

# Fostering Futures Training of Facilitators (ToF)

Duration: 90 Minutes



# Presenters



**Kimberly Koch**  
Training and  
Development Officer



**Alicia B. Darden**  
Training and Data  
Manager



**Kimberly Stocco**  
Advocate  
Supervisor

# CASA/GAL Trainer Competencies

1

**Presence**

2

**Agile With Multiple Delivery Methods**

3

**Knowledge of Content**

4

**Creates a Positive Learning Environment**

5

**Stays Alert To Learner Needs**

6

**Evaluates Progress / Delivers Feedback**

7

**Is Prepared to Deliver to Optimum Capability**

8

**Asks Powerful Questions**

# Apply Adult Learning Principles

Here are **strategies** and **techniques** for achieving the conditions under which adults learn best:

- Create a Supportive Environment
- Emphasize Personal Benefits of Training
- Use Training Methods that Require Active Participation
- Use a Variety of Teaching Methods
- Provide Structured Learning Opportunities
- Meet Trainee's Individual Learning Needs
- Make Training Content Relevant and Coherent



# The Value of Fostering Futures

An **advocacy** and **mentoring program** for youth aged between **14-21**. The program aims at:

- Raising awareness of **youth's needs and issues**
- Helping **ease transition** from foster care to adulthood
- Promoting **permanent families**
- Improving **outcomes for youth** in foster care
- Providing **educational stability**





# Why The Need?

- More than **17,000** young people **age out** of foster care each year
- Most of them have experienced **maltreatment**
- Lived with **instability**
- **Unprepared** to live independently
- **Do not** have a **permanent home**



# Reality for youth who age out at 18

**1 in 5**

Experienced  
homelessness

**1 in 4**

Involved in the  
criminal justice  
system

**58%**

Graduated High  
School by age 19

# What Is Our Focus?

To improve outcomes for youth by:

- Setting goals with youth for their future
- Giving clear ideas on how to achieve those goals
- Empowering youth with practical knowledge
- Helping youth develop knowledge and skills to successfully transition to adulthood







# Survey Instructions

Fostering Futures Volunteer Knowledge Survey

# Fostering Futures Toolkit Preview

# Learning Objectives

By the end of Fostering Futures training, volunteers will be able to:

- **Engage** with **older youth** in an effective way
- **Guide** youth through the **possible selves model**
- **Identify legislation** that supports **older youth**
- **Identify resources** that can assist older youth
- **Explain the benefit** of youth attending hearings





# Chapters

1. Introduction
2. Youth Development and Possible Selves
3. Engaging Older Youth
4. Assessment and Planning
5. Youth in Court
6. Challenges
7. Putting It All Together

# Fostering Futures Training: Insights From Local Facilitators

# Create a Customized Agenda

This curriculum was developed in ways to make it possible to accommodate differences among jurisdictions, offices and organizations.

Some examples of **local customization** include:

- The development of monthly informal **brown bag lunch sessions** facilitated by CASA/GAL staff for various youth engagement strategies
- Ongoing **“mini” in-service trainings for volunteers** focusing on one tool, component or topic area from the Fostering Futures initiative per session
- A continuation of identifying **youth-related services to support interventions** identified in Fostering Futures
- Integrating a youth perspective by having a **current or former foster youth co-facilitate the Fostering Futures** workshop



# Agenda (Sample)

## Session One

- Introduction
  - Housekeeping
  - One Question
  - Treasure Hunt
  - The Day I Age Out: Part 1
- Youth Development
  - Review of Youth Development
  - Brain Maturity Extends Well Beyond Teen Years
  - Possible Selves
- Engaging and Understanding Older Youth
  - Memory Lane
  - Impact of Culture
  - Social Media Use
- One Question – Revisited

## Session Two

- Overview of Services for NJ Youth
  - Independent Living Stipend
  - Medicaid
  - Signing in and out of Care
- Assessment & Planning
  - Needs Assessment & Planning
- LGBTQ Youth
  - LGBTQ terminology
- When Life Steps In
- The Day I Age Out – Part 2
- Case Study
  - Javier and Nita
- Wrap-up

