 4 and plan to address them later.</td>
</tr>
<tr>
<td>• Parking Lot</td>
<td></td>
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<tr>
<td>A/V Equipment (found with your local program)</td>
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<tr>
<td>• Computer, LCD projector and screen</td>
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<tr>
<td>Electronic Presentations and Videos (found in the Online Resources)</td>
<td>Download the presentation before the class.</td>
<td></td>
</tr>
<tr>
<td>• Chapter 4 PowerPoint presentation</td>
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</tr>
</tbody>
</table>
### Supplies Checklist and Advanced Prep

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<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 4 Pre-Work Packet</td>
<td>4A</td>
<td>At least one week before the Chapter 4 training session, prepare the Chapter 4 Pre-Work packet and send to the participants.</td>
</tr>
<tr>
<td>• Mental Illness in Families</td>
<td>4B</td>
<td>Volunteers should complete the Pre-Work prior to the Chapter 4 module and bring it with them to class. Make copies of the Pre-Work documents for reference and use during and after class.</td>
</tr>
<tr>
<td>• Mental Health and Children in Care</td>
<td>4B</td>
<td></td>
</tr>
<tr>
<td>• A Multimodal Approach to Managing Mental Health Disorders in Children</td>
<td>4B</td>
<td></td>
</tr>
<tr>
<td>• Questions Advocates Should Ask</td>
<td>4B</td>
<td></td>
</tr>
<tr>
<td>• Why Are Poor Children More Likely to Be in the System?</td>
<td>4D</td>
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<tr>
<td>• The Fine Art of Team Work (Child Protection Is Not an Individual Sport)</td>
<td>4H</td>
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<tr>
<td>• Initial Case Notes for Greene Case</td>
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<tr>
<td>• Visiting an Agency by Taking Public Transportation Activity (Optional)</td>
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<td>Visiting an Agency by Taking Public Transportation Activity (Optional): Create a sign-up sheet of agencies with which CASA/GAL volunteers are likely to interact. Limit the number of participants that can go to each agency. Ask participants to sign up for an agency. Distribute copies of the instructions for the assignment and review them with participants.</td>
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<td>Alternately, if public transportation isn’t feasible in your area, have participants sign up visit an agency in your community. If that’s not possible, participants could sign up to research an agency by calling to find out about their services.</td>
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<tr>
<td>Item</td>
<td>Activity #</td>
<td>Advanced Prep</td>
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<tr>
<td>In-Class Handouts (found in the Online Resources except where noted)</td>
<td></td>
<td>Make copies of the Volunteer Manual.</td>
</tr>
<tr>
<td>• Mental Health Statistics</td>
<td>4A</td>
<td>Activity 4A: Print and make copies of the Mental Health Statistics handout, found in the Chapter 4 Pre-Work packet.</td>
</tr>
</tbody>
</table>
| • Local release of information forms (facilitator must collect)      | 4C         | Activity 4C: Prior to facilitating this activity, research answers to the following questions (which participants were assigned):  
| • Local confidentiality laws/rules (facilitator must create)          | 4F         | • What is the minimum wage in your state?  
|                                                                     | 4G         | • What are the current poverty guidelines for a family of four in your state?  
| • Sample Communication with Caseworkers                               | 4H         | • What percent of people of color in your state fall within the poverty guidelines?  
|                                                                     | 4I         | What percent of the white population in your state fall within the poverty guidelines? |
| • Greene Case Study Materials                                         |            | Activity 4F: Research your program’s release of information policies. Make copies of local release forms that participants will use in their work as CASA/GAL volunteers.  
|                                                                      |            | Activity 4G: Prepare and make copies of a section with local laws and/or rules about confidentiality in the Chapter |
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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</thead>
<tbody>
<tr>
<td><strong>In-Class Handouts, Cont’d.</strong></td>
<td></td>
<td><strong>Activity 4H</strong>: Make copies of the Sample Communication with Caseworkers handout, located in the Chapter 4 Handouts. Gather examples—both positive and negative—of communication issues in your program, and be ready to share them with participants.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Activity 4I</strong>: Make copies of the Green Case Study Materials, which appear in the Chapter 4 Handouts.</td>
</tr>
<tr>
<td><strong>Chapter 5 Pre-Work Handouts</strong></td>
<td></td>
<td>At least one week before the Chapter 5 training session, prepare the Chapter 5 Pre-Work packet and print for participants. Note: You must update the packet with –</td>
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<tr>
<td></td>
<td></td>
<td>• Local disproportionality statistics</td>
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<td></td>
<td></td>
<td>• Examples of good and bad court reports taken from local program.</td>
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<tr>
<td></td>
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<td><strong>Chapter 5 Pre-Work</strong></td>
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<tr>
<td>• Substance Abuse</td>
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<tr>
<td>• Information about commonly abused drugs by National Institute on Drug Abuse</td>
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<td>• Diversity, National CASA Vision and Guiding Principles</td>
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<td>• Cultural Competence Glossary</td>
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<td>• Disproportionality</td>
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<th>Item</th>
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<tbody>
<tr>
<td>Chapter 5 Pre-Work Handouts, Cont’d.</td>
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<tr>
<td>• Local disproportionality statistics <em>(facilitator must create)</em></td>
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<tr>
<td>• Initial Case Notes for the Lavender Case</td>
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<tr>
<td>• Sample court reports</td>
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<tr>
<td>• Examples of Good and Bad Court Reports <em>(facilitator takes from local program)</em></td>
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</table>
# CHAPTER 4:

Mental Health, Poverty and Professional Communication

## Contents

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- Poverty ................................................................. 16
- Skill Building: Professional Communication ......... 25
- Working a Case ....................................................... 33
- Chapter Wrap-up and Review ......................... 38
- Chapter 5 Pre-Work ........................................ 38
Welcome, Housekeeping and Ground Rules

- 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 since many activities rely on this foundation of knowledge.

- Point out to participants that along with the Volunteer Manual they should 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 them available in the training room.

- Tell the participants that they will read through and work on many cases before and during the sessions to enhance their knowledge and skills.
Welcome, Housekeeping and Ground Rules, Cont’d.

- Inform the participants 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.).

- You may want to introduce basic names or acronyms that you will be using throughout the training. For instance, the Volunteer Manual sometimes refers to child protection agencies as CPS. Inform them what this acronym stands for and let them know the name and acronym of the child welfare agency in your area, if it is not CPS. Ask them to refer to the “alphabet soup,” a section in the Chapter 1 Pre-Work handouts listing key acronyms and what they stand for. A copy of the Chapter 1 Pre-Work Handouts will be provided to participants before the session.

- Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.
Pre-Work Recap

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

- Read the article on mental illness in families.
- Read the articles about medicating children in foster care and a multimodal approach to managing mental health disorders in children and be prepared to discuss the points brought up by the author. Also, be prepared to discuss the questions that advocates should ask.
- Read the article on Why Are Poor Children More Likely to Be in the System?
- Research answers to these questions:
  - What is the minimum wage in your state?
  - What are the current poverty guidelines for a family of four in your state?
  - What percent of people of color in your state fall within the poverty guidelines? What percent of the white population in your state fall within the poverty guidelines?
- Complete the activity on examining poverty vs. neglect scenarios.
- Read the article on how to obtain confidential case-related records.
Pre-Work Recap, Cont’d.

- Read the article on Confidentiality and the CASA/GAL Volunteer.
- Read the article on the Necessity of Timely, Effective Communication.
- Read the article on the Fine Art of Team Work (child protection is not an individual sport).
- Read the Initial Case Notes for the Greene Case.
- Visit an agency by taking public transportation (the facilitator will decide whether to assign this optional exercise).

Chapter Overview and Competencies

This chapter introduces two common societal issues that may impact the children and families you are working with: mental illness and poverty. This chapter also offers additional information about communication skills, including requesting confidential information and working with professionals on a case.

### Competency Building in Chapter 4

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, Attributes, Behavior Development in Chapter 4</th>
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</thead>
<tbody>
<tr>
<td>CASA/GAL Role</td>
<td>Understands how to obtain relevant confidential information</td>
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<tr>
<td>Foundation of Knowledge</td>
<td>Understands how mental illness affects families</td>
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<td></td>
<td>Understands strategies to advocate for children and adolescents with mental health disorders</td>
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<td></td>
<td>Understands how poverty can impact families and children</td>
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<tr>
<td>Sound Judgment</td>
<td>Understands the confidentiality requirements of being a CASA/GAL volunteer</td>
</tr>
<tr>
<td>Communication</td>
<td>Knows how to effectively articulate a point of view while advocating for the needs of a child</td>
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<td></td>
<td>Understands the importance of speaking and writing clearly and concisely</td>
</tr>
</tbody>
</table>
Mental Health

Understanding Mental illness: Activity 4A

Suggested Time: 10 minutes

Goal: To help participants understand how children and families may be affected by mental illness

Advanced Prep

Print and make copies of the Mental Health Statistics handout found in the Chapter 4 Handouts.

Pre-Cap Slide(s): 9-13

Activity Slide: 14

Facilitator Instructions

Part 1: Distribute the Mental Health Statistics handout. Ask participants to read the handout individually and circle any statistics that they are surprised by. Then, have participants find a partner to share what each was surprised by. In the large group, ask for a few volunteers to share what they discussed in pairs.

(5 minutes)

Part 2: Ask the participants to recall information they read about the impact of mental illness on families and children as Pre-Work and provide a brief review. Stress that CASA/GAL volunteers do not have any role or responsibility in diagnosing mental illness in parents and/or children. In the large group, ask participants the following questions regarding what they know of the Greene case so far:

• How might parental mental illness affect Marky?
• What might you do as a CASA/GAL volunteer to gather additional information about the impact of parental mental illness on Marky?

(5 minutes)
Understanding Mental Illness: Activity 4A

**Part 1:** The facilitator will distribute a handout with mental health statistics. Read the information and circle any information that surprises you. Then, share with a partner the statistics you noted. The facilitator will ask for a few volunteers to share.

**Part 2:** Recall information you read about the impact of mental illness on families and children as Pre-Work and listen to the facilitator’s review of this information. In the large group, answer the following questions based on what you know so far about the Greene case:

- How might parental mental illness affect Marky?
- What might you do as a CASA/GAL volunteer to gather additional information about the impact of parental mental illness on Marky?
Mental Health Treatment for Children in Care: Activity 4B

Suggested Time: 10 minutes

Goal: To help participants understand issues related to mental health diagnosis and treatment of children in foster care

Pre-Cap Slide(s): 15-18

Activity Slide: 19

Facilitator Instructions

Ask the participants to recall information they read about mental health for children in care and a multimodal approach to managing mental health disorders in children and provide a brief review. Divide participants into groups of three or four and ask them to discuss the question below based on the information they read for Pre-Work.

• How might CASA/GAL volunteers advocate for children and adolescents with mental health disorders?

In the large group, have participants share their answers and any other questions that arose.

(10 minutes)
Mental Health Treatment for Children in Care: Activity 4B

Considering the information you read for Pre-Work on mental health for children in care and a multimodal approach to managing mental health disorders in children, discuss the following question in small groups:

• How might CASA/GAL volunteers advocate for children and adolescents with mental health disorders?

In the large group, share your answers and any questions that arose in your group’s discussion.
Poverty

Poverty Pre-Work Debrief: Activity 4C

Suggested Time: 18 minutes

Goal: To help participants understand some of the challenges facing families living in poverty

Pre-Cap Slide: 21

Activity Slide(s): 22-23

Advanced Prep

Prior to facilitating this activity, research answers to the following questions (which participants were assigned for Pre-Work):

- What is the minimum wage in your state?
- What are the current poverty guidelines for a family of four in your state?
- What percent of people of color in your state fall within the poverty guidelines? What percent of the white population in your state fall within the poverty guidelines?

If you’d like to find additional information about children in poverty, the National Center for Children in Poverty offers many resources on its website, nccp.org.

Facilitator Instructions

Part 1: Discuss the answers to the questions about minimum wage and poverty in your state, and then debrief the assignment using the following questions:

- Why do you think this information is relevant for your work as a CASA/GAL volunteer?
- What are common assumptions about why certain populations experience poverty at a higher rate?
- Would you have to make changes in your life to live below the poverty threshold in your state? If so, what might they be?
- What skills or strengths does it take to live in poverty?

(7 minutes)
Poverty Pre-Work Debrief, Cont’d.

Part 2: If you assigned the optional Pre-Work to visit an agency using public transportation, debrief participants’ experiences using some or all of the following questions:

- Describe the preparations you had to make to do this assignment.
- How many buses (or other forms of public transportation) did you have to take to get to your destination? What was the cost?
- How long did it take you to get to your destination? If you were driving a personal vehicle, how much time would it take to get to your destination?
- What/who did you expect to see while riding public transportation? What/who did you actually see?
- What was your initial reaction or feeling when you learned that part of your assignment was to ride public transportation?
- How did you feel after riding public transportation, as compared to how you felt before riding it?
- How does riding public transportation put you in touch with the experiences of poor families who have no other means of getting around?
- What agencies did you visit? What services do they provide?
- How did it feel to be in an office that provides public assistance? Were you embarrassed and if so, why?
- How does this experience help you understand the stigma associated with being poor?

Point out that while riding the bus is a choice for many people, for some people it is the only option. Help participants think through what obstacles might face those who must rely solely on public transportation. You might mention the following reasons a parent might not show up for an appointment:

- Public transportation took too long.
- They didn’t have the money to pay for public transportation.
- They couldn’t walk the distance from home to the transit stop or from the transit stop to the location of the appointment.
Poverty Pre-Work Debrief, Cont’d.

- They couldn’t take extra time off work to accommodate the transit schedule.
- Bad weather prevented them from walking to the transit stop with small children.

Help participants see that a missed appointment might not mean a parent doesn’t care about her children; instead it might indicate the barriers and challenges faced by families in the system.

(11 minutes)
Poverty Pre-Work Debrief: Activity 4C

Part 1: For Pre-Work, you were asked to research these questions:

• What is the minimum wage in your state?
• What are the current poverty guidelines for a family of four in your state?
• What percent of people of color in your state fall within the poverty guidelines? What percent of the white population in your state fall within the poverty guidelines?

Share what you found during your research. Then discuss the following questions in the large group:

• Why do you think this information is relevant for your work as a CASA/GAL volunteer?
• What are common assumptions about why certain populations experience poverty at a higher rate?
• Would you have to make changes in your life to live below the poverty threshold in your state? If so, what might they be?
• What skills or strengths does it take to live in poverty?

Part 2: If the facilitator assigned the optional Pre-Work to visit an agency by taking public transportation, use the questions below to discuss your experiences in the large group:

• Describe the preparations you had to make to do this assignment.
• How many buses (or other forms of public transportation) did you have to take to get to your destination? What was the cost?
• How long did it take you to get to your destination? If you were driving a personal vehicle, how much time would it take to get to your destination?
• What/who did you expect to see while riding public transportation? What/who did you actually see?
• What was your initial reaction or feeling when you learned that part of your assignment was to ride public transportation?
• How did you feel after riding public transportation, as compared to how you felt before riding it?
Poverty Pre-Work Debrief, Cont’d.

• How does riding public transportation put you in touch with the experiences of poor families who have no other means of getting around?
• What agencies did you visit? What services do they provide?
• How did it feel to be in an office that provides public assistance? Were you embarrassed and if so, why?
• How does this experience help you understand the stigma associated with being poor?
Why Are Poor Children More Likely to Be in the System?

Suggested Time: 7 minutes

Goal: To help participants understand how poverty and the child welfare system intersect

Pre-Cap Slide(s): 24-25

Activity Slide: 26

Facilitator Instructions

Ask the participants to recall the article they read in the Pre-Work: “Why Are Poor Children More Likely to Be in the System?.” Provide a brief overview of the information in the article. Ask participants to turn to a partner and answer the questions listed below, which also appear in the Volunteer Manual. The answers to these questions are not specifically found in the material. Assure participants that there are many factors involved in each issue.

• What effect might living in poverty have on access to education, healthcare and daycare?
• What effect might current poverty have on the likelihood of future poverty?
• Is poverty viewed differently in different communities, geographic regions, neighborhoods and or religions? Why or why not?
• Are the experiences of poor families of color different from those of poor white families? What about Native American families? Why are race and income level interconnected issues?

After five minutes, consider pairing volunteers together to share some of their answers with the large group.

(7 minutes)
Poor Children in the System: Activity 4D

Why Are Poor Children More Likely to Be in the System?

In pairs, discuss the following questions. There are many possible answers for each question.

• What effect might living in poverty have on access to education, healthcare and daycare?
• What effect might current poverty have on the likelihood of future poverty?
• Is poverty viewed differently in different communities, geographic regions, neighborhoods and/or religions? Why or why not?
• Are the experiences of poor families of color different from those of poor white families? What about Native American families? Why are race and income level interconnected issues?

The facilitator will ask for a few volunteers to share in the large group.
Poverty vs Neglect: Activity 4E

Suggested Time: 10 minutes

Goal: To help volunteers see that poverty does not equal neglect

Activity Slide: 27

Facilitator Instructions

Ask the participants to recall the scenarios that they examined on child safety and provide a brief review. In the large group, have participants describe the factors they considered when completing the sentences in the scenarios. During the discussion, encourage participants to think about these situations from different perspectives by asking questions like:

- What is the family’s economic level?
- Are cultural issues present that might cause the family not to ask for help?
- Are there language or literacy barriers that prevent the family from accessing resources?
- Is the situation temporary or permanent?
- What is the age of the child?
- Are other risk factors, such as substance abuse or mental health disorders, present?
Poverty vs Neglect: Activity 4E

Recall the scenarios that you examined on child safety in the Pre-Work. In the large group, describe some of the factors you considered as you finished each sentence in each scenario. During the discussion, think about these situations from different perspectives by answering questions such as:

- What is the family’s economic level?
- Are cultural issues present that might cause the family not to ask for help?
- Are there language or literacy barriers that prevent the family from accessing resources?
- Is the situation temporary or permanent?
- What is the age of the child?
- Are other risk factors, such as substance abuse or mental health disorders, present?
## Skill Building: Professional Communication

### Obtaining Confidential Records: Activity 4F

**Suggested Time:** 10 minutes

**Goal:** To help volunteers understand the process of obtaining confidential records pertaining to a case

### Advanced Prep

Research your program’s release of information policies to give an overview during this presentation. Make copies of local release forms found in Local/Program Handouts that participants will use in their work as CASA/GAL volunteers.

**Pre-Cap Slide(s):** 29-30

**Activity Slide:** 31

### Facilitator Instructions

**Part 1:** Ask the participants to recall the information that they read about obtaining confidential records as Pre-Work. Note that in general CASA/GAL volunteers have much broader access to the confidential records of an assigned child than they do to those of the child’s parents. Mention any specific local agency policies about how to request confidential information. For instance, are your volunteers required to get permission from a parent’s attorney before having a parent sign a release of information allowing access to their confidential records? Does your program recommend that volunteers ask parents to sign releases the first time they meet them, when they might be most willing to sign?

Distribute copies of local release forms that participants will use in their work as CASA/GAL volunteers, and tell participants how to access these forms once they are appointed to a case.

(2 minutes)
Part 2: Have participants discuss the following questions in small groups:

- List several types of confidential records concerning children and how having access to these records would benefit you as a CASA/GAL volunteer. What is one important confidential record concerning Marky Greene that you want to review?

- List several types of confidential parental records and how having access to that information would benefit you in your volunteer role. What is one parental record you want to review in the Greene case?

Ask groups to report back in the large group.

(7 minutes)
Obtaining Confidential Records: Activity 4F

**Part 1:** Recall the information that you read about obtaining confidential records for children and parents involved in a child protection case as Pre-Work. Listen as the facilitator presents information about local policies and practices. The facilitator will also distribute copies of local release forms that you will use in your work as a CASA/GAL volunteer.

**Part 2:** In small groups, discuss the following questions:

- List several types of confidential records concerning children and how having access to these records would benefit you as a CASA/GAL volunteer. What is one important confidential record concerning Marky Greene that you want to review?
- List several types of confidential parental records and how having access to that information would benefit you in your volunteer role. What is one parental record that you want to review in the Greene case?

Report back to the large group.
Confidentiality and the CASA/GAL Volunteer: Activity 4G

Suggested Time: 7 minutes

Goal: To introduce volunteers to the concept and rules of confidentiality

Advanced Prep

Prepare and make copies of a section found in Local/Program Handouts with local laws and/or rules about confidentiality.

Activity Slide: 32

Facilitator Instructions

Ask the participants to recall the information that they read about confidentiality as Pre-Work and provide a brief overview. Display the Chapter 4 PowerPoint slide of the confidentiality flowchart to help participants understand how they can determine whether or not to share information. Answer any questions and provide written handouts for local confidentiality guidelines or rules.
Confidentiality and the CASA/GAL Volunteer: Activity 4G

Recall the information that you read about what confidentiality means for the CASA/GAL volunteer as Pre-Work. It is important that you are very clear about what information is, and what is not, confidential—and with whom you can share what pieces of information. Discuss any questions you have. The facilitator will address all questions in the large group.
Should I share information with someone else about this child or this case?

Is it in the child's best interest to share this information?

- NO: Resist sharing the information. Is the person legally entitled to it?
  - NO: Do not share the information. Contact CASA/GAL program staff.
  - YES: Contact CASA/GAL program staff.

- YES: Is it my information to share?
  - NO: Direct the person asking to the original source.
  - YES: Is the person legally entitled to the information?
    - NO: Tell the person that he or she will need to obtain a court order.
    - YES: Share the information.

Author: Diane Robinson
Effective Communication with Professionals on a Case: Activity 4H

Suggested Time: 15 minutes

Goal: To introduce participants to examples of effective communication with professionals working on a case

Advanced Prep

Ensure the participants have a copy of the section on Sample Communication with Caseworkers from Handouts. Gather examples—both positive and negative—of communication issues in your program, and be ready to share them with participants.

Pre-Cap Slide(s): 33-34

Activity Slide: 35

Facilitator Instructions

Part 1: Ask the participants to recall the information they read about the necessity of timely, effective communication as Pre-Work and provide a brief overview. Remind participants that as CASA/GAL volunteers, they will need to speak with numerous people during the life of the case, many of whom will have different mandates and rules to follow. Each may have information critical to the information gathering process. Keeping lines of communication open with all parties and professionals is essential.

With this in mind, have the class brainstorm ten attributes of good communication in CASA/GAL volunteer work.

(5 minutes)

Part 2: Divide the class into small groups and assign each group one example from the handout containing successful examples of communication. Ask the groups to discuss what makes each example effective. After a few minutes, do a quick debriefing with the large group.

(10 minutes)
Effective Communication with Professionals on a Case: Activity 4H

**Part 1:** Recall the information that you read about the necessity of timely, effective communication as Pre-Work. In the large group, brainstorm ten attributes of good communication in CASA/GAL volunteer work. Keep in mind the volunteer’s role in working with caseworkers and other professionals.

**Part 2:** The facilitator will divide the class into small groups and assign to each group one example of successful communication from the handout. In your small group, discuss what made this communication effective.

In the large group, discuss your findings.
Working a Case

The Greene Case: Activity 4I

Suggested Time: 60 minutes

Goal: To allow participants to apply what they have learned to a real-life simulation

Advanced Prep

Make copies of the Greene Case Study Materials, which appear in the Chapter 4 Handouts.

Activity Slide: 37

Facilitator Instructions

Part 1: Lead the case study activity as described in the Volunteer Manual. Once participants have begun working in small groups, monitor each group to be sure they are on topic but do not micromanage the groups. While you may need to offer more support during the first couple of case studies, allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time.

(40 minutes)

Interviews available for the Greene case:

(This list is for your use only. Groups must decide on their own who they want to interview.)

- Marky Greene: First Contact
- Marky Greene: Second Contact
- Former Landlords of the Greenes
- Intensive In-Home Family Therapist: Monica Morales
- Parents: Judy and Roy Greene
- School Nurse and Marky’s Teacher
- CPS Caseworker Ryan Headon: First Contact
- CPS Caseworker Ryan Headon: Second Contact
The Greene Case, Cont’d.

Part 2: Allow groups a few minutes to read other groups’ recommendations posted on flipcharts around the room. Then hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions and any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 4 topics: mental health, poverty and professional communication skills. Other issues that are covered in more depth in future sessions may arise. Put these topics on the Parking Lot, and address them during the chapter in which they are covered.

(20 minutes)
The Greene Case: Activity 4I

**Part 1:** Your group will receive a hard copy of the initial file for the Greene case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in the case file. You will also receive a list of questions that your Questioner should remind your group to consider as you review documents and make your recommendations. After you review the initial case file, send your Runner to the facilitator to request an additional document (either an interview transcript from a key player you’d like to speak with or another important document you’d find during a case). You may continue to request additional interviews and documents one at a time over the course of 35 minutes to complete your information gathering for the case at this stage. After 35 minutes, your Scribe should legibly write on the flipchart your group’s recommendations regarding services for the child, services for the parent and placement decisions.

**Part 2:** Take a few minutes to view other groups’ recommendations, and then briefly discuss the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.
Taking Case Notes: Activity 4J

Suggested Time: 15 minutes

Goal: To allow participants to practice taking clear and detailed case notes that they can use to write a volunteer court report

Activity Slide: 38

Facilitator Instructions

At the start of this activity, make sure each small group has a copy of the Greene case study interview with Monica Morales, the intensive in-home family therapist. Ask each group to have one person read the interview aloud to their group. Then, working individually, participants should summarize the interview into a paragraph for their case notes. This activity is intended to simulate the process of pulling out key information from an interview to record for later use when writing the volunteer court report.

Ask for a few volunteers to share their notes in the large group. Point out what worked well and any ways they might improve their notes.
Taking clear and detailed notes is essential to your work as a CASA/GAL volunteer, as these notes will form the basis for your volunteer court report. Each time you meet with or speak to someone regarding a case or review records pertinent to a case, you will need to document what you learned. Your notes should include what was said and what you observed.

Working in the same small groups you were in for the Greene case study activity, have one member of your group read aloud the interview with Monica Morales, the intensive in-home family therapist. Then, working individually, summarize the interview into a paragraph for your case notes.

The facilitator will ask for volunteers to share their summaries in the large group.
Chapter Wrap-up and Review

Chapter Review

**Review Slide(s): 39-40**

In summary, you can 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 Slide(s): 41**

Hand out copies of the Chapter 4 Volunteer Training Evaluation and collect them before participants leave.

Chapter 5 Pre-Work

Pre-Work Activities

**Pre-Work Slide(s): 42**

Assign the following Pre-Work activities for the Chapter 5 training session and remind participants of the date and time when this session will take place.

**Substance Abuse**

Ask participants to read the National Institute on Drug Abuse information about commonly abused drugs; a link is provided in the Chapter 5 Pre-Work packet. Tell them they do not need to become experts on this topic; they should simply become familiar with the variety of abused drugs and their effects. Participants should also read the statistics about substance abuse found in the Chapter 5 Pre-Work packet.

**National CASA Vision Statement and Guiding Principles**

Ask the participants to read the National CASA Vision Statement and Guiding Principles found in the Chapter 5 Pre-Work packet.
Chapter 5 Pre-Work, Cont'd.

**Cultural Competence**
Ask participants to read the Cultural Competence Glossary found in the Chapter 5 Pre-Work packet before the Chapter 5 training session. This glossary will help familiarize them with some of the terms they’ll encounter in Chapters 5 and 6.

**Disproportionality and Statistics**
Ask the participants to read information about disproportionality and disproportionality statistics found in the Chapter 5 Pre-Work packet.

**The Lavender Case**
Ask the participants to read the Initial Case Notes for the Lavender Case found in the Chapter 5 Pre-Work packet before attending the Chapter 5 session.

**Good and Bad Court Reports**
Ask the participants to read examples of good and bad court reports found in Chapter 5 Pre-Work packet and answer the following questions:

- Which statements are opinion-based?
- Which statements are fact-based?
- What’s missing from each example?
- What could be improved in each example?
Chapter Wrap-Up

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

Fill out the Chapter 4 Volunteer Training Evaluation and give it to the facilitator before you leave.

Chapter 5 Pre-Work

Prior to the Chapter 5 training session, complete the following assignments:

Substance Abuse

Read the National Institute on Drug Abuse information about commonly abused drugs by clicking on the link provided in the Chapter 5 Pre-Work packet. You do not need to become an expert on this topic; simply familiarize yourself with the variety of abused drugs and their effects. Also read the statistics about substance abuse found in the Chapter 5 Pre-Work packet.

National CASA Vision Statement and Guiding Principles

Read the National CASA Vision Statement and Guiding Principles found in the Chapter 5 Pre-Work packet.

Cultural Competence

Read the Cultural Competence Glossary in the Chapter 5 Pre-Work packet. This glossary will help familiarize you with some of the terms you’ll encounter in Chapters 5 and 6.

Disproportionality and Statistics

Read information about disproportionality and disproportionality statistics found in the Chapter 5 Pre-Work packet.

The Lavender Case

Read the Initial Case Notes for the Lavender Case in the Chapter 5 Pre-Work packet. You will be applying what you know about this case during various activities in Chapter 5.
Chapter 5 Pre-Work, Cont’d.

*Good and Bad Court Reports*

Read examples of good and bad court reports found in the Chapter 5 Pre-Work packet and answer the following questions:

- Which statements are opinion-based?
- Which statements are fact-based?
- What’s missing from each example?
- What could be improved in each example?
CHAPTER 5:
Substance Abuse and Cultural Competence

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  • Facilitation Tips ......................................................... 1
  • Supplies Checklist and Advanced Prep ...................... 2
» Welcome, Housekeeping and Ground Rules ............ 10
» Pre-Work Recap .......................................................... 12
» Chapter Overview and Competencies .................... 13
» Substance Abuse ............................................................. 14
» Skill Building: Cultural Competence .................... 27
» Working a Case .............................................................. 37
» Chapter Wrap-up and Review ................................. 43
» Chapter 6 Pre-Work .................................................... 43
Facilitation Tips

• This chapter takes approximately 3 hours and 15 minutes.

• This chapter addresses substance abuse and how it can affect a parent’s ability to care for a child. Make connections between the information and CASA/GAL volunteer work. Why do participants need to know about this subject? Why do they need to be aware of their personal values about substance use/abuse? Look for ways to help volunteers set aside their values in order to consider what’s best for a child.

• This chapter introduces the concepts of culture, diversity, disproportionality and cultural competence. Chapter 6 will delve further into these issues, addressing bias, stereotyping, institutional racism, and allowing participants the opportunity to create a plan for increasing their cultural competence.

• Issues of cultural competence and diversity may be sensitive subjects for volunteers to discuss. In this training session, create a safe environment where volunteers can explore these often emotionally laden issues in a productive and child-focused way. Dealing with differences can be difficult but can also greatly enrich our lives. Your goal as the facilitator is to engage the participants in a process of change to better serve children and families. It may be helpful to review your group agreements at the beginning of this chapter.

• If there are specific cultural groups in your community that you want volunteers to know more about, find articles or information about these groups to share with participants. You may also want to provide a bibliography of books and videos for further learning.

• If a volunteer displays strong negative feelings, anger or resentment toward a particular group, they may require one-on-one coaching, opportunities for further learning, careful selection of future case assignments or even dismissal from the program.

• Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 5 and plan to address them later.
<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
</table>
| General (found with your local program)  
  • Name tags  
  • Flipchart and markers  
  • Masking tape  
  • Three-hole punch  
  • Sticky notes | N/A | Gather supplies as needed. |
| Flipchart Pages (facilitator must create)  
  • Parking Lot  
  • The Effects of Substance Abuse on Parenting | 5B | Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 5 and plan to address them later.  
**Activity 5B:** Label a flipchart page with the title “The Effects of Substance Abuse on Parenting.” This will be used to post participant’s ideas on the subject. |
| Electronic Presentations and Videos (found in the Online Resources but to be download-ed).  
  • Chapter 5 PowerPoint presentation  
  • “One Family’s Story” | 5C | **Activity 5C:** Show “One Family’s Story” video from Powerful Voices: Stories by Foster Youth. |
| Signs  
  • National CASA Guiding Principles | 5F | **Activity 5F:** Make a copy of the National CASA Guiding Principles signs and post them around the training room prior to beginning Chapter 5. |
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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</thead>
</table>
| Chapter 5 Pre-Work Handouts  | 5A          | At least one week before the Chapter 5 training session, prepare the Chapter 5 Pre-Work packet and send to the participants.  
  - Substance Abuse  
  - Information about commonly abused drugs by National Institute on Drug Abuse  
  - Diversity, National CASA Vision and Guiding Principles  
  - Cultural Competence Glossary  
  - Disproportionality  
  - Disproportionality Statistics  
  - Local disproportionality statistics (facilitator must create)  
  - Initial Case Notes for the Lavender Case  
  - Sample court reports  
  - Examples of Good and Bad Court Reports (facilitator takes from local program) |  

**Activity 5A**: Ask the participants to read the information about commonly abused drugs provided by National Institute on Drug Abuse. The link is found in the Chapter 5 Pre-Work Handouts.

**Activity 5F**: Ask the participants to read the National CASA Vision Statement and Guiding Principles found in the Chapter 5 Pre-Work packet. Make a copy of the National CASA Guiding Principles signs and post them around the training room prior to beginning Chapter 5. 

Ask the participants to read information about disproportionality and disproportionality statistics found in the Chapter 5 Pre-Work packet.

**Activity 5G**: Ask the participants to read the Cultural Competence Glossary in the Chapter 5 Pre-Work packet. This glossary will help familiarize you the participants with some of the terms you'll they will encounter in the next two chapters.
## Supplies Checklist and Advanced Prep

<table>
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<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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<tbody>
<tr>
<td>Chapter 5 Pre-Work Handouts, Cont’d.</td>
<td></td>
<td><strong>Activity 5G</strong>: Ask the participants to research state and local statistics about the demographics of children in care to determine whether disproportionality exists in the child protective services system where you live. For example, in Alaska, Native children comprise 25% of all children in the state, but they make up 43% of reports to CPS and 60% of all children in state custody due to abuse and/or neglect. Read the information about the general demographics for children in your state, city or county found in the Chapter 5 Pre-Work Handouts. Or, check with your state child protective services agency to see if they have demographic information for children in care in your local area. Be ready to share the information you found by adding this information to the Chapter 5 Local/Program Pre-Work Handouts or to the Chapter 5 PowerPoint presentation.</td>
</tr>
<tr>
<td>5G</td>
<td></td>
<td><strong>Activity 5H</strong>: Ask the participants to read the Initial Case Notes for the Lavender Case.</td>
</tr>
<tr>
<td>5I</td>
<td></td>
<td><strong>Activity 5I</strong>: Ask the participants to read samples of court reports found in the Chapter 5 Pre-Work Handouts and answer the following questions:</td>
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<tr>
<td></td>
<td></td>
<td>• Which statements are opinion-based?</td>
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<tr>
<td></td>
<td></td>
<td>• Which statements are fact-based?</td>
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</table>
# Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
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</thead>
</table>
| Chapter 5 Pre-Work Handouts, Cont’d. | | • What’s missing from each example?  
  • What could be improved in each example?  
  • Add examples of good and bad court reports. |
| Handouts (found in the Online Resources) | | |
| • List of locally abused drugs (facilitator must create) | Activity 5A: Find out which drugs are commonly abused in your community by researching online or talking to caseworkers about the drugs they see most often in their work with families. The National Survey on Drug Use and Health, www.samhsa.gov/data/, provides state-by-state data for overall use of alcohol and drugs. Create a handout about locally abused drugs and add the information to the Chapter 5 PowerPoint presentation. |
| • Local substance abuse treatment resources (facilitator must create) | | **Activity 5A**: If your program doesn’t already have a list of substance abuse treatment resources in your community, prepare a handout with organizations’ names, contact information and information about the services they provide. |
| • Culture Puzzle | 5A | **Activity 5A**: If your program doesn’t already have a list of substance abuse treatment resources in your community, prepare a handout with organizations’ names, contact information and information about the services they provide. |
| • National CASA Guiding Principles Signs | | **Activity 5E**: Make enough copies of the Culture Puzzle handout for each pair to have one. Cut puzzle pieces apart along the dotted lines. |
| • Lavender Case Study Materials | 5E | |
## Supplies Checklist and Advanced Prep

<table>
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<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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<tbody>
<tr>
<td>Handouts (found in the Online Resources), Cont’d.</td>
<td>5F</td>
<td><strong>Activity 5F:</strong> Make a copy of the National CASA Guiding Principles signs, found in the Chapter 5 Handouts and post them around the training room before beginning this chapter.</td>
</tr>
<tr>
<td></td>
<td>5H</td>
<td><strong>Activity 5H:</strong> Read the Lavender Case Study materials found in the Chapter 5 Handouts.</td>
</tr>
<tr>
<td>Chapter 6 Pre-Work Handouts</td>
<td></td>
<td>At least one week before the Chapter 6 training session, prepare the Chapter 6 Pre-Work packet and provide to the participants. Print copies for reference during the session as well.</td>
</tr>
<tr>
<td>• Article on Understanding Domestic Violence and statistics of domestic violence</td>
<td></td>
<td>Ask the participants to read the article on Understanding Domestic Violence and the statistics of domestic violence found in the Chapter 6 Pre-Work Handouts.</td>
</tr>
<tr>
<td>• Exercise on “Sorting People: Can You Tell Somebody’s Race by Looking at Them?”</td>
<td></td>
<td>Ask the participants to click the link to “Sorting People: Can You Tell Somebody’s Race by Looking at Them?” found in the Chapter 6 Pre-Work Handouts. Follow the instructions to complete the activity, and then consider the following questions:</td>
</tr>
<tr>
<td>• Exploring Culture and Perceptions Activity</td>
<td></td>
<td>• How did you do?</td>
</tr>
<tr>
<td>• Article on Stereotyping vs. Cultural Competence</td>
<td></td>
<td>• What surprised you about the exercise?</td>
</tr>
<tr>
<td>• Article 10 Benefits of Practicing Culturally Competent Child Advocacy</td>
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<tr>
<td>• Institutional Bias Checklist for Volunteers</td>
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<tr>
<td>• Culturally Competent Child Advocacy Activity</td>
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<tr>
<td>• Tips on How to Become More Culturally Competent</td>
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<tr>
<td>• Individual Action Plan for Increasing Cultural Competence Activity</td>
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</tbody>
</table>
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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</thead>
<tbody>
<tr>
<td>Chapter 6 Pre-Work Handouts, Cont’d.</td>
<td>Ask the participants to complete the Exploring Culture and Perceptions Activity found in the Chapter 6 Pre-Work Handouts.</td>
<td></td>
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<tr>
<td>• Initial Case Notes for the Amarillo Case</td>
<td>Ask the participants to read the article on Stereotyping vs. Cultural Competence.</td>
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</tr>
<tr>
<td>• Think about the cases you’ve worked on so far. Did you observe any stereotyping in the Black, Bleux, Greene or Lavender Bass cases? If so, how did it affect the families?</td>
<td>Ask the participants to refer to the Institutional Bias Checklist for Volunteers.</td>
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<td></td>
<td>Ask the participants to complete the Culturally Competent Child Advocacy Activity found in the Chapter 6 Pre-Work Handouts.</td>
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<td></td>
<td>Ask the participants to read the Tips on How to Become More Culturally Competent.</td>
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<td></td>
<td>Ask the participants to complete the Individual Action Plan for Increasing Cultural Competence Activity by creating an individual action plan for enhancing</td>
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<td>Ask the participants to read the Initial Case Notes for the Amarillo Case, found in the Chapter 6 Pre-Work Handouts.</td>
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CHAPTER 5:
Substance Abuse and Cultural Competence

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Welcome, Housekeeping and Ground Rules

- 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

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

- Information on substance abuse
- Information about commonly used drugs by National Institute on Drug Abuse
- Information about diversity, National CASA Vision and Guiding Principles
- Cultural competency glossary terms
- Disproportionality statistics
- Local disproportionality statistics
- Initial case notes for the Lavender case
- Sample court reports
- Examples of good and bad court reports
### Chapter Overview and Competencies

This chapter explores the importance of cultural competence in the CASA/GAL volunteer role. You’ll also learn about how substance abuse can affect parenting and you’ll continue to apply your new knowledge and skills in a case simulation.

### Competency Building in Chapter 5

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, &amp; Attributes Development in Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA/GAL Role</td>
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</tr>
<tr>
<td>Foundation of Knowledge</td>
<td>Understands the ways substance abuse can affect children and families&lt;br&gt;Knows the importance of being aware of resources in the community that assist with substance abuse</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>Knows strategies and steps to take to increase cultural competency skills and demonstrates culturally competent child advocacy&lt;br&gt;Understands the root causes of disproportionate representation of children of color in the child welfare system and the disparate outcomes children of color experience</td>
</tr>
<tr>
<td>Communication</td>
<td>Understands the importance of speaking and writing clearly and concisely</td>
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Suggested Time: 10 minutes

**Goal:** To allow participants to connect substance abuse with personal experiences and to provide information about substance abuse

**Advanced Prep**

Click the link in the Chapter 5 Online Resources to read the National Institute on Drug Abuse information about commonly abused drugs, which volunteers read for Pre-Work. Find out which drugs are commonly abused in your community by researching online or talking to caseworkers about the drugs they see most often in their work with families. The National Survey on Drug Use and Health, www.samhsa.gov/data/, provides state-by-state data for overall use of alcohol and drugs. Be ready to share this information in class by creating a handout about locally abused drugs or adding the information to the Chapter 5 PowerPoint presentation.

If your program doesn’t already have a list of substance abuse treatment resources in your community, prepare a handout with organizations’ names, contact information and information about the services they provide. Make copies to distribute during Part 2 of this activity.

**PowerPoint Slide(s): 7-11**

**Facilitator Instructions**

During this activity, keep in mind that some participants may have personal experience with individuals who are or have been substance abusers. Be sensitive to this possibility and assess whether it might be a barrier to effective advocacy.
Understanding Substance Abuse, Cont’d.

**Part 1:** Ask participants to think of people they know who currently or in the past have abused substances and create two lists:

- What are their strengths?
- How does/did their substance abuse impact their lives?

(3 minutes)

**Part 2:** Ask participants to recall the information about substance abuse that appears in the Pre-Work Handouts and discuss any questions they may have. Share the information you gathered about commonly abused substances in your state and local community, as well as treatment resources in your area.

(7 minutes)

*Note: If someone raises a question about the current research into alternatives to the abstinence model of treatment, acknowledge that while these models are being tried in some places, most court systems will not allow anything other than abstinence for parents with substance abuse issues.*
Understanding Substance Abuse: Activity 5A

**Part 1:** Think of friends, family members or colleagues who currently or in the past have abused one or more substances. As you think of these people, make two lists:

- What are their strengths?
- How does/did their substance abuse impact their lives?

<table>
<thead>
<tr>
<th>Strengths...</th>
<th>How substance abuse impacts this person’s life...</th>
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**Part 2:** Recall the information about substance abuse that appears in the Pre-Work Handouts and discuss any questions that you may have. Then, listen as the facilitator provides information about commonly abused substances in your local community.
Substance Abuse and Parenting: Activity 5B

Suggested Time: 10 minutes

**Goal:** To encourage participants to think about the effects of substance abuse on parenting

**PowerPoint Slide(s): 12**

**Facilitator Instructions**

Label a flipchart page with the title “The Effects of Substance Abuse on Parenting,” and ask participants to brainstorm ideas on that topic. When the group has finished brainstorming, compare their ideas with the effects listed in the Volunteer Manual.
Substance Abuse and Parenting: Activity 5B

In the large group, brainstorm possible effects of substance abuse on parenting. The facilitator will list all responses on a flipchart page. Then compare your answers to the list below.

The Effects of Substance Abuse on Parenting

It is important to remember that when a parent is involved with drugs or alcohol to a degree that interferes with the ability to parent effectively, a child may suffer in many ways:

- A parent may be emotionally and physically unavailable to the child.
- A parent’s mental functioning, judgment, inhibitions and/or protective capacity may be seriously impaired by alcohol or drug use, placing the child at increased risk of all forms of abuse and neglect, including sexual abuse.
- A substance-abusing parent may “disappear” for hours or days, leaving the child alone or with someone unable to meet the child’s basic needs.
- A parent may also spend the family’s income on alcohol and/or other drugs, depriving the child of adequate food, clothing, housing and healthcare.
- The resulting lack of resources often leads to unstable housing, which results in frequent school changes, loss of friends and belongings and an inability to maintain important support systems (religious communities, sports teams, neighbors).
- A child’s health and safety may be seriously jeopardized by criminal activity associated with the use, manufacture and distribution of illicit drugs in the home.
- Eventually, a parent’s substance abuse may lead to criminal behavior and periods of incarceration, depriving the child of parental care.
The Effects of Substance Abuse on Parenting, Cont’d.

- Exposure to parental abuse of alcohol and other drugs, along with a lack of stability and appropriate role models, may contribute to the child’s future substance abuse.
- Prenatal exposure to alcohol or other drugs may impact a child’s development.
## What the Child Experiences: Activity 5C

### One Family’s Story

**Suggested Time:** 15 minutes

**Goal:** To show the effects of substance abuse on parenting from a child’s perspective and to allow participants to see the importance of family in a child’s life

**PowerPoint Slide(s):** 13

**Facilitator Instructions**

Show the clip of the news story “Saving Kids—Children of Addicts.” As they watch the video, ask participants to think about advocating for a similar family as a CASA/GAL volunteer. After the clip, ask the participants to share the challenges of advocating for a family with parental substance abuse, as well as their reactions to this family’s story.
One Family’s Story

As you watch the clip of the news story “Kids—Children of Addicts,” think about advocating for a similar family as a CASA/GAL volunteer. After watching the clip, share the challenges of advocating for a family with parental substance abuse.

Be prepared to share your responses with the large group.
Finding a Balance

Time: 25 minutes

Goal: To apply information about substance abuse and parenting to a CASA/GAL volunteer’s recommendations in a case

PowerPoint Slide(s): 14-15

Facilitator Instructions

Part 1: After participants have read the case summary found in the Volunteer Manual, use the Chapter 5 PowerPoint presentation to give an overview of the key points to consider when deciding whether to recommend that a child returns home. (12 minutes)

Part 2: Divide participants into two groups: one to argue for termination of parental rights; the other to argue for additional time for the mother to show she can parent. Emphasize to participants that they need to use information from this unit to support their position each time they argue for a specific recommendation. Highlight how important it is for CASA/GAL volunteers to think about both the short-term and the long-term consequences of their recommendations and to consider the individual needs of each child. Allot 5 minutes for the groups to prepare their arguments.