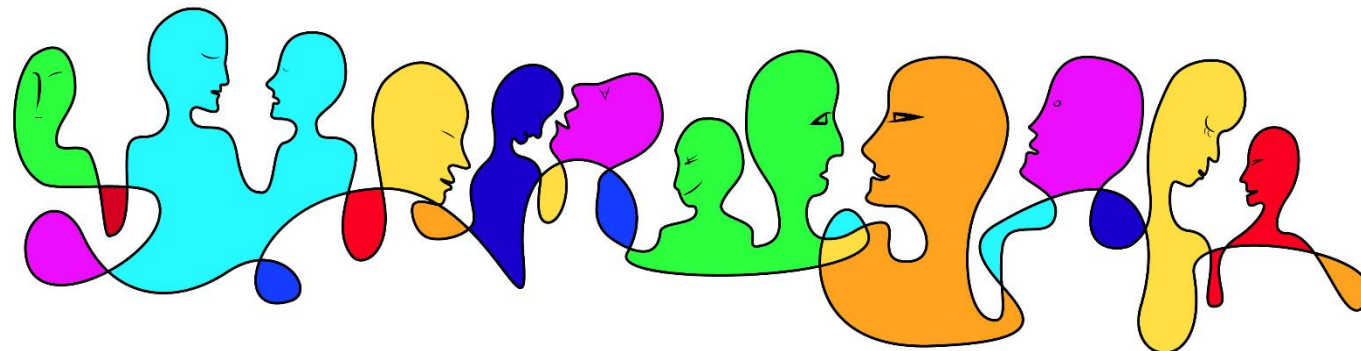
# Chapter 1 Activity: Treasure Hunt



# Activity Follow-up

Ask Volunteers to share if...

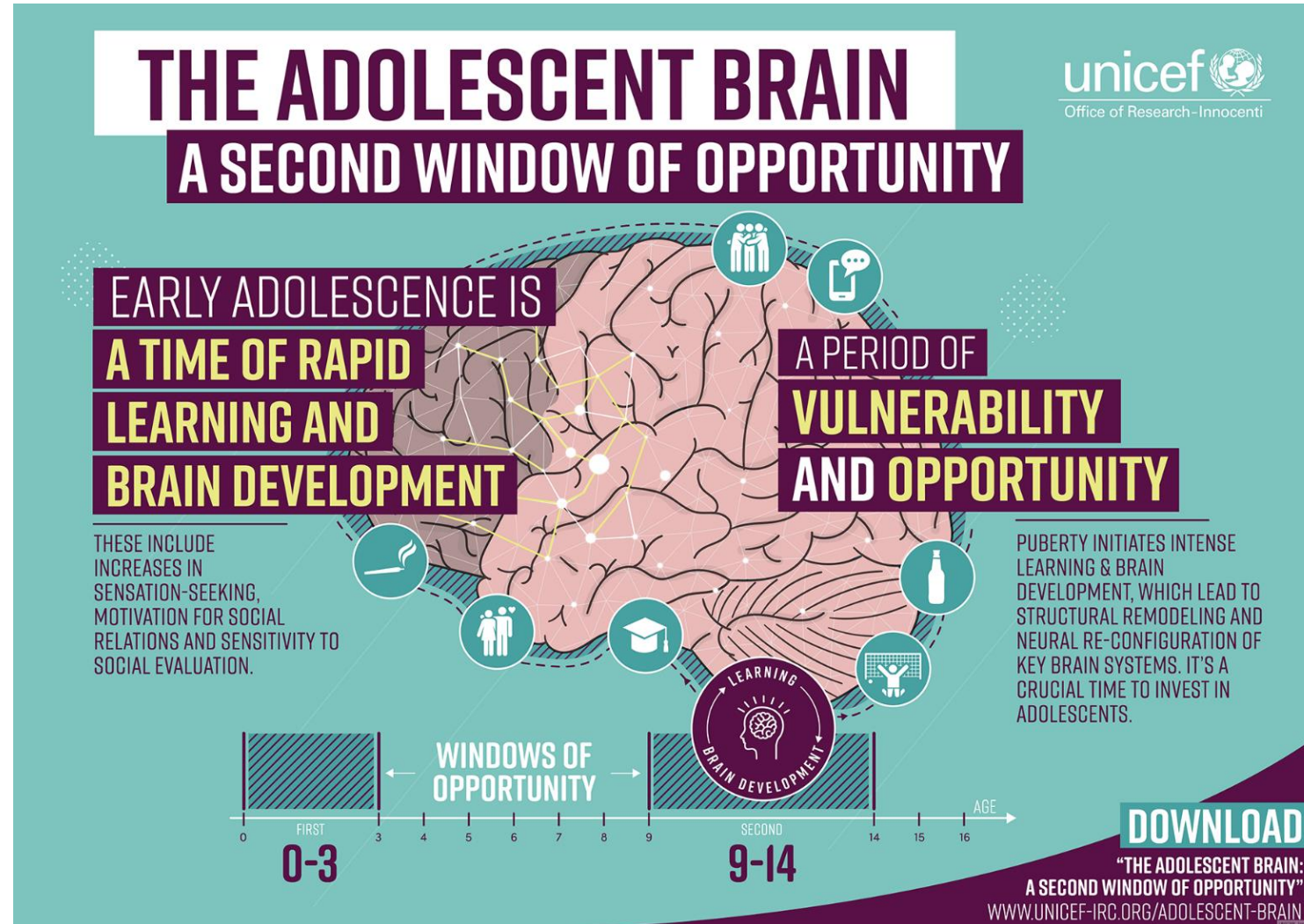
- They'd like to share 3 reasons why **life-long connections** are important for youth leaving care.
- They know how to **identify specific resources** that a youth might need while **transitioning to emancipation**.
- They can name 3 adults in your life who have been **life-long connections**.