Bring the groups back together and ask each group to present their arguments. Each group will have 2 minutes to present. When they are finished, note that there were valid points made on both sides. Then, briefly highlight the information in the section “What a CASA/GAL Volunteer Can Do.” (13 minutes)
Working with Families: Activity 5D

Finding a Balance

Part 1: Read Shannon’s story below and then listen as the facilitator presents key points to consider when deciding whether to recommend that a child return home.

Part 2: The facilitator will divide you into two groups: One group will make an argument for terminating Caterina’s parental rights so Shannon can be adopted; the other will make an argument for giving Caterina more time to show she can parent Shannon. You will have 5 minutes to work as a group to prepare your argument and then 2 minutes to make your argument in the large group. After both sides have shared their reasons for terminating or not terminating parental rights, the facilitator will present information about what you, as a CASA/GAL volunteer, can do to provide the best possible advocacy for a child.
Shannon’s Story

Shannon is the fourth child born to Caterina. Shannon’s oldest half-siblings, two sisters, who are each more than ten years older than Shannon, are in the custody of their father in another state. Caterina has not seen them in several years. The remaining half-sibling, a boy, lives locally with his father and spends weekends with Caterina.

Shannon was removed from Caterina’s custody when she was approximately one year old because Caterina was arrested for driving while intoxicated with Shannon in the car. Shannon was placed in foster care with Nathan and Marie, a couple with no other children.

Shannon remained in foster care with Nathan and Marie for sixteen months while Caterina engaged in treatment for her addiction to alcohol. During this time Caterina, who initially fought treatment and was unable to complete her first stint in residential treatment, successfully completed treatment at a second facility and at a halfway house. Upon leaving the halfway house, she secured a centrally located three-bedroom apartment and reported consistent attendance at 12-step meetings. She engaged in therapy, secured a mentor through a women’s mentoring program run by the United Way and attended training in medical records management, though she struggled to find a job.

Communication with Nathan and Marie was frequent and supportive. Nathan and Marie rallied their church to help furnish Caterina’s apartment and, with the permission of Shannon’s caseworker, often picked Caterina up on Sundays so that she could attend church with them and Shannon. Visits with Shannon, at first brief and supervised, increased to unsupervised overnight and weekend visits. When she was twenty-eight months old, Shannon was returned to Caterina’s custody.

In the months that followed, Caterina enrolled Shannon in preschool, continued her job-related training and continued to report regular attendance at 12-step meetings. Caterina maintained a relationship with Nathan and Marie. Shannon often spent Sundays with them and even joined them on an out-of-state vacation to visit Marie’s family.

After a little more than a year, Caterina relapsed in an episode for which Shannon was present, and Caterina was transported to the emergency room. Caterina called Nathan and Marie from the hospital. They picked up Shannon. Her placement with (return to) Nathan and Marie’s home was formalized the next day.
Shannon’s Story, Cont’d.

In the fifteen months that followed, Caterina successfully completed day treatment for her addiction. She secured and retained employment. She continues to live in the same apartment. Visits with Shannon started almost immediately after her return to Nathan and Marie’s home and have continued, though they continue to be supervised and more limited than during Shannon’s previous time in foster care. Communication between Caterina and Nathan and Marie is more limited and guarded.

Caterina is now four and a half years old. Nathan and Marie have recently hired an attorney to represent their interests in court. They are willing to adopt. The goal for Shannon remains return to parent, but all involved are unsure as to how to proceed and what is in Shannon’s best interest. Should she return to Caterina or should Caterina’s parental rights be terminated so that Nathan and Marie can adopt? What do you think?

Can the Child Return Home? Key Points to Consider

In deciding whether a child can return home to a family where substance abuse occurs, many 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 foster care is often the only available option, the child may feel punished when placed away from the parent. The focus should be to support successful treatment, not to punish the parent by withholding the child.
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 an informal setting such as a park
- Assistance for a substance-abusing parent seeking to flee a domestic violence perpetrator, such as obtaining a protective order, finding alternative housing and performing other necessary steps (domestic violence victims are more likely to remain sober away from the abuser)
# Understanding the Culture: Activity 5E

## Suggested Time: 15 minutes

**Goal:** To allow participants to understand the different aspects of culture

### Advanced Prep

Make enough copies of the Culture Puzzle handout for each pair of volunteers to share one. Cut puzzle pieces apart along the dotted lines.

### PowerPoint Slide(s): 17-21

### Facilitator Instructions

**Part 1:** Using the Chapter 5 PowerPoint presentation, give an overview of the material about culture that appears in the Volunteer Manual, including the definition, components and iceberg analogy. Ask participants to find a partner, choose one component found below the waterline of the culture iceberg and explain an unseen rule of their culture. Although a pair of participants may be of the same race or ethnicity, chances are they will find slight variations in their culture’s rules, expectations or customs.

Sometimes people have a difficult time identifying their culture. For example, white people who do not know or do not have a strong sense of their ethnicity, may feel like they do not have a culture. In this case, recommend that for this activity, people think about culture—rules, expectations and guidelines—in terms of their family, their workplace or their geographic region. If there are many people with this issue, you may want to consider offering additional training and/or resources during the year on cultural competence.

(7 minutes)
Understanding Culture, Cont’d.

**Part 2:** This part of the activity challenges participants to consider rethinking the way they approach a task while being conscious of differences in culture.

Distribute pieces 1 through 4 of the puzzle, withholding piece 5, labeled “culture.” Ask the pairs to use all four pieces to construct a square. After they finish, distribute piece 5 to each pair. Tell them they must now construct a new square using all five pieces. This will be more challenging. They will want to revert to what they know from building the first square and may find it difficult to set this knowledge aside. The finished puzzles look like this:

![Puzzle pieces](image)

Discuss the following questions after the pairs have completed the second square:

- Describe your experience having to make a new puzzle after receiving the new piece.
- How is this activity similar to advocating for a child from another culture?

Possible answers to the second question include the following: What worked the first time didn’t necessarily work the same way the second time. They had to start all over again without any preconceived notions. They had to forget what they did before and think of completing a square in a whole new way. This can be what it’s like working with children, youth and families from different cultures. What worked well with one family might work very differently with another. That one small piece made a drastic change in constructing a new square. (8 minutes)
Understanding the Culture: Activity 5E

**Part 1:** Listen as the facilitator defines culture and describes its components. In pairs, choose one component found below the waterline of the culture iceberg, and explain an unseen rule of your culture. Although you and your partner may be of the same race or ethnicity, chances are you’ll find slight variations in your culture’s rules, expectations or customs.

**Part 2:** The facilitator will distribute a four-piece puzzle to each pair. Working with your partner, construct a square using all four pieces without overlapping any sections. When everyone has finished, the facilitator will distribute an additional piece, labeled “culture.” Make a new square using all five pieces. Again, no pieces may overlap.

In the large group, answer the following questions:

- Describe your experience having to make a new puzzle after receiving the new piece.
- How is this activity similar to advocating for a child from another culture?
What Is Culture?

Culture is a learned pattern of customs, beliefs and behaviors, socially acquired and socially transmitted through symbols and widely shared meanings. Culture can be defined as an organized group of learned responses and ready-made solutions to problems people face and how to live day-to-day.

Culture is not only bound by race and ethnicity. Groups of people who work in certain fields may develop a unique culture. They have a unique language, practice model, etc. Culture defines how we do things, think about things and talk about things.

There are many analogies that help us understand culture. One is that culture is like an iceberg: There are parts we can see and parts we can’t see but know are there. The part above the waterline makes up only about 10 percent of an iceberg’s entirety. The visible parts of culture might include dress, music, food and games. Those that we can’t see but know are there include unwritten rules guiding patterns of speech, concepts of time and the meanings of body language.

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.

**Surface Culture**
Above sea level
Emotional load: relatively low
- food • dress • music
- visual arts • drama • crafts
dance • literature • language
- celebrations • games

**Deep Culture**
Unspoken Rules
Partially below sea level
Emotional load: very high
- courtesy • contextual conversational patterns • concept of time
- personal space • rules of conduct • facial expressions
- nonverbal communication • body language • touching • eye contact
- patterns of handling emotions • notions of modesty • concept of beauty
- courtship practices • relationships to animals • notions of leadership
tempo of work • concepts of food • ideals of childrearing
time of disease • social interaction rate • nature of friendships
tone of voice • attitudes toward elders • concept of cleanliness
- notions of adolescence • patterns of group decision making
definition of insanity • preference for competition or cooperation
tolerance of physical pain • concept of “self” • concept of past and future
definition of obscenity • attitudes toward dependents • problem solving
- roles in relation to age, sex, class, occupation, kinship, and so forth

Adapted from Indiana Department of Education • Office of English Language Learning & Migrant Education
**The Value of Diversity: Activity 5F**

**Suggested Time:** 5 minutes

**Goal:** To allow participants to explore why diversity and cultural competency are important aspects of child advocacy work

**Advanced Prep**

Make a copy of the National CASA Guiding Principles signs, found in the Chapter 5 Handouts, and post them around the training room before beginning this chapter.

**PowerPoint Slide(s): 22-26**

**Facilitator Instructions**

Ask the participants to recall the information they read about diversity, the National CASA Vision Statement and guiding principles found in Chapter 5 Pre-Work Handouts. Discuss any questions they may have. Have them read the guiding principles signs posted around the room. Allow participants to wander around the room to read these signs if they can’t read them from their seats.

In the large group, ask participants to briefly share which principle they found most important and why. Answer any questions they have.

Alternatively, you can ask participants to stand near the sign with the guiding principle they find the most important. Go around the room and ask people at each sign to share why they chose that principle.

You may need to clarify the meaning of a few of the principles. You may want to point out that #11 means that a program’s volunteer pool should match community demographics, not that each volunteer should “match” the child he/she is advocating for. It is important to convey that valuing diversity and developing cultural competence will help them be better advocates.
<table>
<thead>
<tr>
<th>The Value of Diversity: Activity 5F</th>
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<tbody>
<tr>
<td>Recall the information you read about diversity, the National CASA Vision Statement and guiding principles found in Chapter 5 Pre-Work Handouts and discuss any questions that you may have. Then read the signs posted around the room, which list the principles that guide National CASA’s efforts and goals related to achieving diversity within the CASA/GAL network.</td>
</tr>
<tr>
<td>In the large group, briefly share which principle you think is most important and why. Ask any questions you have about the vision statement or the principles.</td>
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</tbody>
</table>
Disproportionality and Disparate Outcomes: Activity 5G

Suggested Time: 10 minutes

Goal: To help participants understand the concept of disproportionality in the child welfare system and how it applies to their work as CASA/GAL volunteers.

Advanced Prep

Prior to this training session, research state and local statistics about the demographics of children in care to determine whether disproportionality exists in the child protective services system where you live. For example, in Alaska, Native children comprise 25% of all children in the state, but they make up 43% of reports to CPS and 60% of all children in state custody due to abuse and/or neglect. You can find links to information about the general demographics for children in your state, city or county in the Chapter 5 Pre-Work Handouts. Or, check with your state child protective services agency to see if they have demographic information for children in care in your local area. Be ready to share the information you found about disproportionality in your state and local area by adding it to Local/Program Pre-Work Handouts and/or adding the information to the Chapter 5 PowerPoint presentation.

PowerPoint Slide(s): 27-29

Facilitator Instructions

This activity is intended to help participants see how institutional racism and lack of cultural competence on the part of professionals and volunteers can affect the children they serve. Disproportionality may be a new concept for many participants.

Discuss the following questions:

- Why do you think disproportionality exists in the child welfare system? What factors might contribute to it?
- What are some other systems that impact the lives of the children and families you will work with as a CASA/GAL volunteer? What are some examples of disproportionality in those systems?
Disproportionality and Disparate Outcomes, Cont’d.

- What is one thing you can do to become aware of unconscious racial bias in your role as a CASA/GAL volunteer?

Other systems that affect the lives of the children and families in the child welfare system include education, health care, housing and criminal justice. Disproportionality in these systems includes overrepresentation of African Americans and Latinos in disciplinary actions and special education; underrepresentation of African Americans and Latinos in gifted and talented programs; health disparities among people of color even when there is no difference in income and education; overrepresentation of people of color in the juvenile justice system; and racial profiling of African American males. The fact that disproportionality exists for the same populations across all these systems further reinforces that the problem is due to systemic rather than individual factors.

Well-meaning individuals are often unaware of their racial or cultural biases, but these biases are unintentional barriers to reducing or eliminating disproportionality. Some things CASA/GAL volunteers can do to become aware of their biases include:

- Learn more about the history of racism and oppression in the United States.
- Develop relationships with people from different racial and cultural backgrounds.
- Consider what might have happened to a family in their interactions with various systems rather than assuming something is wrong with the family.
- Examine their attitudes and assumptions about people living in poverty.
Optional Activity: Media Stereotyping

Suggested Time: 15 minutes

The optional activity, Media Stereotyping, offers participants a chance to consider how the images and language that surround us can subtly influence how we perceive people from various racial, ethnic or cultural groups. These perceptions can, in turn, influence how systems treat people from different backgrounds. If there is time in your training session, this activity, which appears in the Chapter 5 Handouts, can deepen participants' understanding of the connections between stereotyping and disproportionality.

**Goal:** To help participants understand how stereotyping and bias contribute to issues of disproportionality

**Advanced Prep**

Add the news images from this activity to the PowerPoint presentation. If you have time, collect other examples of media stereotyping from current national or local media.

**Facilitator Instructions**

Review and comment on the Associated Press photos and captions below following hurricane Katrina in 2005. (Note: This activity can be conducted in a large group, or in small groups that report out.)

- How does the media negatively impact the public perception of poor people?
- How does the media’s portrayal of poor communities and communities of color impact the response of the child welfare system?
- How does understanding media stereotyping impact racial bias and the lens through which CASA/GAL volunteers may view poor communities and communities of color?
Disproportionality and Disparate Outcomes: Activity 5G

Recall the information that you read about Disproportionality and Disproportionality Statistics, found in the Chapter 5 Pre-Work Handouts and disproportionality statistics in your state and local area in the Chapter 5 Pre-Work Handouts. In the large group, discuss the following questions:

• Why do you think disproportionality exists in the child welfare system? What factors might contribute to it?
• What are some other systems that impact the lives of the children and families you will work with as a CASA/GAL volunteer? What are some examples of disproportionality in those systems?
• What is one thing you can do to become aware of unconscious racial bias in your role as a CASA/GAL volunteer?
Working a Case

The Lavender Case: Activity 5H

Suggested Time: 60 minutes

Goal: To allow participants to apply what they have learned to a real-life simulation

Advanced Prep

Make copies of all case materials, which appear in the Chapter 5 Handouts.

PowerPoint Slide(s): 30-33

Facilitator Instructions

Part 1: Lead the case study activity as described in the Volunteer Manual. Once participants have begun working in small groups, monitor each group to be sure they are on topic, but don’t micromanage the groups. Allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time. (40 minutes)

Interviews Available for the Lavender Case

(This list is for your use only. Groups must decide on their own who they want to interview.)

- CPS Caseworker: Lisa Kelly
- Attorney for the Program and Volunteer Supervisor
- Lavender Bass and Foster Mother: Bonnie Matthews
- Father: John Bass
- Maternal Aunt and Grandmother: Leah Mailer and Rebecca Mailer (First Contact)
- Maternal Aunt and Grandmother: Leah Mailer and Rebecca Mailer (Second Contact)
- Mother: Susan Mailer
The Lavender Case, Cont’d.

**Part 2:** Allow groups a few minutes to read other groups’ recommendations posted on flipcharts around the room. Then hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions and any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 5 topics: cultural competence, disproportionality and disparate outcomes and substance abuse. Other issues may arise that will be covered in more depth in later chapters. Put these topics on the Parking Lot, and address them during that chapter. (20 minutes)
The Lavender Case: Activity 5H

**Part 1:** Your group will receive a hard copy of the initial file for the Lavender case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider as you review documents and make your recommendations. After you review the initial case file, send your Runner to the facilitator to request an additional document (either an interview transcript from a key player you’d like to speak with or another important document you’d find during a case). You may continue to request additional interviews and documents one at a time over the course of 35 minutes to complete your information gathering for the case at this stage. After 35 minutes, your Scribe should legibly write on the flipchart your group’s recommendations to the court regarding services for the child, services for the parent and placement decisions.

**Part 2:** Take a few minutes to view other groups’ recommendations, and then briefly discuss with your group the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.
Writing Effective Court Reports: Activity 5I

Suggested Time: 10 minutes

Goal: To help participants learn to write clear, fact-based court reports

Advanced Prep

Add examples of “good” and “bad” court reports to Chapter 5 Local/Program Pre-Work Handouts.

PowerPoint Slide(s): 34-35

Facilitator Instructions

Part 1: This activity focuses on developing clear written communication skills. Ask the participants to recall the sample court reports that they read in Chapter 5 Pre-Work Handouts. Instruct participants to work in pairs and discuss. Then have them answer the following questions:

• Which statements are opinion-based?
• Which statements are fact-based?
• What’s missing from each example?
• What could be improved in each example?

(5 minutes)

Part 2: Review the examples with participants and point out how they can be improved using the information below and any other insights you can offer. Ask them to recall the good and bad reports that they read about in Chapter 5 Local/Program Pre-Work Handouts. (5 minutes)

Example 1: John Bass

• “He was busted for pot”: Avoid use of slang or jargon.
• “Mr. Bass has never been a father to Lavender”: State objectively.
• “Admittedly, he has a history of using inhalants”: Be more specific to avoid implying continued or current use of inhalants.
Writing Effective Court Reports, Cont’d.

• “Mr. Bass claims”: Use of specific words can imply alternative meaning. Use “states” instead of “claims.”

Example 2: Lavender Bass

• “Lavender…seems to not be very engaged”: Provide more specificity about significant child behaviors. Engaged with others? With only foster parents? When engaged in developmentally appropriate activities?

• “Lavender sometimes ignores the foster mother and doesn’t listen to her when she is talking. The foster mother states she has to call her time after time to get her attention”: The first sentence is an individual interpretation of the situation. The second sentence provides more specifics.

• “This is not the best foster placement for Lavender”: Avoid statements without any explanation of what led to a conclusion.

Example 3: Susan Mailer

• “A criminal records check confirmed Ms. Mailer has a tendency toward violent behavior”: Include specifics on history if relevant to the parental ability and child’s protection.

• “CASA/GAL volunteer feels like drugs are being done at the home of the maternal aunt and grandmother. The children are also fearful of them”: Statements should be fact-based without assumptions, which might represent cultural misinterpretations.
Writing Effective Court Reports: Activity 5I

Writing Effective Court Reports

**Part 1:** Recall the three sample court reports that you read in Chapter 5 Pre-Work Handouts. In pairs, discuss these reports. Then answer the following questions:

- Which statements are opinion-based?
- Which statements are fact-based?
- What’s missing from each example?
- What could be improved in each example?

**Part 2:** In the large group, discuss how to improve these sample sections. Recall the good and bad court reports that you read in Chapter 5 Local/Program Pre-Work Handouts. The facilitator may discuss these as examples of effective court reports and court reports that need improving.
Chapter Wrap-up and Review

Chapter Review

**Review**

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

**PowerPoint Slide(s):** 36-40

**Evaluation**

Hand out copies of the Chapter 5 Volunteer Training Evaluation and collect them before participants leave.

Chapter 6 Pre-Work

**Pre-Work Activities**

Assign the following Pre-Work activities for the Chapter 6 training session and remind participants of the date and time when this session will take place.

- **Domestic Violence**
  
  Ask the participants to read information about Understanding Domestic Violence along with the statistics about domestic violence that appear in the Chapter 6 Pre-Work Handouts. Have participants write down their questions about the material.

- **Sorting People**
  
  In the Chapter 6 Online Resources, participants should click the link to an exercise called “Sorting People: Can You Tell Somebody’s Race by Looking at Them?” The activity features photographs of people of various races and asks participants to sort the people according to how they perceive their race.
Chapter 6 Pre-Work, Cont’d.

Afterward, participants should consider the following questions:

– How did you do?
– What surprised you about the exercise?
– Think about the cases you’ve worked on so far. Did you observe any stereotyping in the Black, Bleux, Greene or Bass cases? If so, how did it affect the families?

• Exploring Culture and Perceptions Activity
For categories specified, ask participants to think about their culture and life experiences, and how they would describe themselves, their family of origin, or their current family situation to someone they know pretty well. Ask them to answer the listed questions.

Ask the participants to imagine how Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. Ask them to take the perspective of Susan and answer the listed questions.

• Stereotyping vs. Cultural Competence
Ask the participants to read the article on Stereotyping vs. Cultural Competence.

• 10 Benefits of Practicing Culturally Competent Child Advocacy
Ask the participants to read the article on the 10 Benefits of Practicing Culturally Competent Child Advocacy.

• Institutional Bias Checklist for Volunteers
Ask the participants to refer to the Institutional Bias Checklist for Volunteers.

• Culturally Competent Child Advocacy Activity
Ask participants to think about their culture and life experiences, and how they would describe themselves, their family of origin, or their current family situation to someone they know pretty well. Have them answer the questions listed in Chapter 6 Pre-Work Handouts.
Chapter 6 Pre-Work, Cont’d.

Have participants also imagine Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. Ask them to take the perspective of Susan and answer the questions listed in Chapter 6 Pre-Work Handouts.

- **Tips on How to Become More Culturally Competent**
  Ask the participants to read the article Tips on How to Become More Culturally Competent.

- **Individual Action Plan for Increasing Cultural Competence Activity**
  Ask the participants to refer to the Individual Action Plan for Increasing Cultural Competence and create a plan to become more culturally competent.

- **The Amarillo Case (pronounced “Am-uh-ree-yo”)**
  Ask the participants to read the Initial Case Notes for the Amarillo Case found in Chapter 6 Pre-Work Handouts before attending the Chapter 6 training session.
Chapter Wrap-Up

Review

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

Evaluation

Fill out the Chapter 5 Training Evaluation and give it to the facilitator before you leave.

Chapter 6 Pre-Work

Prior to the Chapter 6 training session, complete the following assignments

• Domestic Violence

Read the information about Understanding Domestic Violence and the statistics about domestic violence found in the Chapter 6 Pre-Work Handouts. Write down any questions you have, and the facilitator will address them during the next chapter.

• Sorting People

In the Chapter 6 Online Resources, click the link to an exercise called “Sorting People: Can You Tell Somebody’s Race by Looking at Them?” Follow the instructions to complete the activity, and then consider the following questions:

– How did you do?
– What surprised you about the exercise?
– Think about the cases you’ve worked on so far. Did you observe any stereotyping in the Black, Bleux, Greene or Bass cases? If so, how did it affect the families?

• Exploring Culture and Perceptions Activity

For the specified categories, ask participants to think about their culture and life experiences, and how they would describe themselves, their family of origin, or their current family situation to someone they know pretty well. Ask them to answer the questions listed in the Chapter 6 Pre-Work Handouts.
Chapter 6 Pre-Work, Cont’d.

Ask the participants to imagine how Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. Ask them to take the perspective of Susan and answer the questions listed in the Chapter 6 Pre-Work Handouts.

- **Stereotyping vs. Cultural Competence**
  Ask the participants to read the article on Stereotyping vs. Cultural Competence.

- **10 Benefits of Practicing Culturally Competent Child Advocacy**
  Ask the participants to read the article on the 10 Benefits of Practicing Culturally Competent Child Advocacy.

- **Institutional Bias Checklist for Volunteers**
  Ask the participants to refer to the Institutional Bias Checklist for Volunteers.

- **Culturally Competent Child Advocacy Activity**
  Ask participants to think about their culture and life experiences, and how they would describe themselves, their family of origin, or their current family situation to someone they know pretty well. Have them answer the questions listed in Chapter 6 Pre-Work Handouts.

  Have participants also imagine Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. Ask them to take the perspective of Susan and answer the questions listed in Chapter 6 Pre-Work Handouts.

- **Tips on How to Become More Culturally Competent**
  Ask the participants to read the article Tips on How to Become More Culturally Competent.
Chapter 6 Pre-Work, Cont’d.

- **Individual Action Plan for Increasing Cultural Competence Activity**
  Ask the participants to refer to the Individual Action Plan for Increasing Cultural Competence and create a plan to become more culturally competent.

- **The Amarillo Case**
  Read the Initial Case Notes for the Amarillo Case. You will be applying what you know about this case during various activities in Chapter 6.
Facilitator Prep

Facilitation Tips

• This chapter takes approximately 3 hours and 15 minutes.
• Keep in mind that some participants may have personal experience with domestic violence. Be sensitive to this fact, and at the same time, assess how that experience may affect the person’s ability to advocate effectively.
• This chapter goes deeper into cultural competency issues, asking participants to explore their own values and perceptions. Again, create a safe environment where volunteers can explore these often emotionally laden issues in a productive way that stays focused on providing the best possible advocacy for children. Your goal is to engage participants in a process of change to better serve children and families.
• Emphasize that if participants rely solely on familiar cultural and socioeconomic norms, they will probably draw conclusions that reflect their personal bias rather than the best interest of the child.
• The 911 call included in this chapter can evoke strong reactions from the participants. Be prepared to debrief or take a break if necessary.
• Keep making the connections between the training material and CASA/GAL volunteer work. Why do participants need to know about these topics? Why do they need to be aware of their personal values in these areas? Look for ways to help volunteers set aside their values to work with families whose values may be different.
• Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 6 and make a plan to address them later.
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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<tbody>
<tr>
<td><strong>General (found with your local program)</strong></td>
<td></td>
<td>Gather the supplies as needed</td>
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<tr>
<td>• Name tags</td>
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<tr>
<td>• Flipchart and markers</td>
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<td>• Masking tape</td>
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<td>• Three-hole punch</td>
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<tr>
<td>• Sticky notes</td>
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<tr>
<td><strong>Flipchart Pages (facilitator must create)</strong></td>
<td></td>
<td>Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 6 and make a plan to address them later.</td>
</tr>
<tr>
<td>• Parking Lot</td>
<td></td>
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<tr>
<td><strong>A/V Equipment (found with your local program)</strong></td>
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<tr>
<td>• Computer, LCD projector and screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Electronic Presentation and Video (found in the Online Resources)</strong></td>
<td>6A, 6B</td>
<td>Download the PowerPoint presentation to your computer.</td>
</tr>
<tr>
<td>• Chapter 6 PowerPoint presentation</td>
<td></td>
<td>Activity 6A: Download the “Why We Stayed” video to your computer to play in class.</td>
</tr>
<tr>
<td>• “Why We Stayed” video</td>
<td></td>
<td>Activity 6B: Download “Lisa’s 911 call” audio clip to your computer to play in class.</td>
</tr>
<tr>
<td>• Lisa’s 911 Call</td>
<td></td>
<td></td>
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</tbody>
</table>
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 6 Pre-Work Handouts</td>
<td></td>
<td>At least one week before the Chapter 6 training session, prepare the Chapter 6 Pre-Work packet and provide to participants.</td>
</tr>
<tr>
<td>• Article on Understanding Domestic Violence</td>
<td>6A</td>
<td><strong>Activity 6A</strong>: Read the information about the “Understanding Domestic Violence” handout and the statistics about domestic violence found in the Chapter 6 Pre-Work Handouts. Write down any questions you have, and the facilitator will address them during the next chapter.</td>
</tr>
</tbody>
</table>
| • Sorting People Exercise Activity                                     | 6E         | **Sorting People**  
In the Chapter 6 Online Resources, click the link to an exercise called “Sorting People: Can You Tell Somebody’s Race by Looking at Them?” Follow the instructions to complete the activity and then consider the following questions:  
- How did you do?  
- What surprised you about the exercise?  
- Think about the cases you’ve worked on so far. Did you observe any stereotyping in the Black, Bleux, Greene, or Lavender cases? If so, how did it affect the families? |
| • Exploring Culture and Perceptions Activity                           | 6F         |                                                                                                         |
| • Article on Stereotyping vs. Cultural Competence                      | 6G         |                                                                                                         |
| • Article “10 Benefits of Practicing Culturally Competent Child Advocacy” |            |                                                                                                         |
| • Institutional Bias Checklist for Volunteers                         |            |                                                                                                         |
| • Culturally Competent Child Advocacy Activity                         |            |                                                                                                         |
| • Tips on How to Become More Culturally Competent                     |            |                                                                                                         |
| • Individual Action Plan for Increasing Cultural Competence Activity  |            |                                                                                                         |
| • Initial Case Notes for the Amarillo Case                             |            |                                                                                                         |
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
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</tr>
</thead>
</table>
| Chapter 6 Pre-Work Handouts, Cont'd. |            | **Activity 6D:** For categories specified in the Exploring Culture and Perceptions activity, ask participants to think about their culture and life experiences and how they would describe themselves, their family of origin or their current family situation to someone they know well. Ask them to answer the listed questions. Have participants imagine how Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. Ask them to consider the perspective of Susan and answer the listed questions.  
**Activity 6E:** Ask the participants to read the article “Stereotyping vs. Cultural Competence.” For categories specified in the Culturally Competent Child Advocacy Activity located Chapter 6 Pre-Work Handouts, ask participants to think about their culture and life experiences and how they would describe themselves, their family of origin, or their current family situation to someone they know well. Have them answer the questions listed. Have participants also imagine Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney. |
<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
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</thead>
<tbody>
<tr>
<td>Chapter 6 Pre-Work Handouts, Cont’d.</td>
<td></td>
<td>Ask them to consider the perspective of Susan and answer the questions listed.</td>
</tr>
<tr>
<td></td>
<td>Activity 6F</td>
<td><strong>Activity 6F</strong>: Ask the participants to read the article “Tips on How to Become More Culturally Competent.” Ask them to refer to the Individual Action Plan for Increasing Cultural Competence and ask them to complete the plan to become more culturally competent.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Activity 6G</strong>: Ask the participants to read the Initial Case Notes for the Amarillo Case, found in the Chapter 6 Pre-Work Handouts.</td>
</tr>
<tr>
<td>Handouts (found in the Online Resources)</td>
<td>6A</td>
<td><strong>Activity 6A</strong>: If your program doesn’t have a list of domestic violence resources in your community, prepare a handout that includes organizations’ names and contact information and a description of the services they provide. Add this to Chapter 6 Local/Program Handouts.</td>
</tr>
<tr>
<td>• Local domestic violence resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(facilitator must create)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Local cultural competence resources</td>
<td>6F</td>
<td><strong>Activity 6F</strong>: Using the Individual Action Plan for Cultural Competence completed in the Pre-Work, create a list of resources in your community that can help participants increase their cultural competence. Add this list to the Chapter 6 Local/Program Handouts.</td>
</tr>
<tr>
<td>(facilitator must create)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Amarillo Case Study Materials</td>
<td></td>
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</tbody>
</table>
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handouts (found in the Online Resources), Cont’d.</td>
<td>6G</td>
<td><strong>Activity 6G</strong>: Ensure each group of participants refers to the Amarillo Case Study Materials found in the Chapter 6 Handouts.</td>
</tr>
<tr>
<td>Chapter 7 Pre-Work Handouts</td>
<td>Chapter 6</td>
<td>At least one week before the Chapter 7 training session, prepare the Chapter 7 Pre-Work packet and provide to participants. Print copies for reference during the session as well.</td>
</tr>
<tr>
<td>- Video: “How Resilience Is Built”</td>
<td></td>
<td>• Watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships you had, as a youth, that helped you build resilience.</td>
</tr>
<tr>
<td>- Audio clip: “Childhood Reflections”</td>
<td></td>
<td>• Have participants listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Ask them to prepare a list of ways they think resilience was exhibited.</td>
</tr>
<tr>
<td>- Statistics on Youth</td>
<td></td>
<td>• Read the Statistics on Youth Aging Out of Foster Care, which appears in the Chapter 7 Pre-Work Handouts.</td>
</tr>
<tr>
<td>- Aging Out of Foster Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Initial Case Notes for the Brown Case</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Ecological Model of Factors Affecting Resilience diagram</td>
<td></td>
<td></td>
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<tr>
<td>- Adverse Childhood Experiences</td>
<td></td>
<td></td>
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<tr>
<td>- Concurrent planning and the lists of questions that follow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Greene Case and Amarillo Case (re-read)</td>
<td></td>
<td></td>
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<tr>
<td>- Educational Challenges for Children in the Child Welfare System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Activity #</td>
<td>Advanced Prep</td>
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<td>---------------</td>
</tr>
<tr>
<td>Chapter 7 Pre-Work Handouts, Cont’d.</td>
<td>• Read the initial case notes for the Brown case in the Chapter 7 Pre-Work Handouts. You will be applying what you know about this case during various activities in the next chapter.</td>
<td></td>
</tr>
<tr>
<td>• Answers to questions based on volunteers’ K-12 experiences</td>
<td>• Have participants go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community and the wider society).</td>
<td></td>
</tr>
<tr>
<td>• LGBTQ Glossary</td>
<td>• Have participants review the Adverse Childhood Experiences.</td>
<td></td>
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<tr>
<td></td>
<td>• Have participants read the paragraphs about concurrent planning and the lists of questions that follow.</td>
<td></td>
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<td></td>
<td>• Ask participants to re-read or review the Greene case and Amarillo case.</td>
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<tr>
<td></td>
<td>• Have participants read up on educational challenges for children in the child welfare system.</td>
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<tr>
<td></td>
<td>• Ask participants to answer the questions on their K-12 experiences provided in Pre-Work.</td>
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<tr>
<td></td>
<td>• Review the LGBTQ Glossary.</td>
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</table>
CHAPTER 6:

Domestic Violence and Cultural Competence

Contents

» Welcome, Housekeeping and Ground Rules ................. 10
» Pre-Work Recap .................................................. 12
» Chapter Overview and Competencies .................... 13
» Domestic Violence ............................................... 14
» Skill Building: Cultural Competence ..................... 27
» Working a Case .................................................... 33
» Chapter Wrap-up and Review ................................. 38
» Chapter 7 Pre-Work ............................................. 38
Welcome, Housekeeping and Ground Rules

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.
• 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

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

- Read the article “Understanding Domestic Violence” and the statistics about domestic violence found in the Chapter 6 Online Resources. Write down any questions you have.
- Complete the pbs.org “Sorting People” exercise and consider the questions listed.
- Complete the Exploring Culture and Perceptions Activity and answer the listed questions.
- Read the article on “Stereotyping vs. Cultural Competence.”
- Complete the Culturally Competent Child Advocacy Activity.
- Read the article “Tips on How to Become More Culturally Competent.”
- Read the Initial Case Notes for the Amarillo Case.
Chapter Overview and Competencies

This chapter continues to explore the importance of cultural competence in CASA/GAL volunteer work. You’ll learn about issues related to domestic violence, and you’ll continue to apply your new knowledge and skills in a case simulation.

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, Attributes, Behavior Development in Chapter 6</th>
</tr>
</thead>
</table>
| Cultural Competency | • Understands and demonstrates self-awareness to eliminate the influence of personal biases and values when working with diverse groups  
                          • Knows strategies and steps to take to increase cultural competency skills and demonstrate culturally competent child advocacy  
                          • Understands how to recognize and challenge own biases |
| Foundation of Knowledge | • Understands how domestic violence affects children and families  
                             • Knows the importance of being aware of resources in the community that assist with substance abuse |
| Communication | • Understands the importance of speaking and writing clearly and concisely  
                             • Knows how to utilize basic communication and interviewing skills |
Putting a Face on Domestic Violence: Activity 6A

Suggested Time: 25 minutes

Goal: To offer participants an understanding, beyond just theory and concepts, of what is involved in an actual domestic violence situation.

Advanced Prep

If your program doesn’t have a list of domestic violence resources in your community, prepare a handout with the names of organizations, their contact information and information about the services they provide. Make copies to distribute during this activity.

PowerPoint Slide(s): 8-11

Facilitator Instructions

Part 1: Play the video entitled “Why We Stayed.” (8 minutes)

Part 2: Using the Chapter 6 PowerPoint presentation, briefly recap the homework reading about domestic violence and then give an overview of the information in the manual about the intersection of domestic violence and CASA/GAL volunteer work. Afterward, distribute copies of the handout with information about domestic violence resources in your community. Be sure to answer any questions participants have about the homework reading or the material you presented. (8 minutes)

Part 3: Ask participants to respond to the following questions in their small groups:

- What was going through your mind as you listened to the women’s stories?
Putting a Face on Domestic Violence, Cont’d.

• How do you think hearing these stories and reading the information about domestic violence might influence your volunteer advocacy? (9 minutes)
Putting a Face on Domestic Violence: Activity 6A

Part 1: Watch the video “Why We Stayed.”

Part 2: Listen as the facilitator presents information about domestic violence and how it affects the work of CASA/GAL volunteers. Ask any questions you have about the homework reading or the material presented in class.

Part 3: In your group, share your responses to the following questions.

• What was going through your mind as you listened to the women’s stories?
• Did the information in Part 2 alter your thoughts? How so?
• How do you think hearing the story and reading the information about domestic violence might influence your volunteer advocacy?
Domestic Violence and CASA/GAL Volunteer Work

As a CASA/GAL volunteer, it is important for you to be aware of the possibility that domestic violence exists in the families you encounter. If you suspect domestic violence is occurring, make sure the victim has several opportunities to talk to you alone. The partner who has been battered is often terrified of revealing the truth for fear of further violence. Observe body language carefully. Look for typical characteristics:

- A conspiracy of silence prevails.
- The batterer often seems more truthful, confident and persuasive than the victim.
- The victim may seem angry and frustrated.
- There is often no police or medical record of the violence.
- There is a recurring cycle of family tension, followed by the batterer’s explosion, followed by a period of calm (often filled with apologies and promises) that then begins to build back to tension.

Domestic violence is about control and domination. When a battered partner leaves the family home (or the batterer is forced to leave), the batterer feels a loss of control formerly exerted. This makes the batterer even more likely to be violent. This increased level of danger makes many victims reluctant to leave, even when the consequence of staying may be the placement of children in foster care.

Impact on Children

Lenore Walker, author of *The Battered Woman*, describes the world of children who grow up in violent homes:

“Children who live in battering relationships experience the most insidious form of child abuse. Whether or not they are physically abused by either parent is less important than the psychological scars they bear from watching their fathers beat their mothers. They learn to become part of a dishonest conspiracy of silence. They learn to lie to prevent inappropriate behavior, and they learn to suspend fulfillment of their needs rather than risk another confrontation. They expend a lot of energy avoiding problems. They live in a world of make-believe.”
Domestic Violence and CASA/GAL Volunteer Work, Cont’d.

Children in families where there is domestic violence are at great risk of becoming victims of abuse themselves. In some cases, children may try to intervene and protect their mothers, getting caught in the middle of the violence. In most cases, however, children are also targets of the violence. Batterers sometimes deliberately arrange for children to witness the violence. The effect on children’s development can be just as severe for those who witness abuse as for those who are abused. Witnessing violence at home is even more harmful than witnessing a fight or shooting in a violent neighborhood. It has the most negative impact when the victim or perpetrator is the child’s parent or caregiver.


What Can a CASA/GAL Volunteer Do?

Be both knowledgeable and concerned about domestic violence. Children from violent homes are at a higher risk for abuse than other children. According to A Nation’s Shame, a report compiled by the US Advisory Board on Child Abuse and Neglect, “Domestic violence is the single, major precursor to child abuse and neglect fatalities in the US.”

Take into account the history and severity of family violence when making any recommendation for placement of a child. Many professionals in the field of domestic violence believe that you cannot protect the child unless you also protect the primary nurturer/victim (usually the mother). As part of that perspective, they advocate for placement of the child with the mother regardless of other factors, saying to do otherwise further victimizes the mother at the hands of the system.

Determine the best interest of the child. It may be that, with proper safeguards in place, the victim can make a safe home for the child while the threat from the batterer is reduced by absence, treatment and/or legal penalties. It is also possible that the victim has shortcomings that prevent her from caring for her family at even a minimally sufficient level. You should assess the situation with a clear understanding of domestic violence dynamics, but in the end, you must make a recommendation based solely on the best interest of the child.
Domestic Violence and CASA/GAL Volunteer Work, Cont’d.

Seek resources for children from violent homes. Children need:

- Positive role models and supportive environments that will help them develop social skills and address feelings about the violence in a constructive manner.

- Help adopting alternative, nonviolent ways to address and resolve conflict (through specialized counseling programs, therapy, domestic violence victim support groups, youth mediation training and relationships with supportive mentors).

Recommend help for parents.

- Try to ensure that domestic violence victims are treated fairly by the legal system and not further blamed in child abuse/neglect proceedings.

- Advocate in your community for things like housing, emergency shelters, legal procedures and court advocates that increase the safety of mothers and children and support the autonomy of the adult victim.

- Encourage parenting classes for battered parents focused on empowering them to become more effective parents and teaching them how to help children cope with the consequences of witnessing domestic violence.

- Advocate for treatment programs for batterers, followed by parenting classes focused on how to parent in a non-coercive, healthy manner.

- Be alert to any signs that domestic violence has recurred or even that contact between the batterer and the victim is ongoing, if that might compromise the child’s safety. The foremost issue is the safety of the child.

- Know where the victim can find help in your community.

The facilitator will distribute a list of domestic violence resources in your community. Or, call the National Domestic Violence Hotline: 1-800-799-7233 (SAFE) 1-800-787-3224 (TDD).
A Child’s 911 Call: Activity 6B

Suggested Time: 20 minutes

Goal: To help participants understand a child’s experience of domestic violence and recognize the signs that domestic violence may be occurring in a child’s home.

PowerPoint Slide(s): 12-14

Facilitator Instructions

Part 1: Play the recording of 6-year-old Lisa’s call to 911 during a domestic violence incident in her home. Prepare volunteers ahead of time by alerting them to the intensity of the call. Keep in mind that listening to this recording may be very difficult for participants, especially those who have experienced domestic violence. Allow any participants who are worried about listening to it to leave the room during this part of the activity. (5 minutes)

Participants may ask for information on the aftermath of the phone call, which took place in 1992. According to press information from the New York State Office for the Prevention of Domestic Violence, “Responding officers charged Pierre [Lisa’s stepfather] with assault and child endangerment, took photographs of the scene and of Cindy’s [Lisa’s mother’s] visible injuries and statements from Cindy and Lisa. Prosecutors subpoenaed the 911 tape and transcript and Pierre pled to the charges. He served almost a year in jail.” Lisa has consented to the public release of the recording to “help people understand what things are like for kids.”

Part 2: Have participants look through the chart listing some possible signs of childhood domestic violence and discuss. Point out that different children respond to childhood domestic violence differently. Becoming aware of common signs associated with children’s exposure to violence will help them better assess a child’s safety needs. (3 minutes)

Part 3: Lead a group discussion about the following questions:

• What effects might witnessing domestic violence have on Lisa (age 6) and her two younger siblings?
A Child’s 911 Call, Cont’d.

• What services might you recommend for Lisa’s family, including Lisa, her mother, her stepfather, her younger sister (preschool-aged) and the baby?

• Reflecting on Tips for CASA/GAL Volunteers, how might a CASA/GAL volunteer approach a first interview with Lisa? Do you see any barriers to interviewing a 6-year-old exposed to domestic violence? How might a CASA/GAL volunteer overcome these barriers?

(12 minutes)
A Child’s 911 Call: Activity 6B

**Part 1:** Listen as the facilitator plays a recording of a child’s 911 call during a domestic violence incident in her home.

**Part 2:** Look through the chart that lists some possible signs of childhood domestic violence and discuss. Remember that different children respond to childhood domestic violence differently. Becoming aware of common signs associated with children’s exposure to violence will help you better assess a child’s safety needs.

**Part 3:** In the large group, discuss the following questions:

- What effects might witnessing domestic violence have on Lisa (age 6) and her two younger siblings?
- What services might you recommend for Lisa’s family, including Lisa, her mother, her stepfather, her younger sister (preschool-aged) and the baby?
- Reflecting on Tips for CASA/GAL Volunteers, how might a CASA/GAL volunteer approach a first interview with Lisa? Do you see any barriers to interviewing a 6-year old exposed to domestic violence? How might a CASA/GAL volunteer overcome these barriers?
## Signs of Childhood Domestic Violence (CDV)

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Infant</th>
<th>Preschool-Aged</th>
<th>School-Aged</th>
<th>Adolescent</th>
</tr>
</thead>
</table>
| Infant                    | Being Fussy / Decreased         | Aggression / Behavior Problems  | Aggression / Acting out          | Dating violence / Bullying others / Drug or alcohol use /
|                           | Responsiveness / Trouble        | / Yelling / Irritability        | or frequent outbursts / Disobedience / Bullying others / Frequent bedwetting / Repetitive play expressing disturbing themes |
|                           | Sleeping / Trouble Eating       | / Trouble Sleeping / Frequent   | / Frequent bedwetting / Repetitive play expressing disturbing themes |
|                           |                                 | bedwetting / Repetitive play    |                                  | / Inflicting self-harm / Frequent tardiness or absence from school, activities, or work / Early sexual activity |
|                           |                                 | expressing disturbing themes    |                                  |                                                 |
|                           |                                 |                                  |                                  |                                                 |
| Social                    | Trouble interacting with or     | Fewer and poor quality          | Few quality relationships /      |                                                 |
|                           | getting along with peers /     | peer relations                   | Dating violence (victim or      |                                                 |
|                           | isolating themselves from      |                                  | perpetrator) / Teen pregnancy / |                                                 |
|                           | others / Startling early and    |                                  | Starting easily and frequently   |                                                 |
|                           | frequently                     |                                  |                                  |                                                 |
| Emotional/                 | Emotionally withdrawn or detached | Emotionally withdrawn or detached | Emotionally withdrawn or detached | Emotionally withdrawn or detached / Substance abuse / Frequent thoughts of suicide / PTSD / Feeling rage, shame / Unresponsiveness / Frequent health complaints |
| Psychological              | / Fear and anxiety, sadness,   | / Frequent physical complaints   | / Fear and anxiety, depression   |                                                 |
|                           | worry / PTSD / Feeling unsafe / | / Fear and anxiety, Low self-esteem, shame / PTSD / Emotional responses not matching situation / Trouble eating / Frequent health complaints |
|                           | Separation anxiety / Trouble    | / Separation anxiety / Low self-esteem, shame / PTSD / Emotional responses not matching situation / Trouble eating / Frequent eating / Frequent health complaints |
|                           | eating                        |                                  |                                  |                                                 |
## Signs of Childhood Domestic Violence (CDV)

<table>
<thead>
<tr>
<th></th>
<th>Infant</th>
<th>Preschool-Aged</th>
<th>School-Aged</th>
<th>Adolescent</th>
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</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>Inability to understand</td>
<td>Self-blame</td>
<td>Self-blame</td>
<td>Short attention span, difficulty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty trusting others</td>
<td>Distracted, inattentive</td>
<td>concentrating /</td>
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<tr>
<td></td>
<td></td>
<td>Bad dreams</td>
<td>Lack of interest in hobbies or activities</td>
<td>Lower verbal skills</td>
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<td></td>
<td></td>
<td>Efforts to avoid thoughts, feelings or</td>
<td>Academic problems / Pro-violent attitude</td>
<td>/ Lack of interest in hobbies or activities</td>
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<tr>
<td></td>
<td></td>
<td>conversations associated with the issue</td>
<td>Difficulty trusting others</td>
<td>/ Pro-violent attitude</td>
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<tr>
<td></td>
<td></td>
<td>Difficulty concentrating</td>
<td>Bad dreams</td>
<td>/ Defensiveness /</td>
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<td></td>
<td></td>
<td></td>
<td>Illusions, hallucinations and flashbacks</td>
<td>Difficulty trusting others</td>
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<td>Efforts to avoid thoughts, feelings or</td>
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<td>conversations associated with the issue</td>
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<td>Difficulty concentrating</td>
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<td>Lower verbal skills and reading levels</td>
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Challenges You May Face: Activity 6C

**Suggested Time:** 15 minutes

**Goal:** To help participants recognize some of the challenges they may encounter as they advocate for a child.

**PowerPoint Slide(s):** 15-17

**Facilitator Instructions**

**Part 1:** Have participants work individually to choose their three “hot button” issues. (2 minutes)

**Part 2:** Have them discuss the following questions in pairs:

- Which situations did you pick as your top three and why?
- How might your values, thoughts and feelings about these situations impact your effectiveness as a CASA/GAL volunteer?