# Chapter 2: Youth Development and Possible Selves

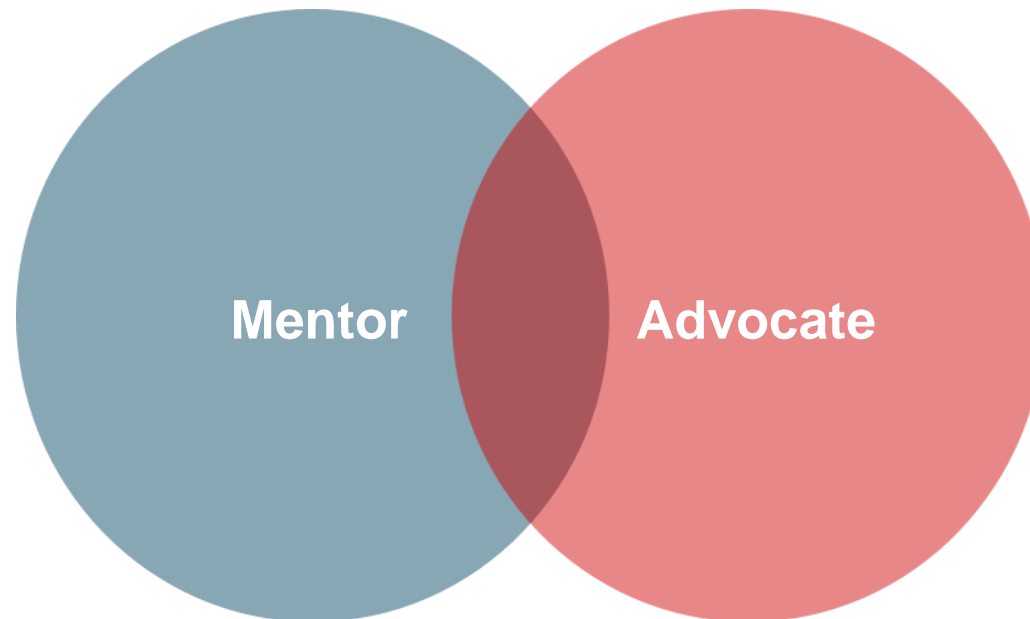
# ADOLESCENT BRAIN DEVELOPMENT



# Mentor Vs. Advocate

Mentoring involves **developing a personal relationship with a youth, being a buddy and serving as a role model.**

Advocating involves **learning about the youth's needs and wishes** and serving as a voice for the older child's best interest within the child protection system and the courts.





# Positive Youth Development

Using a positive youth development approach means viewing youth as a resource not a problem.

- Emphasize the strengths and capacities of youth
- Involve youth in every aspect of their care
- Allow for opportunities for youth to take on leadership and decision-making roles
- Recognize that adolescents are all in transition developmentally, whether they are in foster care or not



# Provide Actionable Information to Volunteers

- Move planning discussions away from concern with temporary placement issues and behavior management of teens toward **long-term planning for education and employment.**
- Promote ways for foster parents, family members and service providers to **support teens.**
- Connect teens with a **network of adults to help them** with education and employment.
- Give family members and teens **opportunities to build relationships** by focusing together on the future.
- Integrate foster youth into the **larger community.**

# POSSIBLE SELVES ACTIVITY

# What is Possible Selves?



# Possible Selves Model

The goal of Possible Selves is to move discussions and concerns away from temporary placement issues and behavior management towards **long-term planning for education and employment**.