(8 minutes)

**Part 3:** Ask a few people to share their responses with the large group. During the discussion, emphasize that we all have biases based on our values; what’s important is that participants recognize their biases and learn to set them aside in order to advocate for a child’s best interest. It is impossible to promise that a participant won’t be assigned to a case that he/she finds difficult. In fact, we know that mental illness, substance abuse, domestic violence and other issues represented on the list are factors that may put children at risk for abuse and neglect and are often a part of a case.

(5 minutes)
Challenges You May Face: Activity 6C

Part 1: Which of the situations on this list would you find the hardest to work with? Put a checkmark next to the three you’d find hardest. What are your “hot buttons”?

- A parent who spends most of her money on drugs
- A parent who believes his wife/partner deserves the beatings he gives her
- A parent who lies to you
- A parent who lives in a deplorably dirty home with human/animal waste and no water
- A parent who fondles his 4-year-old child
- A parent who used drugs during her pregnancy
- A parent who refuses to take the medication that controls his mood swings
- A parent who left his children in the car in a parking lot while he went drinking at bars until closing time
- A parent who won’t leave the man who physically abuses her in front of her children
- A parent who is so depressed she doesn’t get out of bed for weeks at a time

Part 2: In pairs, discuss the following questions:

- Which situations did you pick as your top three and why?
- How might your values, thoughts and feelings about these situations impact your effectiveness as a CASA/GAL volunteer?

Part 3: The facilitator will ask a few volunteers to share answers with the large group.
Exploring Culture and Perceptions: Activity 6D

Suggested Time: 5 minutes

Goal: To help participants think about the pressures families face to modify their behavior when interacting with those they perceive to be in a position of power.

PowerPoint Slide(s): 19-20

Facilitator Instructions

Ask the participants to recall the activity on Exploring Culture and Perceptions that they have completed as Pre-Work. Discuss any questions that they may have.
Exploring Culture and Perceptions: Activity 6D

Recall the activity on Exploring Culture and Perceptions that you have completed as Pre-Work. Discuss any questions that you may have.
Culturally Competent Child Advocacy: Activity 6E

Suggested Time: 10 minutes

Goal: To examine how cultural competence improves the advocacy a volunteer can provide to a child.

PowerPoint Slide(s): 21-23

Facilitator Instructions

Ask the participants to recall the activity on Culturally Competent Child Advocacy that they have completed as Pre-Work. Provide a brief overview of differences between stereotyping and cultural competence and the 10 Benefits of Practicing Culturally Competent Child Advocacy. Ask them to reflect on the questions in the Institutional Bias Checklist. Discuss any questions that they may have.
Culturally Competent Child Advocacy: 
Activity 6E

Recall the activity on Culturally Competent Child Advocacy that you have completed as Pre-Work. Listen to the facilitator provide a brief overview of differences between stereotyping and cultural competence and the 10 Benefits of Practicing Culturally Competent Child Advocacy. Reflect on the questions in the Institutional Bias Checklist. Discuss any questions that you may have.
An Action Plan for Increasing Cultural Competence: Activity 6F

Suggested Time: 5 minutes

Goal: To have volunteers develop their own plan for becoming a more culturally competent child advocate.

Advanced Prep

Make copies of the Individual Action Plan for Cultural Competence handout, located in the Chapter 6 Handouts. Create a list of resources in your community that can help participants increase their cultural competence. Prepare a handout to distribute during Part 2 of this activity.

PowerPoint Slide(s): 24-25

Facilitator Instructions

Ask the participants to recall the Tips on How to Become More Culturally Competent that they read as part of Pre-Work. Also, ask them to recall the Individual Action Plan for Increasing Cultural Competence that they have prepared. Provide a brief overview of the article and the purpose of the plan. Then, ask participants to share their ideas for cultural competence resources in your community and then pass out the list of community resources that you created. (5 minutes)
An Action Plan for Increasing Cultural Competence: Activity 6F

Recall the article “Tips on How to Become More Culturally Competent” that you read as part of Pre-Work. Also, recall the Individual Action Plan for Increasing Cultural Competence that you have prepared. Listen as the facilitator provides a brief overview of the article and the purpose of the plan. There are many resources in your community for increasing your cultural competence. Consider going to the following places to learn more:

- Your local library
- Museums
- A university in your community
- The Internet
- Community agencies (such as the health department)
- Communities of faith
- Community groups focusing on the cultural traditions and norms of particular cultural or language groups
- Community groups providing health services to particular cultural or language groups

Can you think of any particular resources in your community for expanding your cultural competence? Remember, while race and ethnicity are often the first things that come to mind when people think of the word “culture,” there are many other aspects to culture—and many ways to develop cultural competence in every community. Share your ideas in the large group.
Working a Case

The Amarillo Case: Activity 6G

Suggested Time: 60 minutes

Goal: To allow participants to apply what they have learned to a real-life simulation.

Advanced Prep

Ensure the participants have a copy of all the Amarillo Case Study Materials, which appear in the Chapter 6 Handouts.

PowerPoint Slide(s): 27-29

Facilitator Instructions

Part 1: Once participants have begun working in small groups, monitor each group to be sure they are on topic without micromanaging them. Allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time. (40 minutes)

Interviews Available

(This list is for your use only. Groups must decide on their own who they want to interview.)

- Medical History: Maria Amarillo
- CPS Caseworker: Alberta Gillis
- Maria Amarillo: First Contact
- School Guidance Counselor: Julia Mansfield
- Foster Parents: Stanley and Karen Becker
- Maternal Aunt: Consuela Amarillo
- Kinship Relatives: Pedro and Anna Valdez
- Maria Amarillo: Second Contact
- Attorney for the CASA/GAL Program
The Amarillo Case, Cont’d.

**Part 2:** Again, allow groups a few minutes to read other groups’ recommendations posted on flipcharts around the room. Then, hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions in the large group and address any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 6 topics: cultural competence, stereotyping and bias and domestic violence. Other issues may arise that will be covered in more depth in later chapters. Put these topics on the Parking Lot and address them during that chapter. (20 minutes)
The Amarillo Case: Activity 6G

**Part 1:** Your group will receive a hard copy of the initial case file for the Amarillo case, which you read for homework. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider as you review documents and make your recommendations. After you review the initial case file, send your Runner to the facilitator to request an additional document (either an interview transcript from a key player you’d like to speak with or another important document you’d find during a case). You may continue to request additional interviews and documents, one at a time, over the course of 35 minutes, to complete your information gathering for the case at this stage. After 35 minutes, your Scribe should legibly write on the flipchart your group’s recommendations to the court regarding services for the child, services for the parent and placement decisions.

**Part 2:** Take a few minutes to view other groups’ recommendations, and then briefly discuss the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.
Optional

Suggested Time: 20 minutes

Goal: To familiarize participants with summarizing the current status of a case in a CASA/GAL volunteer court report.

PowerPoint Slide(s): 30

Facilitator Instructions

Part 1: Have participants write a two- or three-paragraph summary of the current status of the Amarillo case using the appropriate format for your program’s court report. Their summaries should be based on the notes and interviews they read in the previous activity and should include both the current status of the case and the current status of the child. Give participants the flexibility to write in a form/fashion most comfortable to them while working on a report in a real world scenario – which may normally be on a computer. Participants can start the writing the summary in the class, but they can finish after class and email to you before the next class. (15 minutes)

Part 2: Once they have completed writing their summaries, discuss in the large group what they included in their case status summaries. Point out any key points they left out. (5 minutes)
**Summarizing the Current Status of a Case: Activity 6H**

**Part 1:** Using your program’s court report format, write a two- or three-paragraph summary of the current status of the Amarillo case based on the notes and interviews you read in the previous activity. Your summary should include both the current status of the case and the current status of the child, and it should be typed on a computer.

**Part 2:** In the large group, discuss what you included in your summary. The facilitator will point out any key omissions.
Chapter Wrap-up and Review

Chapter Review

Review—PowerPoint Slide(s): 33

In summary, you can 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): 34

Hand out copies of the Chapter 6 Volunteer Training Evaluation and collect them before participants leave.

Chapter 7 Pre-Work

Pre-Work Activities

Assign the following Pre-Work activities for the Chapter 7 training session, and remind participants of the date and time when this session will take place.

• Resilience
  Have participants watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships they had as a youth that helped them build resilience.

• Childhood Reflections
  Have the participants listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Ask them to prepare a list of ways they think resilience was exhibited.

• Aging Out Statistics
  Instruct participants to read “Statistics on Youth Aging Out of Foster Care,” which appears in the Chapter 7 Pre-Work Handouts.
Chapter 7 Pre-Work Wrap-Up, Cont’d.

• **Ecological Model of Factors Affecting Resilience**
  Have participants go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community, and the wider society).

• **Concurrent Planning**
  Have participants read the paragraphs about concurrent planning and the lists of questions that follow.

• **Review Greene and Amarillo Cases**
  Ask them to re-read or review the Greene and Amarillo cases.

• **Educational Challenges for Children in the Child Welfare System**
  Have participants read up on educational challenges for children in the child welfare system. Ask the participants to answer the questions on their K-12 experiences provided in Pre-Work.

• **The Brown Case**
  Initial Case Notes for the Brown Case are located in the Chapter 7 Pre-Work Handouts. Ask the participants to read the notes before attending the Chapter 7 session.
Chapter Wrap-Up

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

Evaluation
Fill out the Chapter 6 Volunteer Training Evaluation and give it to the facilitator before you leave.

Pre-Work
Prior to the Chapter 7 training session, complete the following assignments:

• **Resilience**
  Watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships you had as a youth that helped you build resilience. (The video is 2 minutes, 17 seconds.)

• **Childhood Reflections**
  Listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Prepare a list of ways you think resilience was exhibited.

• **Aging Out Statistics**
  Read “Statistics on Youth Aging Out of Foster Care,” which appears in the Chapter 7 Pre-Work Handouts.

• **Ecological Model of Factors Affecting Resilience**
  Go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community, and the wider society).

• **Concurrent Planning**
  Read the paragraphs about concurrent planning and the lists of questions that follow.
Pre-Work, Cont’d.

• **Review Greene and Amarillo Cases**
  
  Re-read or review the Greene and Amarillo cases.

• **Educational Challenges for Children in the Child Welfare System**
  
  Read up on educational challenges for children in the child welfare system. Answer the questions on their K-12 experiences provided in Pre-Work.

• **The Brown Case**
  
  Read the initial case notes for the Brown case in the Chapter 7 Pre-Work Handouts. You will be applying what you know about this case during various activities in the next chapter.
CHAPTER 7:

Educational Advocacy, Older Youth and LGBTQ Youth

Contents

» Facilitator Prep .......................................................... 1
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  » Supplies Checklist and Advanced Prep ......................... 2
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» Chapter Overview and Competencies ....................... 11
» Permanence ................................................................. 12
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» Advocating for Older Youth ........................................ 25
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» Working a Case ................................................................. 33
» Chapter Wrap-up and Review ...................................... 37
» Chapter 8 Pre-Work ........................................................ 37
Facilitator Prep

Facilitation Tips

• This chapter takes approximately 3 hours and 25 minutes.
• The material in this chapter about educational advocacy and advocacy for older youth is intended to briefly introduce issues related to these topics. Consider scheduling additional in-service training on these subjects.
• Acknowledge and build on what participants already know about working with older youth. Connect the content with their personal experience—we were all young people once upon a time.
# Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General (found with your local program)</strong></td>
<td></td>
<td>Gather the supplies as needed.</td>
</tr>
<tr>
<td>• Name tags</td>
<td></td>
<td></td>
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<tr>
<td>• Flipchart and markers</td>
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<tr>
<td>• Masking tape</td>
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<td>• Three-hole punch</td>
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<tr>
<td>• Sticky notes</td>
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<tr>
<td><strong>Flipchart Pages (facilitator must create)</strong></td>
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<tr>
<td>• Parking Lot</td>
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<tr>
<td><strong>A/V Equipment (found with your local program)</strong></td>
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<tr>
<td>• Computer, LCD projector and screen</td>
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</tr>
<tr>
<td><strong>Electronic Presentations and Videos (found in the Online Resources)</strong></td>
<td></td>
<td>Download the presentation and videos prior to the session.</td>
</tr>
<tr>
<td>• Chapter 7 PowerPoint presentation</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Audio: “Childhood Reflections”</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Video: “Baily’s Story” from <em>Stories of Aging Out</em></td>
<td>7B</td>
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</tr>
<tr>
<td>• Video: “Randy’s Story” from <em>Digital Stories from the Field</em></td>
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</tbody>
</table>
### Supplies Checklist and Advanced Prep

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<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 7 Pre-Work Handouts (found in the online resources)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Video “How Resilience Is Built”</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Audio clip “Childhood Reflections”</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Statistics on Youth Aging Out of Foster Care</td>
<td>7B</td>
<td></td>
</tr>
<tr>
<td>• Initial Case Notes for Brown Case</td>
<td>7H</td>
<td></td>
</tr>
<tr>
<td>• Ecological Model of Factors Affecting Resilience diagram</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Adverse Childhood Experiences</td>
<td>7A</td>
<td></td>
</tr>
<tr>
<td>• Concurrent planning and the lists of questions that follow</td>
<td>7D</td>
<td></td>
</tr>
<tr>
<td>• Greene Case and Amarillo Case (re-read)</td>
<td>7D</td>
<td></td>
</tr>
<tr>
<td>• Educational Challenges for Children in the Child Welfare System</td>
<td>7D</td>
<td></td>
</tr>
<tr>
<td>• Answers to questions based on volunteers’ K-12 experiences</td>
<td>7D</td>
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<tr>
<td>• LGBTQ Glossary</td>
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</tbody>
</table>

At least one week before the Chapter 7 training session, prepare the Chapter 7 Pre-Work Handouts and send to participants.

**Activity 7A**: Have the participants watch the video “How Resilience Is Built” and think about relationships they had as a youth that helped them build resilience.

**Activity 7A**: Have the participants listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Ask them to prepare a list of ways they think resilience was exhibited.

**Activity 7A**: Have participants go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community and the wider society).
<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 7 Pre-Work Handouts (found in the online resources), Cont’d.</td>
<td><strong>Activity 7B</strong>: Have the participants read the statistics on Youth Aging Out of Foster Care whose link is found in Chapter 7 Pre-Work.</td>
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<tr>
<td></td>
<td><strong>Activity 7C</strong>: Have participants read the paragraphs about concurrent planning and the lists of questions that follow. Ask them to reread or review the Greene case.</td>
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<tr>
<td></td>
<td><strong>Activity 7D</strong>: Have participants read up on educational challenges for children in the child welfare system. Ask the participants to answer the questions on their K-12 experiences provided in Pre-Work.</td>
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<tr>
<td></td>
<td><strong>Activity 7H</strong>: Ask the participants to read the initial case notes for Brown case provided in Pre-Work.</td>
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</table>

Volunteers should complete the Pre-Work prior to the Chapter 7 module and bring it with them to class. Make copies of the Pre-Work documents for reference and use during and after class.
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td><strong>In-Class Handouts</strong> (found in the Online Resources)</td>
<td></td>
<td>Make copies of the Volunteer Manual.</td>
</tr>
<tr>
<td>• Educational Advocacy Quick Assessment Forms</td>
<td>7D</td>
<td><strong>Activity 7D:</strong> Ensure there are copies of the three Educational Advocacy Quick Assessment Forms—one blank, one for Marky Greene and one for Maria Amarillo—located in the Chapter 7 Handouts.</td>
</tr>
<tr>
<td>• Brown Case Study Materials</td>
<td>7H</td>
<td><strong>Activity 7H:</strong> Ensure all volunteers have the Brown Case Study Materials, which appear in the Chapter 7 Handouts.</td>
</tr>
<tr>
<td><strong>Chapter 8 Pre-Work</strong> (found in the Online Resources, except where noted)</td>
<td></td>
<td>At least one week before the Chapter 8 training session, prepare the Chapter 8 Pre-Work packet and provide to participants. Print copies for reference during the session as well.</td>
</tr>
<tr>
<td>• Developing Competencies checklist that the volunteers filled out at the beginning of training</td>
<td>Chapter 8 Pre-Work</td>
<td>• Ask the participants to bring the Developing Competencies checklist that they filled out at the beginning of training, to the Chapter 8 session.</td>
</tr>
<tr>
<td>• Initial Case Notes for the Redd Case</td>
<td></td>
<td>• Ask the participants to read the Initial Case Notes for the Redd Case. They will write a court report for the Redd Case during Chapter 8.</td>
</tr>
<tr>
<td>• Complete Redd Case Study packet</td>
<td></td>
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<tr>
<td>• Program Court Report Template <em>(facilitator must create)</em></td>
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</tr>
</tbody>
</table>
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
</table>
| Chapter 8 Pre-Work (found in the Online Resources, except where noted), Cont’d. |  | • Ask the participants to read the Redd Case Study packet with all the interviews and come prepared.  
• 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. Tell them that they will get a week to complete the activity. |
CHAPTER 7:

Educational Advocacy, Older Youth and LGBTQ Youth

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» Chapter 8 Pre-Work .................................................. 37
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.

• 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.
Prior to this training session, you should complete the following Pre-Work assignments:

- Watch the video “How Resilience Is Built” and think about relationships you had as a youth that helped you build resilience.
- Listen to the audio clip “Childhood Reflections”.
- Read the “Statistics on Youth Aging Out of Foster Care”, which appears in the Chapter 7 Online Resources.
- Read the Initial Case Notes for the “Brown Case”.
- Go through the Ecological Model of Factors Affecting Resilience.
- Read the article on Concurrent Planning and prepare to answer the lists of questions that follow.
- Re-read the Greene Case and the Amarillo case.
- Read the article on Educational Challenges for Children in the Child Welfare System.
- Prepare answers to questions that follow based on your K-12 experiences.
Chapter Overview and Competencies

This chapter addresses issues related to resilience and permanence, children’s educational needs, advocating for older youth and the challenges faced by LGBTQ youth in the system. You’ll also continue to explore cultural competence and child welfare law.

### Competency Building in Chapter 7

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, Attributes, Behavior Development in Chapter 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation of Knowledge</td>
<td>• Understands the factors that contribute to a child’s resilience</td>
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<tr>
<td></td>
<td>• Understands the importance of resilience in overcoming trauma in children</td>
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<td></td>
<td>• Understands concurrent planning</td>
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<td></td>
<td>• Understands options for permanence for the child</td>
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<td></td>
<td>• Understands how CASA/GAL advocacy differs for young children and older youth</td>
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<tr>
<td></td>
<td>• Knows strategies to address educational challenges</td>
</tr>
<tr>
<td></td>
<td>• Understands the issues faced by LGBTQ youth in the child welfare system</td>
</tr>
</tbody>
</table>
Revisiting Resilience: Activity 7A

Suggested Time: 15 minutes

Goal: To allow participants to think about factors that foster resilience in youth in the child protection system

PowerPoint Slide(s): 8

Facilitator Instructions

Part 1: Remind participants about the concept of resilience, introduced in Chapter 3. Explain the important role that resilience plays for older youth, including those aging out of foster care. Ask them to recall the audio clip “Childhood Reflections” that they listened to as part of the Pre-Work and the video on How Resilience is Built. You need not play the audio clip or video in the class. Ask participants to share their ideas for some of the ways the youth exhibited resilience and write them on a flip chart. Ask the volunteers to recall the Ecological Model of Factors Affecting Resilience diagram that they went through as part of the Pre-Work, and relate participants’ suggestions to the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community and the wider society).

It has been shown through research that individuals differ widely in their responses to stress. Because of this, and because resilience is shaped by so many factors, the development of resilience is a personal journey. Some approaches to building resilience may be effective for one person, but might not result in success for another.

However, with regard to children in particular, we should be aware that it is never too late to learn how to improve stress responses, and teaching the tools for building resilience is shown to be widely successful in helping to diminish the negative effects of adversity. Individual coping strategies and good social support systems play a positive part in improving childhood trauma. As CASA/GAL volunteers, we should be looking for positive, caring adults in our children’s social environment, and encouraging ways to strengthen those ties when appropriate.
For deeper learning about resilience, go to:
http://www.nationalresilienceresource.com/
(5 minutes)

**Part 2:** Divide participants into two groups, and have each group reflect back on either the Greene case or the Amarillo case. Ask them to find three factors on the diagram that are present in Marky’s or Maria’s case and discuss the following questions:

- What impact did these factors have on the case?
- How could a CASA/GAL volunteer help nurture resilience in Marky or Maria?

Have the groups share their responses in the large group.
(10 minutes)
**Revisiting Resilience: Activity 7A**

**Part 1:** Recall the “Childhood Reflections” audio clip that you listened to as part of the Pre-Work, where adults who spent time in the child welfare system speak about their childhoods as well as the video “How Resilience is Built” that you also were assigned to watch. In the large group, share your ideas on some of the ways resilience was exhibited. Recall the concept of ecological model of resilience that you went through as part of Pre-Work.

**Part 2:** The facilitator will divide you into groups and assign each group to reflect back on either the Greene case or the Amarillo case. Find three factors on the diagram that are present in Marky’s or Maria’s case—factors related to Marky’s and Maria’s thoughts, behaviors and skills; their families; their schools and local communities; and the wider society. In your group, discuss the following questions:

- What impact did these factors have on the case?
- As a CASA/GAL volunteer, how could you help nurture resilience in Marky or Maria?

Share your responses in the large group.
Bailey’s Story and the Importance of Permanence: Activity 7B

Suggested Time: 15 minutes

Goal: To help participants learn the importance of permanence for a child

PowerPoint Slide(s): 10-15

Facilitator Instructions

Part 1: Click on the link in the Chapter 7 Online Resources to play “Baily’s Story” from Stories of Aging Out. Then, use the Chapter 7 PowerPoint presentation to give an overview of the information in the Volunteer Manual about permanence. (10 minutes)

Part 2: Have participants work in pairs to answer the following questions and then share their ideas in the large group:

- In what ways did Baily find permanence? In what ways didn’t she?
- How could a CASA/GAL volunteer have made a difference in Baily’s case? (5 minutes)
Bailey’s Story and the Importance of Permanence: Activity 7B

**Part 1:** Watch “Baily's Story” from *Stories of Aging Out*. After the video, listen as the facilitator presents the information below about permanence.

**Part 2:** Working in pairs, answer the following questions:

- In what ways did Baily find permanence? In what ways didn’t she?
- How could a CASA/GAL volunteer have made a difference in Baily’s case?

Share your ideas in the large group.
Permanence

Children are born unable to survive on their own. They need someone to provide life’s basic necessities: food, shelter, protection from harm. To get beyond survival and reach normal growth and developmental milestones, children require a “primary attachment figure:” an adult who “is there for them,” whom they can count on, who consistently meets their emotional and physical needs. For most children, this role is filled by a biological parent or parents. However, one or more other caring adults, who are willing to commit unconditionally to the child, can also meet the child’s need for permanence.

When a child enters the child welfare system, the belief that a parent “will always be there” is shattered.

One of your primary goals as a CASA/GAL volunteer is to advocate for a safe, permanent home as soon as possible, honoring the child’s culture and sense of time. While there is never a guarantee of permanence, having such intentions can ensure that you are working toward a plan that supports permanence.

At a very basic level, permanence is most probable when the legal parent is also the emotional parent as well as the parenting figure present in the child’s life.

There are a limited number of possible “permanent” options:

1. Return to parent
2. Adoption (by a relative or nonrelative)
3. Kinship Guardianship

The third option, placement and custody or guardianship with relatives or fictive kin, while not truly “permanent,” is sometimes considered an appropriate choice when the first two options are not practical.

What Is Kinship Guardianship?

Kinship guardianship is a subsidized alternative to adoption for children or youth who have been placed with relatives (or, in some cases, fictive kin) who are certified foster parents and who have been placed with that relative for six months or more. Unlike adoption of a child in foster care, kinship guardianship does not require the surrendering or termination of parental rights.
Permanence, Cont’d.

Like adoption of a child in foster care, kinship guardianship is subsidized, meaning that the guardianship will receive a monthly subsidy to provide for the care of the child. In theory, kinship guardianship is a less permanent option because parents can petition the court to regain custody, provided that there have been substantial changes in their circumstances. Parents may also petition the court for visitation.

What Is Fictive Kin?

A more recent development in the consideration of permanency options for children is the introduction of fictive kin. Fictive kin are individuals who, while they may not be related to a child by blood, adoption or marriage, play an important role in a child’s life. In short, they act as family even though they may not be family in the strict legal meaning of the word. Increasingly, courts are allowing for fictive kin to be considered in cases of kinship guardianship or to petition the court for custody or guardianship in the same way a relative might.

Long-Term Foster Care: An Impermanent Option

Despite the advocacy efforts of CASA/GAL volunteers and the hard work by caseworkers, many children remain in foster care. These children live in foster homes or group homes—or move from placement to placement during their time in care.

Long-term foster care becomes the plan for older children or children labeled as difficult* for whom there is no identified family. Sometimes these children are actually placed in a family setting but their caregivers do not want to adopt them. In any case when the plan is permanent foster care, what the child protective services system is actually doing is planning for these children to belong to no one. Clearly this is unacceptable. When faced with this as the “only” alternative, it is our obligation to insist that this not be the end of the planning process, but rather the beginning of a new dialogue around how to make permanence a reality, even for the most “difficult” child.

*At times children diagnosed with ADHD, oppositional defiant disorder (ODD), autism, PTSD and other disorders are labeled as difficult or challenging.
Permanence, Cont’d.

Cultural Considerations

It is important to know that some Native Americans have a strong bias against adoption and certain tribes do not approve of adoption. This requires special consideration when weighing the permanency options for an Indian child who is an identified member of a tribe. In some cases, placement with a Native American custodian can truly be considered permanent.
Concurrent Planning: Activity 7C

Suggested Time: 10 minutes

Goal: To help participants learn what concurrent planning is and understand its importance to their role as CASA/GAL volunteers

PowerPoint Slide(s): 16

Facilitator Instructions

Ask the participants to recall the article that they read on Concurrent Planning and the lists of questions that follow as part of the Pre-Work. Ask them to choose the case of either Marky Greene or Maria Amarillo. As they read through the questions to consider, ask them to reflect on the case they have chosen and formulate answers to the questions while thinking about options for permanence.

(10 minutes)
Concurrent Planning: Activity 7C

Recall the article you read on Concurrent Planning and the lists of questions that follow as part of Pre-Work. Choose the case of either Marky Greene or Maria Amarillo. As you read through the questions to consider, reflect on the case you have chosen and formulate answers to the questions while thinking about options for permanence.
Educational Challenges for Children in Care: Activity 7D

Suggested Time: 10 minutes

Goal: To help volunteers identify the educational challenges youth face when they are in foster care

PowerPoint Slide(s): 18

Advanced Prep

Make copies of the three Educational Advocacy Quick Assessment Forms—one blank, one for Marky Greene, and one for Maria Amarillo—located in the Chapter 7 Handouts.

Facilitator Instructions

Ask the participants to recall the information they read about educational challenges for children in the child welfare system. Then divide participants into two groups. Pass out blank copies of the Educational Advocacy Quick Assessment Form. Have one group fill out the educational assessment form as if they were the CASA/GAL volunteer for Maria Amarillo. The other group should do the same for Marky Greene. Once everyone has finished, pass out the assessment forms, as filled out by an expert who has reviewed the Amarillo and Greene cases, and then give the participants a moment to compare the assessment forms with their own notes. Discuss among the group as whole.

Debrief the activity with the following questions:

• How might a tool like this be helpful in a case with an older youth?
• How might it be helpful in a case with a younger or even preschool-aged child?
• How might it be helpful in preventing problems and intervening early so that students can be successful?

(10 minutes)
Educational Challenges for Children in Care: Activity 7D

Recall the information that you read about educational challenges for children in the child welfare system as part of Pre-Work. After the facilitator divides the class into two groups, fill out the Educational Advocacy Quick Assessment Form as if you were the CASA/GAL volunteer for either Marky Greene or Maria Amarillo. Once you’ve finished, the facilitator will pass out the notes of an expert who has reviewed the Greene and Amarillo cases, and give you a moment to compare them to your group’s notes.

In the large group, discuss the following questions:

• How might a tool like this be helpful in a case with an older youth?
• How might it be helpful in a case with a younger or even preschool-aged child?
• How might it be helpful in preventing problems and intervening early so that students can be successful?
# Educational Advocacy Quick Assessment Form

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Student’s name</td>
</tr>
<tr>
<td>2.</td>
<td>School name</td>
</tr>
<tr>
<td>3.</td>
<td>Grade</td>
</tr>
<tr>
<td>4.</td>
<td>Special needs/IEP requirements</td>
</tr>
<tr>
<td>5.</td>
<td>Evidence of behavioral problems/excessive absence</td>
</tr>
<tr>
<td>6.</td>
<td>Grade Point Average</td>
</tr>
<tr>
<td>7.</td>
<td>Seeing school social worker or any other support personnel?</td>
</tr>
<tr>
<td>8.</td>
<td>Extracurricular activities</td>
</tr>
<tr>
<td>9.</td>
<td>Need for tutoring?</td>
</tr>
<tr>
<td>10.</td>
<td>On track to graduate?</td>
</tr>
<tr>
<td>11.</td>
<td>Received resources for post-HS education or vocational program?</td>
</tr>
<tr>
<td>12.</td>
<td>Other pertinent information</td>
</tr>
</tbody>
</table>
## Advocating for Older Youth

### Comparing Advocacy Across Age Ranges: Activity 7E

**Suggested Time:** 10 minutes

**Goal:** To help participants understand the similarities and differences in advocating for younger children and older youth

**PowerPoint Slide(s):** 19-28

### Advanced Prep

Prior to this session, practice using the PowerPoint presentation for this activity.

### Facilitator Instructions

Remind participants that regardless of the age of the child, the CASA/GAL volunteer fulfills her or his basic roles: information gathering, facilitating, advocating and monitoring a case. However, as the age of the youth changes so will the volunteer role. CASA/GAL volunteers should expect the focus of their advocacy to evolve as the older youth nears the point of aging out of the foster care system.

Using the Chapter 7 PowerPoint presentation, display each pair of guiding principles for advocacy and have the group decide which age group each principle fits with—either Infancy to Early Teen Years or Adolescent Youth. Once the group decides, click on the slide to show the correct answer. Then share with the group the comparison between the advocacy roles, listed in the chart below.

Afterward, have participants discuss the following question in the large group:

- How else do you think your role as a CASA/GAL volunteer, working with an older youth, may differ from your role working with a child age 13 or younger?

<table>
<thead>
<tr>
<th>Comparing Advocacy Across Age Ranges: Activity 7E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Infancy to Early Teen Years</strong></td>
</tr>
<tr>
<td>Permanence within a family</td>
</tr>
</tbody>
</table>

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[Note: The chart above is an example of the content shown in the table. It is not part of the natural text extraction.]
### Comparing Advocacy Across Age Ranges, Cont’d.

<table>
<thead>
<tr>
<th>Infancy to Early Teen Years</th>
<th>Adolescent Youth</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Permanence within a family</td>
<td>Permanence through significant adult connection; interdependent living</td>
<td>When it comes to the best interest principle, the focus will shift from permanence in a home where adults will take care of a child’s needs to creating permanence for the youth in which he or she is connected to at least one responsible adult and is also a responsible party in his or her own life.</td>
</tr>
<tr>
<td>Volunteer takes lead in assessment, facilitation, advocacy and monitoring</td>
<td>Partner with youth in assessment, facilitation, advocacy and monitoring</td>
<td>When working with younger children, the role of the volunteer advocate is to take the lead on the activities of assessment, facilitation, advocacy and monitoring of the case. This role will shift to a certain degree with older youth, as the volunteer advocate should look to form a partnership with the youth in fulfilling these activities.</td>
</tr>
<tr>
<td>Review records, interview, determine appropriateness of permanency plan, make recommendations, maintain records</td>
<td>Focus on preparation for successful independent living</td>
<td>The core responsibilities of a volunteer advocate hold true regardless of the child’s age. However, when an older youth’s permanency plan is emancipation, a volunteer advocate’s focus will need to shift in order to ensure that resources and services are in place to prepare the youth for successful independent living.</td>
</tr>
<tr>
<td>Infancy to Early Teen Years</td>
<td>Adolescent Youth</td>
<td>Comparison</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Maintaining a relationship with children and families</td>
<td>Maintaining appropriate relationship boundaries</td>
<td>The volunteer-child relationship typically ends with younger children when they have been returned to or placed in a safe, permanent home. But when working with older youth who are preparing to live independently, families, if present, will generally be less involved with the system and not as likely to work toward improving parenting skills or house or job situations. It is important to keep in mind that a volunteer’s legal role and appointment, as well as all protections associated with such a relationship, end when the youth is legally considered to be an adult and the case has closed.</td>
</tr>
<tr>
<td>Minimum sufficient level of care</td>
<td>Preparation to age out</td>
<td>The minimum sufficient level of care (MSL) principle will not apply to older foster youth whose permanency plan no longer includes reunification with their family. And because the youth will not be returning to a parent’s care, the focus will shift from a parent’s ability to the abilities, skills and resources available to a youth.</td>
</tr>
</tbody>
</table>
Comparing Advocacy Across Age Ranges: Activity 7E

As a CASA/GAL volunteer, you will fulfill your basic role regardless of the age of the child: information gathering, facilitating, advocating and monitoring a case. However, as the age of the youth changes so will your role. You should expect the focus of your advocacy to evolve as the older youth nears the age of emancipation from the foster care system.

The facilitator will show you pairs of guiding principles for advocacy. In the large group, decide which of the principles apply when working with children in infancy to the early teen years and which apply to adolescent youth. The facilitator will share comparisons between the age ranges for each principle.

Afterward, discuss the following question in the large group:

• How else do you think your role as a CASA/GAL volunteer, working with an older youth, may differ from your role working with a child age 13 or younger?
**Advocating for Older Youth: Activity 7F**

**Suggested Time:** 15 minutes

**Goal:** To help volunteers understand the impact on youth of growing up in and aging out of foster care

**PowerPoint Slide(s):** 30

**Facilitator Instructions**

Ask participants to consider the statistics they read for Pre-Work and what the outcome for Maria Amarillo would be if she remained in foster care until aging out and did not receive help navigating through the systems indicated below. Ask each participant to list what issues Maria might face in each of the following systems, using the chart in the Volunteer Manual:

- Education
- Housing or Living Situation
- Mental Health
- Employment
- Finances

Have participants share with the group what they wrote down. Clarify and discuss, stressing that the statistics they read for Pre-Work point to the importance of providing age-appropriate advocacy for youth before they age out of the system.
Advocating for Older Youth: Activity 7F

Considering the statistics about youth aging out of the foster care system, which you read for Pre-Work, think about what the outcome for Maria Amarillo might be if she remained in foster care until aging out and did not receive help navigating through the systems indicated below. In the space provided, list what issues Maria might face in the various systems an older youth encounters:

**Education**


**House or Living Situation**


**Mental Health**


**Employment**


**Finances**


Share what you wrote in the large group.
LGBTQ Youth

Advocating for LGBTQ Youth: Activity 7G

Suggested Time: 15 minutes

**Goal:** To give participants an opportunity to consider some of the unique issues facing LGBTQ youth

**PowerPoint Slide(s):** 31

**Facilitator Instructions**

There is a disproportionate number of lesbian, gay, bisexual, transgender and queer and questioning (LGBTQ) youth in foster care. This activity focuses on a topic—working with LGBTQ youth—that may evoke strong emotions on the part of participants. As a facilitator, you can use this opportunity to look for professionalism, appropriateness and cultural competency skills.

**Part 1:** Ask participants to quietly reflect on the following paragraph, which appears in the Volunteer Manual:

*Think back to when you were a child or teenager. Did your peers ever make fun of you for any part of who you were? If so, how did you feel or respond? Did you make fun of anyone else? How did they respond? You may want to write down your responses, but you will not be asked to share them.*

(3 minutes)

**Part 2:** Click the link in the Chapter 7 Online Resources to play “Randy’s Story” from *Digital Stories from the Field*. Then, in the large group, lead a discussion on the following questions:

- How do you think a youth’s sexual orientation affects his or her identity?
- What obstacles might LGBTQ youth encounter in foster care that would hinder their ability to maintain their identity?
- Do you think these obstacles are unique to LGBTQ youth? If so, why? If not, how are these issues transferable to youth in other situations?
- How could a CASA/GAL volunteer have advocated for Randy?

(12 minutes)
Advocating for LGBTQ Youth: Activity 7G

There is a disproportionate number of LGBTQ youth in foster care. At home, LGBTQ youth are more likely than their non-LGBTQ peers to face disapproval, abuse and neglect. Family conflict often becomes so intense that the youth are forced to leave home. Once in the child welfare system, many LGBTQ youth continue to be misunderstood, facing abuse, harassment and isolation. In foster homes and group care facilities, LGBTQ youth are often mistreated and even harmed by staff, caregivers and other young people.

Part 1: Think back to when you were a child or teenager. Did your peers ever make fun of you for any part of who you were? If so, how did you feel or respond? Did you make fun of anyone else? How did they respond? Write down your responses. You will not be asked to share them.

Part 2: Watch “Randy’s Story” from Digital Stories from the Field. Then, in the large group, discuss the following questions:

• How do you think a youth’s sexual orientation affects his or her identity?
• What obstacles might LGBTQ youth encounter in foster care that would hinder their ability to maintain their identity?
• Do you think these obstacles are unique to LGBTQ youth? If so, why? If not, how are these issues transferable to youth in other situations?
• How could a CASA/GAL volunteer have advocated for Randy?
Suggested Time: 60 minutes

Goal: To allow participants to apply what they have learned online to a real-life simulation

PowerPoint Slide(s): 33-35

Facilitator Instructions

Part 1: Lead the case study activity as described in the Volunteer Manual. Once participants have begun working in small groups, monitor each group to be sure they are on topic, but don’t micromanage the groups. Allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time. (40 minutes)

Interviews Available

(This list is for your use only. Groups must decide on their own who they want to interview.)

- Jessica Brown and School Guidance Counselor: Kenya Scott
- CPS Caseworker: Angela Rodriguez
- June Miller: Former CASA/GAL Volunteer
- Foster Mother/Cousin: Candice Clark (First Contact)
- Foster Mother/Cousin: Candice Clark (Second Contact)
- Mother: Helen Brown
- Mother’s Former Boyfriend: Wayne Pender

Part 2: Allow groups a few minutes to read other groups’ recommendations posted on flipcharts around the room. Then, hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions and any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 7 objectives and topics: resilience, permanence, educational advocacy and LGBTQ youth. Depending on time, you may wish to engage volunteers in conversation around the differences between this case and the previous case studies. (20 minutes)
The Brown Case: Activity 7H

Part 1: Your group will receive a hard copy of the initial file for the Brown case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider as you review documents and make your recommendations. After you review the initial case file, send your Runner to the facilitator to request an additional document (either an interview transcript from a key player you’d like to speak with or another important document you’d find during a case). You may continue to request additional interviews and documents one at a time over the course of 35 minutes in order to complete your information gathering for the case at this stage. After 35 minutes, your Scribe should legibly write on the flipchart your group’s recommendations to the court regarding services for the child, services for the parent and placement decisions.

Part 2: Take a few minutes to view other groups’ recommendations, and then briefly discuss with your group the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.
Working the Resources Section of a Court Report: Activity 7I

Suggested Time: 20 minutes

**Goal:** To familiarize participants with writing the resources section of a CASA/GAL volunteer court report

**PowerPoint Slide(s): 36**

**Facilitator Instructions**

Have participants write the family and community resources section of the court report, based on the Brown case notes and interviews they read in the previous activity. Once they have completed writing this section, have them turn to a partner and compare what they wrote. Ask 2 to 3 pairs to share with the large group if there were any differences between the two sections and what they think accounts for those differences?
Working the Resources Section of a Court Report: Activity 7I

Based on the Brown case notes and interviews you read in the previous activity, write the family and community resources section of the court report, which describes strengths, skills or previous successful coping instances of the biological family; any resources within the extended family to provide connection, respite or additional help; and community resources that might provide additional support or services.

Once you have written your summary, turn to a partner and compare what you wrote. Were there any differences between the two? What do you think accounts for those differences?
Chapter Wrap-up and Review

Chapter Review

Review—PowerPoint Slide(s): 38
In summary, you can 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): 39
Hand out copies of the Chapter 7 Volunteer Training Evaluation and collect them before participants leave.

Additional Resources
• Beyond Alphabet Soup: Some Key Acronyms in Education Advocacy
• Laws Related to Older Youth in Foster Care
• LGBTQ Glossary
• Statistical Profile of Foster Youth:
  https://www.fosterclub.com/sites/default/files/foster-graphic-horizontal-large-gallery.jpeg

Chapter 8 Pre-Work

Pre-Work Activities
Assign the following Pre-Work activities for the Chapter 8 training session and remind participants of the date and time when this session will take place.

PowerPoint Slide(s): 40

*Developing Competencies Worksheet*
Remind participants to bring the Developing Competencies checklist that they filled out at the beginning of training, to the Chapter 8 session. They’ll revisit it in this chapter.
Chapter 8 Pre-Work, Cont’d.

The Redd Case

Distribute copies of the Initial Case Notes for the Redd Case, located in the Chapter 7 Handouts, and ask participants to read them before attending the Chapter 8 session. They will be working individually to write a full court report for the Redd case during Chapter 8, so they will need to bring these documents with them to the training session. Chapter Wrap-Up, Cont’d.

The Redd Case Study

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 read the Redd Case Study packet with all the interviews and come prepared for chapter 8 session.

Program Court Report Template

Create a Program’s Court Report Template and add to Local/Program Pre-Work Handouts. This is an opportunity for the participants to apply what they have learned from the training and to demonstrate their readiness to work independently on a case. Ask the participants to write a court report using the provided program’s court report template. Tell them that they will get a week to complete the activity.

Alternative

As an alternative to doing the Redd case activity in Chapter 8, you may assign participants to do the online case study activity found on the National CASA Association E-Learning website. The online case study will take 2 to 3 hours to complete and should be assigned as Pre-Work at the end of Chapter 7. You will find instructions for how to register your participants on the E-Learning site in the Chapter 8 Online Resources.
Chapter Wrap-Up

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

Evaluation
Fill out the Chapter 7 Volunteer Training Evaluation and give it to the facilitator before you leave.

Additional Resources for Reference
- Beyond Alphabet Soup: Some Key Acronyms in Education Advocacy
- Laws Related to Older Youth in Foster Care
- LGBTQ Glossary
- Statistical Profile of Foster Youth: https://www.fosterclub.com/sites/default/files/foster-graphic-horizontal-large-gallery.jpeg

Chapter 8 Pre-Work
Prior to the Chapter 8 training session, complete the following assignments:

*Developing Competencies Worksheet*
Bring the Developing Competencies checklist that you filled out at the beginning of training, to the Chapter 8 session. You will revisit it during this chapter.

*The Redd Case*
Read the Initial Case Notes for the Redd Case, which the facilitator will distribute. You will be writing a court report for the Redd Case during Chapter 8, so bring these documents with you to the training session.
Chapter 8 Pre-Work, Cont’d.

**The Redd Case Study**

As the final case study, the Redd Case offers a chance for you to use the information, skills, and knowledge that you have learned during the pre-service training. Read the Redd Case Study packet with all the interviews and come prepared for Chapter 8 session.