The possible selves' model consists of six steps:

1. **Discovering** - "What are my strengths and interests?"
2. **Thinking** - "Who am I?"
3. **Sketching** - "What am I like?"
4. **Reflecting** - "What can I be?"
5. **Planning** - "How can I reach my goals?"
6. **Performing** - "How am I doing?"



# The Need For Possible Selves

Follow-up studies showed that this practice was linked to:

- Increase in time spent doing homework
- Decrease in in-class disruptiveness
- Improved grades
- Increase in in-class initiative taking
- Reduced risk of depression

Source: Oyserman, D. "Possible Selves: Identity-Based Motivation and School Success," Self-Processes, Learning and Enabling Human Potential (pp. 269-288). (2008) Charlotte, NC: Information Age Publishing Inc. and the Montana Council of Teachers of Mathematics.

# Application of Possible Selves Model

Location: Fostering Futures Goal-Setting Worksheet

## Fostering Futures *Action Plan—Achieving My Goals*

One of my hopes is to: \_\_\_\_\_

A goal to help me attain this hope is: \_\_\_\_\_

| Planning<br>Action Steps to achieve this goal<br>(refer to driving/restraining forces) | Deadline | Performing<br>Summary of progress toward<br>completing action steps |
|--|----------|---|
|  |          |   |
|  |          |   |
|  |          |   |

Hope 1:

|         |  |
|---------|--|
| Goal 1: |  |
| Goal 2: |  |
| Goal 3: |  |

# POSSIBLE SELVES TREE (Optional)

# Instructions: Possible Selves Tree

Instructions: Sketch out this diagram for your Possible Self.

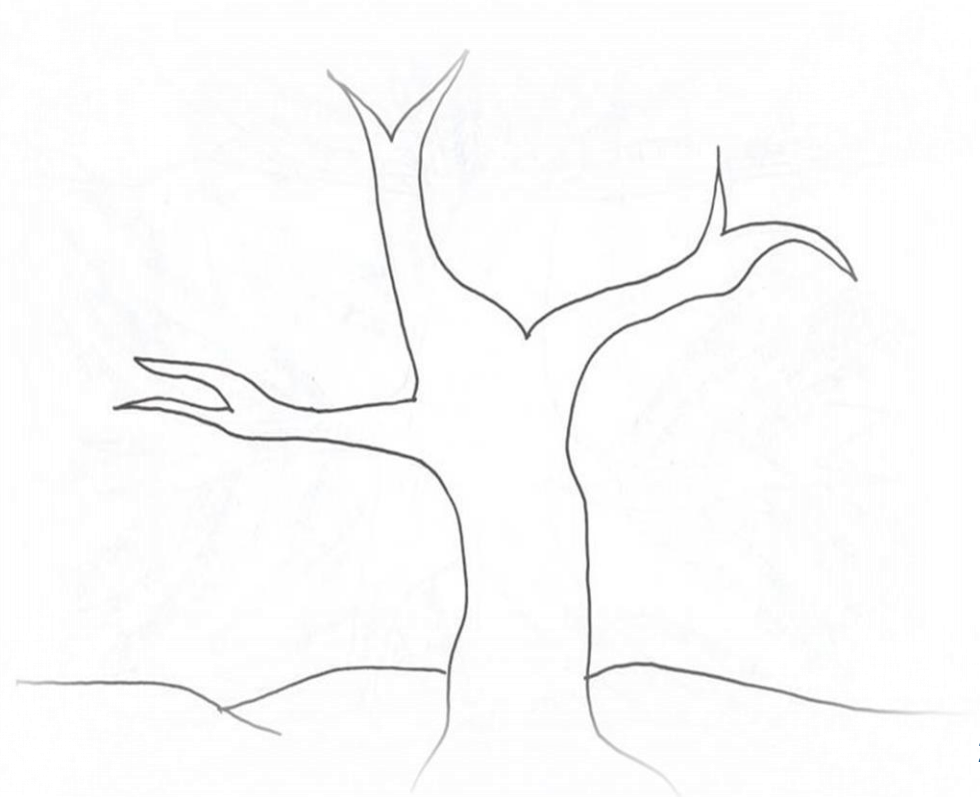
Trunk = You (the whole person)