**Program Court Report Template**

Using the Program’s Court Report Template provided in the Local/Program Pre-Work Handouts, write a court report. This is an opportunity for you to apply what you have learned from the training and to demonstrate your readiness to work independently on a case. You will get a week to complete the activity.
This project was supported by Award No. 2015-CH-BX-K001 awarded by the Office of Juvenile Justice and Delinquency Prevention, Department of Justice.
CHAPTER 8: Wrapping Up

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» Facilitator Prep .......................................................... 1
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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

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (found with your local program)</td>
<td></td>
<td>Gather Supplies as needed</td>
</tr>
<tr>
<td>• Name tags</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Flipchart and markers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Masking tape</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Three-hole punch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Sticky notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flipchart Pages (facilitator must create)</td>
<td>8B</td>
<td>Post a flipchart page at the front of the room with the heading “Parking Lot.”</td>
</tr>
<tr>
<td>• Parking Lot</td>
<td></td>
<td>Note (or “park”) issues unrelated to Chapter 8 and make a plan to address</td>
</tr>
<tr>
<td>• CASA/GAL Volunteer Role, Child Welfare System and Laws,</td>
<td>8C</td>
<td>them after the class.</td>
</tr>
<tr>
<td>• Cultural Competence, Working with Children, Working with</td>
<td></td>
<td>Activity 8B: Create flipcharts with the following headings and hang them</td>
</tr>
<tr>
<td>• Working with Families, Communication Skills, and Working a Case</td>
<td></td>
<td>them around the training room: CASA/GAL Volunteer Role, Child Welfare System</td>
</tr>
<tr>
<td>• Expectations (from Chapter 1)</td>
<td></td>
<td>and Laws, Cultural Competence, Working with Children, Working with Families,</td>
</tr>
<tr>
<td>• Expectations (from Chapter 1)</td>
<td></td>
<td>Communication Skills, and Working a Case.</td>
</tr>
<tr>
<td>A/V Equipment (found with your local program)</td>
<td></td>
<td>Activity 8C: Bring the Expectations flipchart you developed during Chapter 1.</td>
</tr>
<tr>
<td>• Computer, LCD projector, and screen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
</table>
| Electronic Presentations and Videos (found in the Online Resources)  
  • Chapter 8 PowerPoint presentation | | |
| Chapter 8 Pre-Work Handouts (found in the Online Resources)  
  • Initial case notes for Redd case  
  • Redd Case Study Packet with all interviews  
  • Program Court Report Template (*facilitator must create*)  
  • Writing a Court Report Activity  
  • CASA/GAL Volunteer Competencies Review Activity | 8A | At least one week before the Chapter 8 training session, prepare the Chapter 8 Pre-Work packet and provide to participants. Ask the participants to read the Initial Case Notes for the Redd Case, found in the Chapter 8 Pre-Work Handouts. **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. **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. |
### Supplies Checklist and Advanced Prep

<table>
<thead>
<tr>
<th>Item</th>
<th>Activity #</th>
<th>Advanced Prep</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter 8 Pre-Work Handouts (found in the Online Resources), Cont’d.</td>
<td>8E</td>
<td><strong>Activity 8E:</strong> 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.</td>
</tr>
<tr>
<td>In Class Materials and Activities (found in the Online Resources except where noted)</td>
<td>8E</td>
<td>Make copies of the Volunteer Manual.</td>
</tr>
<tr>
<td></td>
<td>8F</td>
<td><strong>Activity 8E:</strong> Invite a panel of volunteers to be guest speakers. Prepare the guest speakers with the topics you would like them to cover.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Activity 8F:</strong> Customize the Chapter 8 PowerPoint presentation to include information about the support your program provides to volunteers.</td>
</tr>
</tbody>
</table>
CHAPTER 8:

Wrapping Up

Contents

» Welcome, Housekeeping and Ground Rules …… 6
» Pre-Work Recap ................................. 8
» Chapter Overview and Competencies ............ 9
» Working a Case ................................. 10
» Training Review ............................... 12
» Expectations Review ........................... 14
» Looking Ahead ................................. 16
» Chapter Wrap-up and Review .................... 24
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

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. Review the checklist and 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 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

<table>
<thead>
<tr>
<th>Competency Category</th>
<th>Knowledge, Skills, Attributes, Behavior Development in Chapter 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASA/GAL Role</td>
<td>• Understands the function of a CASA/GAL report to the court</td>
</tr>
<tr>
<td></td>
<td>• Understands the competencies necessary to succeed as a CASA/GAL volunteer</td>
</tr>
<tr>
<td></td>
<td>• Knows how to act within the CASA/GAL volunteer role and can differentiate his/her role from that of others involved in the case</td>
</tr>
<tr>
<td></td>
<td>• Knows how to find support and resources to assist his/her advocacy</td>
</tr>
<tr>
<td>Sound Judgment</td>
<td>• Understands making appropriate fact based recommendations to the court</td>
</tr>
<tr>
<td></td>
<td>• Understands basing decisions on thorough review of the information</td>
</tr>
</tbody>
</table>
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.
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 Expections: 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.
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.
<table>
<thead>
<tr>
<th>Panel of Volunteers: Activity 8D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen as a panel of CASA/GAL volunteers describe their experiences in the areas below. There will be time at the end for questions.</td>
</tr>
<tr>
<td>• Receiving a court order or assignment</td>
</tr>
<tr>
<td>• Meeting a child</td>
</tr>
<tr>
<td>• Assessing a child’s needs</td>
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<tr>
<td>• How to organize materials</td>
</tr>
<tr>
<td>• How not to get too emotionally attached</td>
</tr>
</tbody>
</table>
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.
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!
Glossary

The following list defines commonly used medical, psychological, sociological, legal, and educational terms and definitions as they apply to matters of child welfare and the juvenile court system.

Abandonment

Act of a parent or caretaker leaving a child without adequate supervision or provision for his/her needs for an excessive period of time. State statute may define a certain period of time as constituting legal abandonment.

Abrasion

Wound in which an area of the body surface is scraped of skin or mucous membrane.

Abused Juvenile

Defined by state statute. Generally, the child recipient of any physical injury, sexual abuse, or emotional abuse inflicted other than by accidental means by a person responsible for his/her care, custody, and control.

Acculturation

The process of integrating into a culture other than one’s own.

Adjudication

The process of delivering a judicial decision as to whether the facts alleged in a petition or other pleading are true.

Adjudicatory Hearing

The full court proceeding in which it is determined whether the allegations of the petition are supported by legally admissible evidence.

Adoption

The social, emotional, and legal process through which children who will not be raised by their birth parents become full and permanent legal members of another family. Adoption as a formal legal process is not found in most tribal cultures. Cultural adoptions as a traditional practice may be formalized.
through a ceremony, such as a naming ceremony. Cultural adoptions establish relationships for family that are referenced from that point forward.

Adoption Assistance & Child Welfare Act of 1980 (PL 96-272)

Federal law mandating that in order to be eligible for federal funds, states must document that they have when possible made reasonable efforts to provide preventive and reunification services to families when children have been placed out of the home. Removal of children from the home must be pursuant to a judicial determination and there must be periodic reviews of the case.

Affidavit

A statement of facts, which is sworn to (or affirmed) before an officer who has authority to administer an oath (e.g., a notary public). Before signing this statement, the person signing takes an oath that the contents are, to the best of his/her knowledge, true. It is also signed by the person administering the oath, to affirm that the person signing the affidavit was under oath when doing so. These documents carry great weight in courts to the extent that judges frequently accept an affidavit in place of the testimony of the witness.

Aggravated Circumstances

Any factor involved in the commission of an act of abuse or neglect that increases its enormity or adds to its injurious consequences, including, but not limited to, abandonment, torture, chronic abuse, or sexual abuse.

Allegation

An assertion or statement of a party to a legal action, which sets out what he/she expects to prove.

Anxiety

The anticipation of future threat. A typical response to life stressors, it reaches the level of a diagnosable disorder when feelings of anxiety and worry are persistent, excessive, and difficult to control.

Appeal

The attempt to have a final order of a trial court changed by seeking review of a higher court. Usually appeals are made and decided on questions of law only; issues of fact (e.g., did the minor suffer an accident, or was he
intentionally injured?) are left to the trial judge or jury, and seldom can be decided in an appeal.

Arraignment

The bringing of a person accused of a crime before a court to be advised of the charges against him/her and to state his/her answer to the charges.

Assault

Intentional or reckless threat of, or actual, physical injury to a person. Aggravated assault is committed with the intention of carrying out a threat of other crimes. Simple assault is committed without the intention of carrying out the threat of other crimes or if the attempt at injury is not complete.

Attachment

The psychological connection between people that permits them to have significance to each other. An affectionate bond between two individuals that endures through space and time and serves to join them emotionally. A strong and enduring bond of love that develops between a child and the person(s) he/she interacts with most frequently.

Attention-Deficit Disorder with or without Hyperactivity (AD/HD)

A behavioral diagnosis in which children exhibit a pattern of inattention and/or hyperactivity that interferes with functioning. AD/HD behaviors include having difficulty staying focused, seeming not to listen, and excessive fidgeting or talking. Thought to be caused by both inherited and environmental factors. Treatable through behavior management and/or the use of medication.

Autism

A developmental disability affecting verbal and nonverbal communication and social interaction. It is generally evident before age three. In young children with autism, lack of social and communication abilities may hinder learning, especially learning through social interaction.

Bailiff

A law enforcement officer, usually a deputy sheriff, assigned to a courtroom to keep peace and assist the judge, courtroom clerks, witnesses, and jury. A court attendant whose actual duties vary according to jurisdiction and judge but often include maintaining order in the courtroom.
Battered Child Syndrome

A medical condition, primarily seen in infants and young children. Evidence of the syndrome includes repeated nonaccidental injury to the nerves, skin, or skeletal system. Frequently, the history given by the caretaker does not explain the nature of occurrence of the injuries. Also called parent-infant-trauma syndrome (PITS) or maltreatment syndrome.

Best Interest of the Child

Standard for the court to use in deciding the disposition of a case following an adjudication of abuse, neglect, or dependency, and TPR proceeding. The standard that the CASA/GAL volunteer uses in choosing a course of advocacy for every child.

Bias

A personal and sometimes unreasoned judgment.

Bonding

The psychological attachment of caregiver (usually mother) to child, which develops during and immediately following childbirth. The aptitude for bonding, which appears to be crucial to the development of a healthy parent-child relationship, may be observed immediately following delivery to help identify potential families-at-risk.

Burden of Proof

The duty to prove allegations of a petition in a court hearing. It is the petitioner’s responsibility to prove the case. Neither the child nor the parents have the duty to explain unproven allegations.

Calendar

The court calendar is the list of cases to be called for hearing before a particular judge.

Caretaker

Any person other than a parent, guardian, or custodian who has responsibility for the health and welfare of a juvenile in a residential setting, including a stepparent, foster parent, an adult member of the juvenile’s household, an adult relative entrusted with the juvenile’s care, or any person such as a house parent or cottage parent who has primary responsibility for supervis-
ing a juvenile’s health and welfare in a residential child care facility or resi-
dential educational facility.

CASA/GAL Volunteer

A volunteer child advocate who works to see that a child’s best interest is
served in a court case.

Cerebral Palsy

A disability resulting from damage to those parts of the brain that control
and coordinate the muscles. This brain damage occurs before or during
birth or in the first few years of life. Causes are lack of oxygen to the devel-
oping brain, infections or disease, physical injury, premature birth, or ma-
ternal-child blood type incompatibility. Cerebral palsy is neither hereditary
nor contagious. About seven hundred thousand people in the United States
have cerebral palsy. Specific characteristics, which may occur alone or in
combination, include spasticity, marked by tense, contracted muscles; athe-
tosis, involuntary exaggerated movements of the arms, legs, and head; and
ataxia, poor sense of balance and depth perception. Cerebral palsy may
occur with other disabilities.

Certificate of Degree of Indian Blood (CDIB)

Document developed by the Bureau of Indian Affairs to identify Indian heri-
tage and eligibility for services.

Child Abuse Prevention and Treatment Act (CAPTA) (PL 93-247)

Act introduced and promoted in Congress by U.S. Senator Walter Mondale
and signed into law on January 31, 1974. The act established the Nation-
al Center on Child Abuse and Neglect in the HEW Children’s Bureau and
authorized annual appropriations. The purpose of the center is to conduct
and compile research, provide an information clearinghouse, compile and
publish training materials, provide technical assistance, investigate national
incidence, and fund demonstration projects related to prevention, identifi-
cation, and treatment.

Child Advocacy

Strategy for intervention in which a helping person assumes an active role
in assisting or supporting a specific child and/or family or a cause on behalf
of children and/or families. This could involve finding and facilitating services
for specific cases, developing new services, or promoting program coordina-
tion. The advocate uses his/her power to meet clients’ needs or to promote causes.

Child Protective Services (CPS)

The agency with exclusive power to file abuse, neglect, or dependency petitions in court. Names for this agency vary.

Child Sexual Abuse Accommodation Syndrome

A pattern of behavior in a child who is being sexually abused. The child victim will progress through five stages: secrecy, helplessness, entrapment and accommodation, delayed and conflicting disclosure, and retraction. Large numbers of children and their parents in proven cases of child sexual abuse exhibit this behavior pattern in order to maintain the child abuse victim within the family. However, such abuse tends to isolate the child from eventual acceptance and credibility within the larger society.

Civil Proceeding

Also called a “civil action.” Includes all lawsuits other than criminal prosecutions. Juvenile and family court cases are civil proceedings.

Clear, Cogent, and Convincing

The level of proof sometimes required in a civil case for the plaintiff to prevail. It means the judge (or jury, in some court settings) must be persuaded by the evidence that it is highly probable that the claim or affirmative defense is true. The clear and convincing evidence standard is a heavier burden than the preponderance of evidence standard but less than beyond a reasonable doubt. This is the level of proof needed to grant emergency custody or to terminate parental rights (except in ICWA cases). See also Standard of Proof.

Clerk of Court

An officer appointed by the court to work with the chief judge in overseeing the court’s administration, especially to assist in managing the flow of cases through the court and to maintain court records.

Community-Based Program

A program providing nonresidential or residential services to a juvenile in the community where his/her family lives. A community-based program may
include specialized foster care, family counseling, shelter care, and other appropriate services.

**Competency**

The legal fitness or ability of a witness to be heard on the trial of a case. All persons are presumed to be competent witnesses, including very young children. A person challenging a witness’s competency must show that the witness either cannot communicate information to the judge or jury or doesn’t comprehend the difference between right and wrong.

**Concurrent Planning**

A permanency planning strategy for assuring an expedient permanent placement for a child. Planning for reunification occurs simultaneously with the development of alternative permanency plans, including adoption, to be used in the event that it is not possible for the child to return to his/her family of origin.

**Concussion**

An injury to the soft structure of the brain resulting from violent shaking or jarring.

**Confidentiality**

Protection from public scrutiny of information that must be kept confidential. In child abuse and neglect matters, the CASA/GAL volunteer has access to all records pertaining to the child (unless federally protected), but may release such information to other parties only by court order or as designated by law.

**Conflict Resolution**

The capacity to resolve conflicts without having to resort to aggression. The process of conflict resolution may be done with the assistance of a neutral third party.

**Congenital**

Refers to any physical condition present at birth.

**Consent Order**

An official agreement by all parties to settle the case upon certain specified terms and submit it to the judge for approval.
Contempt

Any willful disobedience to or disregard of a court order, or any misconduct in the presence of a court. An action that interferes with a judge’s ability to administer justice or that insults the dignity of the court. Punishable by fine or imprisonment or both.

Continued or Continuance

Instance when a trial, hearing, or other court appearance is postponed to a later date. This is done by order of the court or upon agreement by the parties’ attorneys and approved by the court. In most cases, the new hearing date is set at the time of the continuance.

Corporal Punishment

Physical punishment inflicted directly upon the body.

Court Order/Judgment

Directive issued by the court, having the authority of the court, and enforceable by law.

Court Report

A written document presented to the court by the CASA/GAL volunteer stating the needs of the child and recommendations for disposition that would meet those needs.

Credibility

Believability of a person, especially a witness.

Criminal Prosecution

The process involving the filing of charges of a crime, followed by arraignment and trial of the defendant. Criminal prosecution may result in fines, imprisonment, and/or probation. Criminal defendants are entitled to acquittal unless charges against them are proven beyond a reasonable doubt. Technical rules of evidence exclude many kinds of proof in criminal trials, even though that proof might be admissible in civil proceedings.

Cross-Examination

The questioning of an opposing party’s witness about matters brought up during direct examination.
Cultural Awareness

A set of attitudes, beliefs, and actions based on continuing exploration of, understanding of, and respect for individual and cultural differences.

Culture

A learned pattern of customs, beliefs, and behaviors, socially acquired and socially transmitted through symbols and widely shared meanings. Culture is an organized group of learned responses—a system of ready-made solutions to the problems of people.

Custodian

The person or agency that has been awarded legal custody of a juvenile by a court. This may also be a person, other than a parent or legal guardian, who has assumed the status and obligation of a parent without being awarded the legal custody of a juvenile by a court.

Custody

The right to a child’s care and control, carrying with it the duty of providing food, shelter, medical care, education, and discipline.

Cystic Fibrosis

A genetic disease characterized by severe respiratory and digestive problems. The disorder involves the body’s inability to regulate salt secretions. This inability leads to damage of the lungs and pancreas. It also limits the child’s ability to conserve salt. Children with cystic fibrosis have chronic lung infections, scarring on their lungs that leads to lung disease, and a pancreas that does not function well. The latter causes juvenile diabetes. The child may also dehydrate quickly during exercise. Children and teens suffering from cystic fibrosis require pulmonary therapy several times a day to clear their lungs.

Deficit Model

A method of assessing and treating family or individual problems that focuses on a family’s weaknesses, and sets as the primary goal getting them off public services. In this model, it is the caseworker’s role to find out what is wrong with the family and to decide how best to “fix it.”
Delinquent Juvenile

Any minor who has been found by a court of law to have committed an act that would be a crime or infraction under state law or under an ordinance of local government, including violation of the motor vehicle laws, if committed by an adult.

Dependent Juvenile

A child in need of assistance or placement because he/she has no parent, guardian, or custodian responsible for his/her care or supervision, or whose parent, guardian, or custodian is unable to provide the care or supervision and lacks an appropriate alternative child care arrangement.

Depression

The oldest recognized and most prevalent emotional disorder. Depression can be difficult to diagnose because of its various origins, manifestations, and degrees of severity. Symptoms include significant emotional changes, including a depressed mood, sadness, gloom; spells of crying; anxiety; irritability; feelings of guilt and remorse; inability to concentrate; indecisiveness and loss of interest; loss of self-confidence and self-esteem; and desire to commit suicide. Treatment for both children and adults is typically a combination of psychotherapy and psychoactive drugs. Psychological testing may be needed to identify and treat the disorder.

Developmental Disabilities

A severe, chronic disability of a person attributed to a mental or physical impairment or a combination of mental and physical impairments. A developmental disability is manifested before the person is 18 years old. It is likely to continue indefinitely and results in functional limitations in three or more of these major life activities:

1. Ability to talk and express oneself, ability to understand and follow simple directives
2. Ability to dress self, brush teeth, use the toilet, etc.
3. Ability to learn colors, shapes, letters, words, foods, and the like
4. Ability to walk, run, or sit in a manner that is acceptable
5. Ability to make decisions or to do what is expected
6. Ability to live independently
7. Ability to partially support self
Differential Diagnosis

The determination of which of two or more diseases or conditions a patient is suffering from by systematically comparing and contrasting clinical findings.

Direct Examination

The process by which an attorney questions his/her own witness in order to present information to the court necessary for that attorney’s case. The questions are usually open-ended: “Tell the court about . . .” or “Describe the condition of the home.”

Dismissal

Action by the judge that removes a given case from the court.

Disposition

In juvenile court, the order that determines a treatment plan for a child already proven to be abused, neglected, and/or dependent. It is the equivalent of a sentence in criminal court.

Dispositional Hearing

The juvenile court hearing in which evidence is presented and arguments made to design the most appropriate treatment and choose the most appropriate placement for the child. In many courts, the dispositional hearing immediately follows the adjudicatory hearing. This type of hearing is not bound by the strict rules of evidence required in an adjudication.

Disproportionality

The experience of overrepresentation or underrepresentation of various groups in different social, political, or economic institutions (e.g., women are overrepresented when identifying single heads of households; African Americans and Latino Americans are overrepresented in the US prison population).

Dissociation

An involuntary, natural mechanism present in infancy and continuing throughout adulthood through which a person physically and/or mentally separates himself/herself to guard against unpleasant situations. Because children are limited in their coping abilities, they commonly use dissociation
to protect themselves from all or part of their painful experiences. Dissociation may become a preferred or automatic response in children who live in a chaotic, chronically stressful, or traumatizing environment. It is these children’s loss of awareness that enables them to perform, or at least survive emotionally, in their respective environments; however, the use of protective dissociation may become so extreme that it interferes with the child’s functioning and development. Children’s sense of identity becomes fragmented when they regularly cope with stressful situations by disowning parts of their experiences. This fragmentation of the self may solidify into distinct patterns that are perceived by the child and others around him/her as separate personality states, or multiple personality disorder.

District Court

The name of one of the courts of the United States. It is held by a judge, called the district judge. Several courts under the same name have been established by state authority.

Domestic Violence

The willful intimidation, physical assault, battery, sexual assault, and/or other abusive behavior as part of a systematic pattern of power and control perpetrated by one intimate partner against another. The frequency and severity of domestic violence can vary dramatically; however, the one constant component of domestic violence is one partner’s consistent efforts to maintain power and control over the other.

Dominant Group/Culture

The “mainstream” culture in a society, consisting of the people who hold the power and influence.

Down Syndrome

The most common genetic condition associated with developmental disabilities. Occurs when an individual has a full or partial extra copy of chromosome 21. This additional genetic material alters the course of development and causes the characteristics associated with Down syndrome.

Due Process

The rights of persons involved in court proceedings to be treated with fundamental fairness. These rights include the right to adequate notice in advance
of hearings, notice of allegations of misconduct, assistance of a lawyer, and the right to confront and cross-examine witnesses.

**Emancipation**

When a minor achieves legal independence from his/her parents by court order or by getting married before reaching the age of majority.

**Emergency Custody**

Residential placement of a child alleged to be abused, neglected, or dependent in a licensed foster home, a facility operated by the child protection agency, or another home or facility approved by the court. The court, pending the adjudicatory hearing, may order such placement if the judge finds that placement with the parents is unsafe.

**Emergency Custody Hearing**

Hearing to determine if the child’s immediate welfare demands continued placement out of the home.

**Emotional Abuse**

The systematic diminishment of a child. It is designed to reduce a child’s self-concept to the point where the child feels unworthy of respect, unworthy of friendship, unworthy of the natural birthright of all children: love and protection.

**Empowerment Model**

A collaborative family assistance model in which the caseworker assumes that family members know best what their strengths and problems are, and that they will be most successful in accomplishing plans they create to rectify problems. The caseworker’s role is to assist them in recognizing their strengths and challenges, to support that planning process, and to assist the family in implementing their plan. This may require teaching new skills.

**Epilepsy**

Seizures are the primary symptom of all forms of epilepsy, which is characterized by convulsions of the muscles, partial or total loss of consciousness, mental confusion, or disturbances of bodily functions usually controlled automatically by the brain and nervous system. Epilepsy occurs in 1% of the general US population. The disorder occurs more frequently in children than in adults. In about 80% of cases, the first seizure occurs within the first
decade of life. No one knows for sure why brain cells discharge abnormally and cause the symptoms of epilepsy.

**Ethnicity**
A group classification in which members share a unique social and cultural heritage and pass it on from one generation to the next. Ethnicity does not have to have a biological or genetic foundation.

**Ethnocentrism**
The attitude that one’s own cultural group is superior.

**Evidence**
Any sort of proof submitted to the court for the purpose of influencing the court’s decision.

**Exhibit**
Physical evidence used in court. In a child abuse case, an exhibit may consist of x-rays, photographs of the child’s injuries, or the actual materials presumably used to inflict the injuries. See also Evidence.

**Ex Parte**
Latin term that refers to situations in which only one party (and not the adversary) appears before a judge. Although a judge is normally required to meet with all parties in a case and not with just one, there are circumstances where this rule does not apply and the judge is allowed to meet with just one side (ex parte) such as when a plaintiff requests an order (e.g., to extend time for service of a summons) or dismissal before the answer or appearance of the defendant(s). In addition, sometimes judges will issue temporary orders ex parte (i.e., based on one party’s request without hearing from the other side) when time is limited or it would do no apparent good to hear the other side of the dispute. For example, if a wife claims domestic violence, a court may immediately issue an ex parte order telling her husband to stay away. Once he’s out of the house, the court holds a hearing, where he can tell his side and the court can decide whether the ex parte order should be made permanent.