Main Limbs = The three parts of the you who you hope to be in the future

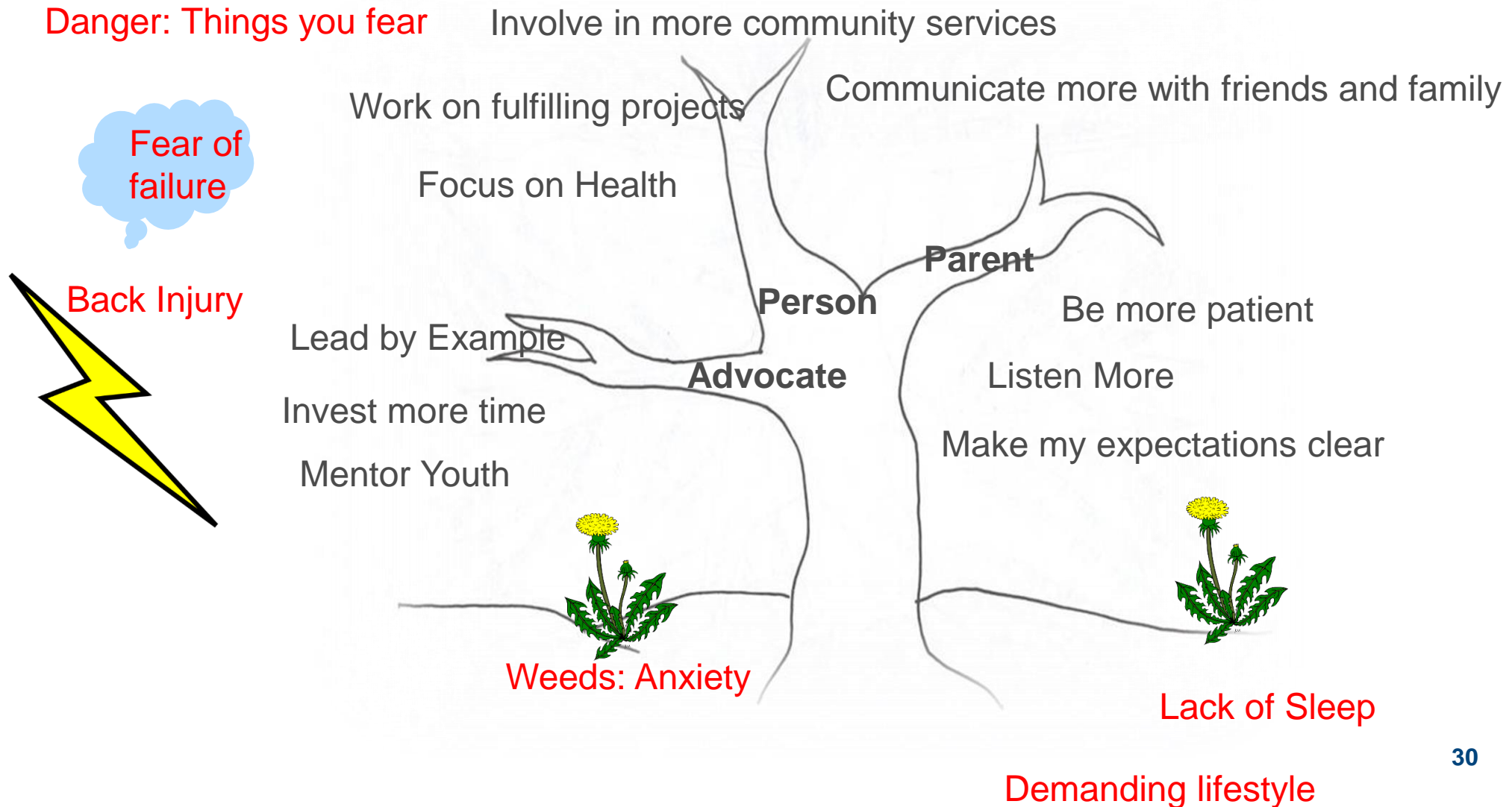
Smaller Branches = Individual, smaller, shorter-term goals to keep that main limb growing

Roots = Descriptions or short phrases describing you now.  
Draw positive statements as long, thick roots and negative statements as short, thin roots

Dangers = Things you fear might disrupt your growth. These can be represented by lightening, wind, rocks, clouds, toxins in the soil, etc.

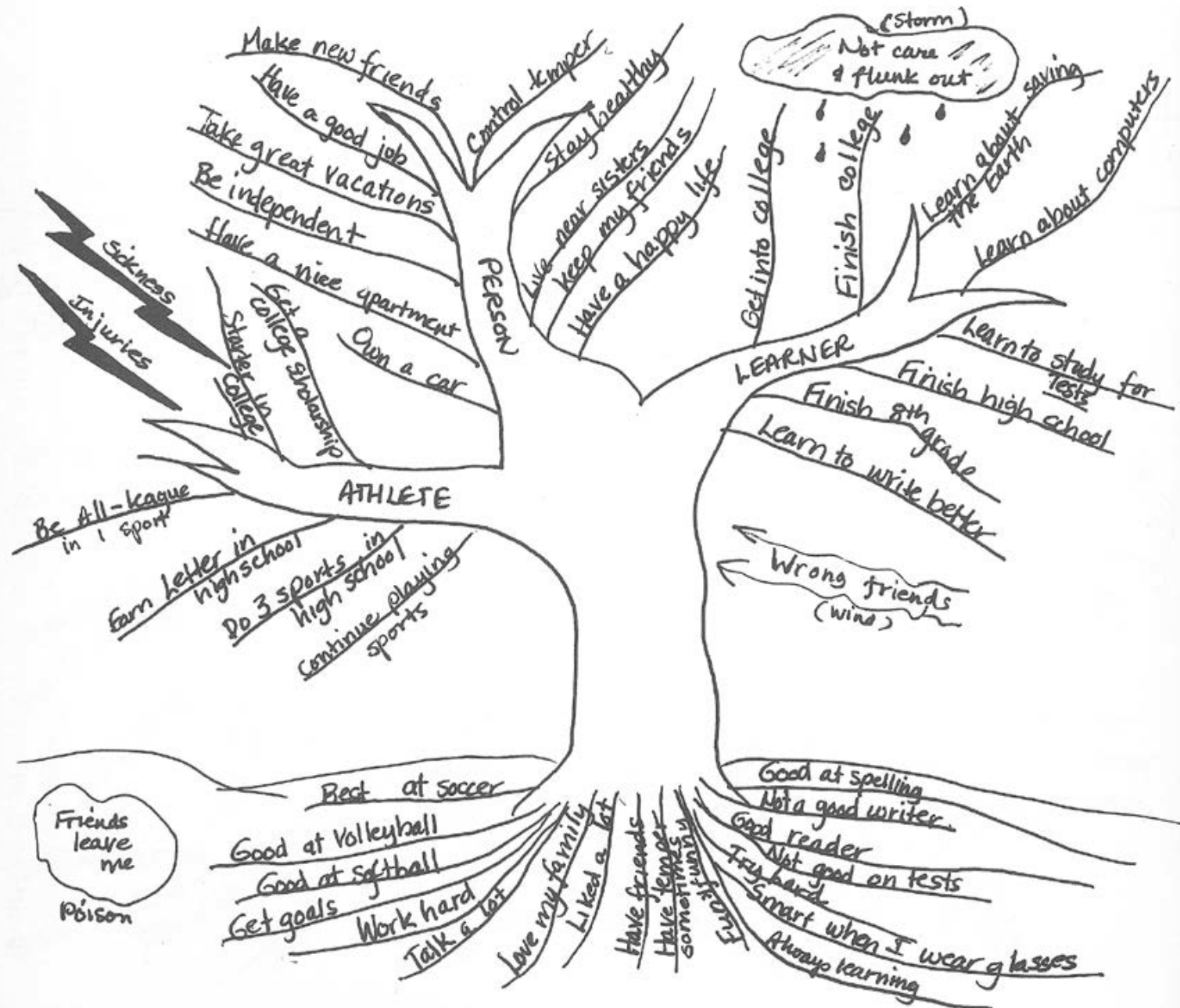


## Example: An Adult's Perspective





## A Youth's Perspective



# Possible Selves Debrief

In small groups discuss:

- Your thoughts as you were going through the possible selves process?
- The potential impact the possible selves model might have on your work with older youth?

# Action Plan