**Expert Witness**
A person who testifies at a trial because he/she has special knowledge in a particular field that might be helpful to a judge (or jury). This person is
permitted to state his/her opinion concerning those technical matters even though he/she was not present at the event. Non-expert witnesses are permitted to testify only about facts they observed and not their opinions about these facts. An example of an expert witness is a child psychologist or development specialist who testifies about the best interest of the child when custody or visitation is in dispute.

**Failure to Thrive Syndrome (FTT)**

A serious medical condition most often seen in children under one year. An FTT child’s height, weight, and motor development fall significantly below the average growth rate of normal children. It is presumed that this failure to thrive is a result of inadequate nurturing, bonding, and attachment.

**Family Preservation Services**

Intensive, short-term service delivery programs that provide family therapy and skills education/training and help families obtain basic services, such as food and housing, to prevent removal of the children from the home and keep the family together.

**Family Risk Assessment**

A written evaluation, often in a checklist format, completed after an investigative report is substantiated and at various other times throughout the case. This assessment is completed to determine the present risk to the child of remaining with or being returned to his/her family.

**Felony**

One of several grave crimes, such as murder, rape, or burglary, punishable by a more stringent sentence than that given for a misdemeanor. An offense punishable by a maximum term of imprisonment of more than one year.

**Fetal Alcohol Syndrome (FAS)**

A condition in infants resulting from heavy alcohol consumption by the mother during pregnancy. Because alcohol easily crosses the placenta, its concentration in fetal blood equals that in maternal blood. Heavy alcohol intake during pregnancy is associated with numerous adverse effects on the fetus, including mental disability, hyperactivity, irritability, growth deficiencies, poor suck reflex in infants, and behavioral and learning disabilities. Children with FAS often have distinctive facial characteristics, such as small eyes, short noses, a flat, long upper lip area, and flattened mid-face. Following birth, the
infant may suffer from alcohol withdrawal. A similar, but less severe manifestation is called fetal alcohol effect (FAE).

**Fine Motor Function**

Primarily eye-hand coordination—the ability to receive and utilize signals from your eyes to perform tasks employing the fingers (e.g., tying shoelaces, playing electronic games, or building a model). A component of neuromotor functioning.

**Foster Care**

A form of substitute care, usually in a home licensed by a public agency, for children whose welfare and protection requires that they be removed from their own homes.

**Fracture**

A broken bone. One of the most common injuries suffered by battered children.

**Gross Motor Function**

The ability to facilitate and monitor feedback from the body’s large muscles (e.g., during athletic activities). A facet of neuromotor functioning. Also called “large motor function.”

**Group Home**

Residential placement in a non-family living arrangement for children with special needs.

**Guardian ad Litem (GAL)**

From Latin meaning “guardian at law.” The person appointed by the court to look out for the best interest of the child during the course of legal proceedings. In some jurisdictions, this advocate is an attorney; in others, the GAL is a volunteer.

**Hearsay**

Secondhand information that a witness heard about from someone else and did not see or hear directly. Hearsay is not admitted in court because it is not trustworthy, and because of various constitutional principles, such as the right to confront one’s accusers; however, there are so many exceptions that hearsay is more often admitted than excluded.
Hematoma
A swelling caused by a collection of blood in an enclosed space, such as under the skin or the skull.

Homophobia
Irrational fear of, aversion to, or discrimination against people who identify as lesbian, gay, or bisexual.

IEP (Individualized Education Program)
A written, legal document mandated by federal law to be developed for all students identified as needing special education services. It is developed in a team meeting in which parents, teachers, specialists, and the student, if appropriate, participate. The main goal of the IEP meeting is to discuss and review the educational needs of the student and write a program that identifies goals and objectives for the year.

Immunity, Legal
Legal protection from civil or criminal liability. Some states have reporting statutes that confer qualified immunity upon persons mandated to report, if the report was made in good faith, giving them a defense against libel, slander, invasion of privacy, false arrest, and other lawsuits that the accused person might file.

Impetigo
A highly contagious, rapidly spreading skin disorder that occurs mainly in infants and young children. The disease, characterized by red blisters, may be an indicator of neglect or poor living conditions.

In Camera
Latin term meaning, literally, “in chambers.” A hearing or judicial proceeding conducted in a judge’s chambers or a private place where the public is not present.

In Loco Parentis
Latin term meaning a person, other than parents or legal guardian, who has assumed the status and obligation of a parent without being awarded the legal custody of a juvenile by the court. This term is often used to refer to the court itself taking over what should be parental responsibilities.
Incest

A sexual act between two persons who are related. Includes descent by blood or adoption, stepchild (while marriage creating their relationship still exists), brother, half-brother, sister, half-sister, niece, and nephew. Incest may occur between members of the same sex, but the most common form of incest is between father and daughter.

Indian Child

Any unmarried person who is under age 18 and either (a) is a member of an Indian tribe or (b) is eligible for membership in an Indian tribe and is the biological child of a member of an Indian tribe. (Note: There is another definition in the service provisions that is wider and may give a child the opportunity to access services. This can be important where a child can be enrolled because of failure to meet a residency requirement of a specific tribe but could access culturally relevant services. The third definition is in the notice section of ICWA, which requires that a tribe be notified whenever the court knows or has reason to know the child may be an Indian.)

Individuals with Disabilities Education Act (PL 94-142)

A federal law passed in 1975 and reauthorized in 1990 mandating that all children receive a free, appropriate public education regardless of the level or severity of their disability. It provides funds to assist states in the education of students with disabilities and requires that states make sure that these students receive an individualized education program (IEP) based on their unique needs in the least restrictive environment possible. All children ages 3 through 21 who need special education and related services because of a disabling condition are eligible.

Institutional Racism

Bias within an institution or a system that leads to disproportionately negative outcomes for people of a certain race or ethnicity.

Intellectual Disability

A disorder characterized by deficits in general mental abilities, such as reasoning, abstract thinking, and learning, and deficits in adaptive functioning that limit the ability for some activities of daily life and for independent living.

Interstate Compact

Agreement between all 50 states and the District of Columbia that has been passed as law by the states and been approved by Congress, governing out-of-state placements of children. It defines financial and supervisory responsibilities and guarantees constit-
tutional protections. It requires that a court secure a home study from the local child welfare agency in any out-of-state jurisdiction where placement is being considered.

**Jurisdiction**

The legal authority and power of the court to hear particular types of cases.

**Juvenile**

Any person who has not reached age 18 and is not married, emancipated, or a member of the armed services of the United States.

**Kinship Care**

Kinship care is the full-time care, nurturing, and protection of children by relatives, members of their tribes or clans, godparents, stepparents, or any adult who has a kinship bond with a child. This definition is designed to be inclusive and respectful of cultural values and ties of affection. It allows a child to grow to adulthood in a family environment.

**Laceration**

A jagged cut or wound.

**Leading Question**

A question that suggests an answer or puts words in the mouth of a witness. Allowable only when directed to the opposing party in a lawsuit or to an “adverse witness” during cross-examination. Often a leading question will begin, “Isn’t it true that . . . ?”

**Least Restrictive Alternative**

The principle that supports family autonomy, with in-home services provided by the child welfare agency only where necessary and then in the form that least intrudes on family autonomy. Consideration of placement outside the home should start at the least restrictive level: other family members, foster home, and then institutional placement, as most restrictive.

**Legal Risk Placement**

The placing of a child who is not yet legally free for adoption (but likely to be at some future time) with a family who agrees to serve as a foster placement for the time being and an adoptive family should that possibility occur.
Lesion

Any injury to any part of the body from any cause that results in damage or loss of structure or function of the body tissue. A lesion may be caused by poison, infection, dysfunction, or violence, and may be accidental or intentional.

Malnutrition

Failure to receive adequate nourishment. Often exhibited in neglected children, malnutrition may be caused by inadequate diet (either lack of food or insufficient amounts of needed vitamins) or by a disease or other abnormal condition affecting the body’s ability to properly process foods.

Medicaid

A government-sponsored health insurance program that provides care based on financial need.

Medically Fragile

A number of subgroups make up medically fragile infants and children, including infants weighing less than 1,500 grams at birth; infants, children, and teens who become medically fragile because of an illness after birth (e.g., lupus, renal disease); infants, children, and teens who sustain serious injuries or child abuse; infants born with multiple defects involving malformations in a number of organ systems (e.g., Down’s syndrome); and infants born addicted to alcohol or drugs because of the mother’s substance abuse during pregnancy.

Mongolian Spots

A birthmark that can appear anywhere on a child’s body, most frequently on the lower back. These dark spots usually fade by age 5. They may be mistaken for bruises and are found primarily on children of color.

Motion for Review

A legal action filed by any party in a court proceeding requesting the court to hear evidence on the current status of the child.

Munchausen Syndrome by Proxy (MSP)

A form of child abuse in which the parent/caretaker relates fictitious illnesses in his/her child by either inducing or fabricating the signs or symptoms. As
a result, the child is subjected to extensive medical tests and hospitalizations. The technical definition of MSP includes: (1) an illness in a child that is faked and/or produced by a parent or caretaker; (2) a parent or parent figure who presents the child for medical care persistently, often resulting in multiple medical procedures; (3) denial of the knowledge by the perpetrator as to the etiology of the illness; and (4) acute symptoms, which abate when the child is separated from the parent/caretaker.

**Neglected Juvenile**

Defined by state statutes. Usually arises from a parent’s passive indifference to a child’s well-being, such as failing to feed a child or leaving a child alone for an extended time.

**Neurosis**

A relatively mild mental illness involving symptoms of stress (depression, anxiety, obsessive behavior, hypochondria) but not a radical loss of touch with reality.

**Non-Respondent Parent**

Parent not involved in the court case.

**Notice**

Receipt of the petition by the parents, the CASA/GAL volunteer, or other parties to the case, which gives them fair warning of specific allegations sufficiently in advance of court proceedings so that reasonable opportunity to prepare will be afforded.

**Objection**

A lawyer’s protest about the legal propriety of a question.

**Oppositional Behavior**

A tendency to be defiant and noncompliant. When there is an enduring pattern of irritable mood, defiant behavior, and vindictiveness, the person may be diagnosed with oppositional defiant disorder. Harsh, inconsistent, or neglectful childrearing practices are common in families with children with this diagnosis.

**Order**

In legal practice, an order is a written directive of a court judge.
Overrule

A judge’s rejection of an attorney’s objection to a question to a witness (i.e., the question is legally proper). By overruling the objection, the trial judge allows the question to be answered or the evidence to be considered.

Parens Patria

Latin term meaning “the power of the sovereign.” Refers to the state’s power to act for or on behalf of incompetents, such as minors or some developmentally disabled persons.

Party

A person making or responding to a claim in a court or other adversarial proceeding. A person who sues or defends a lawsuit or any person joined in a lawsuit, such as a pension plan administrator, is called a party. A party has the right to conduct discovery and receive notice of all proceedings connected with the lawsuit.

Paternalism

A system under which an authority undertakes to supply needs or regulate conduct of those under its control in matters affecting them as individuals as well as in their relations to authority and each other.

Perception

The process by which sensory stimulation is converted into organized experiences. What appears to you; what you believe to be true.

Permanency Planning Hearing

A hearing that takes place one year after the child is removed from the home or 30 days after a judge orders reasonable efforts have been made. This hearing is designed to look at the child’s placement options, amount of time in care, the current plan, and further resources for the child.

Petition

A civil pleading filed to initiate a matter in juvenile court, setting forth specifically the alleged grounds for the court to take jurisdiction of the case and asking the court to do so and intervene.

Petitioner

The individual who initiates court action, whether by filing a petition or a motion for review alleging the matter for adjudication. For child abuse, neglect, or dependency cases,
the petitioner is generally the child protection agency caseworker acting on behalf of the agency.

**Physical Abuse**

Intentional harming of a child, use of excessive force, reckless endangerment.

**Plaintiff**

The person who initiates a lawsuit by filing a complaint. When the document that initiates a lawsuit is called a petition rather than a complaint, the initiating person is usually referred to as the petitioner rather than the plaintiff.

**Prejudice**

Preconceived judgment or opinion.

**Prima Facie**

Latin term approximately meaning “on the first appearance” or “on the face of it.” In law, this term is used in the context of a prima facie case, in which the presentation of evidence at a trial has been sufficiently strong to prove the allegations unless contradicted and overcome by other evidence.

**Privileged Communications**

Confidential communication that is protected by statutes and need not or cannot be disclosed in court over the objections of the holder of the privilege. Lawyers are almost always able to refuse to disclose what a client has told them in confidence. Priests, ministers, rabbis, doctors, psychotherapists, and spouses are all covered by privilege statutes, but their testimony can be compelled in many cases involving child abuse or neglect.

**Probable Cause**

A legal standard, used in a number of contexts, that indicates reasonable grounds for suspicion of or belief in the existence of certain facts or allegations.

**Probation**

In criminal or delinquent cases, a disposition that allows the convicted criminal defendant or the juvenile found to be delinquent to remain at liberty, under a suspended sentence of imprisonment, generally under the supervi-
sion of a probation officer, and usually under certain conditions. Violation of a condition is grounds for revocation of the probation.

Pro Bono

Latin term referring to attorney services rendered at no charge.

Pro Se (or Pro Per)

Latin term meaning to act as one’s own legal counsel.

Protective Services Division

The division of the local child protection agency responsible for investigating reports of child abuse, neglect, and dependency, preserving the family life of the parties involved where possible by enhancing parental capacity for good child care, and petitioning to court if necessary services are refused in serious situations.

Psychotic Person

A person who suffers a major mental disorder impairing his/her ability to think, respond emotionally, remember, communicate, interpret reality, or behave appropriately, so as to interfere with his/her capacity to meet the ordinary demands of life. The term “psychotic” is neither very precise nor definite. It is estimated that significantly fewer than 10% of all abusive or neglectful parents are psychotic.

Race

A social construct used to distinguish a population of humans from other populations. Race is a relatively modern idea that has been used to justify social inequalities. It does not have a basis in genetics.

Racism

A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race. Also, racial prejudice or discrimination.

Reasonable Efforts

The diligent use of preventive or reunification services by the child protection agency when a juvenile’s remaining at home or returning home is consistent with achieving a safe, permanent home for the juvenile within a reasonable period of time. If a court of competent jurisdiction determines that the juve-
nile is not to be returned home, then reasonable efforts means the diligent and timely use of permanency planning services by the child protection agency to develop and implement a permanent plan for the juvenile. It is the judge who determines whether the agency has made “reasonable efforts” to prevent the child’s placement and reunify the family. The two factors central to this determination are the quality of the efforts and the nature of the services offered. Quality of effort refers to a reasonable level of diligence and good judgment and the absence of negligence. Nature of services refers to the availability of services to meet the needs of the child and/or family.

Recant

To withdraw a statement.

Recross-Examination

After redirect or rebuttal is completed, the opposing counsel are permitted to ask the witness questions covering the issues addressed in the redirect or rebuttal examination.

Redirect Examination or Rebuttal

Upon conclusion of all cross-examination, the attorneys are permitted to ask the witness more questions. These questions are called “redirect” or “rebuttal” questions, and they are designed to undo any damage to the attorney’s case resulting from the cross-examination.

Reporting Laws

State laws that require specified persons to notify public authorities of cases of suspected child abuse and neglect. All 50 states now have reporting statutes, but they differ widely in what must be reported, persons who must report, manner of reporting (written, oral, or both), and the degree of immunity conferred upon reporters.

Review Hearing

A hearing conducted by a judge, within certain time frames, to review the status of a child’s case.

Schizophrenia and Other Psychotic Disorders

These disorders are characterized by symptoms such as thought disorders, hallucinations, delusions, and decreased emotional expressions. With the help of new medications aided by psychotherapy, schizophrenia can be controlled
so that people with the disorder can maintain employment and live with their families.

**Sexual Abuse**

Engaging a child in any activity for the adult’s own sexual gratification.

**Shaken Baby Syndrome**

Injury to an infant or baby that results from the child having been shaken, creating a whiplash effect, usually as a misguided form of discipline. It is often accompanied by blunt force trauma to the head. The most common symptom is bleeding inside the head. Repeated instances of shaking can result in mental and developmental disabilities and, in extreme cases, death.

**Sickle Cell Anemia**

A genetic defect of hemoglobin, the oxygen-carrying protein in red blood cells. Sickle cell anemia changes the shape of red blood cells, making them “plug up” small blood vessels and choke off the blood supply to the tissues. During periods of frequent sickle-cell crisis, children and teens can be incapacitated for weeks or months. The children experience severe pain, require frequent hospitalizations, and often require emergency care to obtain oxygen and fluids. Sickle cell anemia occurs in about 160 of each one hundred thousand live African American births.

**Skeletal Survey**

A series of x-rays that studies all bones of the body. Such a survey should be done in all cases of suspected physical abuse to locate any old, as well as new, fractures.

**Social History**

Also called social study, social report, or pre-hearing report. Information compiled by a caseworker about a child and/or family’s functioning. This material may be presented for the juvenile court’s consideration at the disposition hearing. Social histories often contain material that is hearsay.

**Stand**

The place where the witness sits while testifying. It is usually a chair beside the judge’s bench. When called to testify, the witness “takes the stand.”
Standard of Proof

In different judicial proceedings there are varying requirements of proof. Three of the most commonly used standards are:

1. **Beyond a Reasonable Doubt**: Evidence that is entirely convincing or satisfying to a moral certainty. This is the strictest standard of all and applies to all criminal proceedings. It is the standard applied to termination of parental rights that come under the provisions of the Indian Child Welfare Act (PL 95-608).

2. **Clear, Cogent, and Convincing Evidence**: Less evidence than is required to prove a case beyond a reasonable doubt, but still an amount that would make one confident of the truth of the allegations. This is the standard applied to TPR cases (unless ICWA applies).

3. **Preponderance of Evidence**: Merely presenting a greater weight of credible evidence than that presented by the opposing party. This is the lowest standard of proof; used in most civil court proceedings.

Statute

A law passed by the legislature.

Stereotype

Something conforming to a fixed or general pattern, especially a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudice, attitude, or uncritical judgment.

Stipulation

An agreement (oral or written, depending on the jurisdiction and nature of the proceeding) between the attorneys in a case that allows a certain fact to be established in evidence without further proof (e.g., the lawyers in a child abuse case may stipulate that the x-rays show a fracture so that the radiologist will not have to be subpoenaed to testify).

Subdural Hematoma

A common symptom of abused children, consisting of a collection of blood beneath the outermost membrane covering the brain and spinal cord. The hematoma may be caused by a blow to the head or from shaking a baby or small child. See also Shaken Baby Syndrome.
Subpoena

An order of the court for a witness to appear at a particular time and place to testify and/or produce documents in his/her control. A subpoena is used to obtain testimony from a witness at depositions (where testimony under oath is given outside of court) and at trial. Failure to appear as ordered by the subpoena can be punished as contempt of court if it appears the absence was intentional or without cause.

Subpoena Duces Tecum

Subpoena requiring the person subpoenaed to bring records to court.

Substantiation

A decision by the child protection agency to confirm a report of abuse or neglect after an investigation. It is then the agency’s responsibility to determine if a petition should be filed or if the situation can be corrected with voluntary acceptance of protective services.

Sudden Infant Death Syndrome (SIDS)

A sudden, unexpected death of any infant in whom a thorough postmortem examination fails to show a clear cause of death. Recent studies suggest that some infant deaths attributed to SIDS were related to other previously unknown causes.

Summons

A legal document issued by a court clerk or other court officer, usually handed in person by the sheriff to the person summoned, notifying the named person that a lawsuit or legal cause has been filed against or involves him/her, and notifying that person of any dates set for hearings and deadlines for responding to the complaint or petition.

Supervised Visitation

Visits between parent and child that are overseen by another person who is present at all times. Usually, supervised visitation is recommended when there is reason to believe a parent may seek information about the foster placement or influence a child to recant allegations or try to leave the area with the child. Supervision may be provided by the caseworker, a relative who is caring for the child, or another responsible adult.

Supplemental Security Income (SSI)

Monthly financial benefits provided to dependent, disabled children whose families meet financial criteria and to disabled adults who are unable to be competitively employed and who meet income and asset criteria.
Sustain

A judge’s agreement with an attorney’s objection to a question posed to a witness (i.e., the question is not legally proper). By sustaining the objection, the judge does not allow the question to be answered or the evidence to be considered.

Sworn or Swear

To declare under oath that one will tell the truth (sometimes “the truth, the whole truth, and nothing but the truth”). Failure to tell the truth and to do so knowingly is the crime of perjury. A witness is given the option of swearing to tell the truth or affirming to tell the truth.

The System

In this context, either the child protective services system or the child protective services system and the court.

TANF (Temporary Aid for Needy Families)

Assistance payments to families in need (formerly known as AFDC), which are subject to five-year limits.

Temporary Custody

Taking physical custody from the parent and providing personal care and supervision by the state until a court order for emergency custody can be obtained. State law defines how many hours a child may be held in temporary custody without an emergency custody order entered by a judge.

Title IV-D

A 1975 amendment to the Social Security Act. Provides greater assistance to the states in establishing paternity and enforcing child support orders. Also created the Child Support Enforcement program to oversee child support enforcement operations at the state level.

Title IV-E

An amendment to the Social Security Act that created a federally funded program for out-of-home placement of children.
Tolerance

Sympathy or indulgence for beliefs or practices differing from or conflicting with one’s own.

Tourette Syndrome

A disorder that involves repetitive movements or unwanted sounds (tics) that can’t be easily controlled. Although there’s no cure for Tourette syndrome, treatments are available.

Trauma

An internal or external injury or wound caused by an outside force. Usually trauma means injury by violence, but it may also apply to the wound caused by any surgical procedure. Trauma may be caused accidentally or, as in a case of physical abuse, non-accidentally. Trauma is also a term applied to the psychological discomfort or symptoms resulting from an emotional shock or painful experience.

Tribe

There are 566 federally recognized tribal governments in the United States. The United States recognizes the right of these tribes to self-government and supports their tribal sovereignty and self-determination. These tribes possess the right to form their own government, to enforce laws (both civil and criminal), to tax, to establish membership, to license and regulate activities, to zone, and to exclude persons from tribal territories.

Undisciplined Juvenile

A minor who is regularly truant from school, disobedient beyond parental control, regularly found in places unlawful for a juvenile, or has run away from home. The child has not violated any adult criminal law.

Unsubstantiated

The finding after investigation by child protection agency or law enforcement that no abuse or neglect is occurring.

Unsupervised Visitation

Visitation between a parent and child that does not require the family to stay in one place and be watched by a creditable observer, usually a family member or caseworker.
**Venereal Disease**

Any disease transmitted by sexual contact. Presence of a venereal disease in a child may indicate that the mother was infected with the disease during pregnancy, or it may be evidence of sexual abuse.

**Venue**

Juvenile court venue refers to the county or counties in which a lawsuit may be initiated based on such factors as where the parents reside, where the child resides, or where the child is found.

**Voir Dire**

Latin term meaning “to speak the truth.” The procedure during which lawyers question prospective jurors to determine their biases, if any. Also the procedure in which lawyers examine expert witnesses regarding their qualifications, before the experts are permitted to give opinion testimony.

**Voluntary Placement**

Act of a parent to relinquish custody of his/her child to a child protection agency.

**Waiver**

The understanding and voluntary relinquishment of a known right, such as the right to counsel, the right to remain silent during police questioning, or the right to a separate hearing.

**Witness**

A person who testifies under oath in a legal proceeding.

**Xenophobia**

A fear of all that is foreign; a fear of strange people or “foreigners.”

Please add your own terms and definitions here: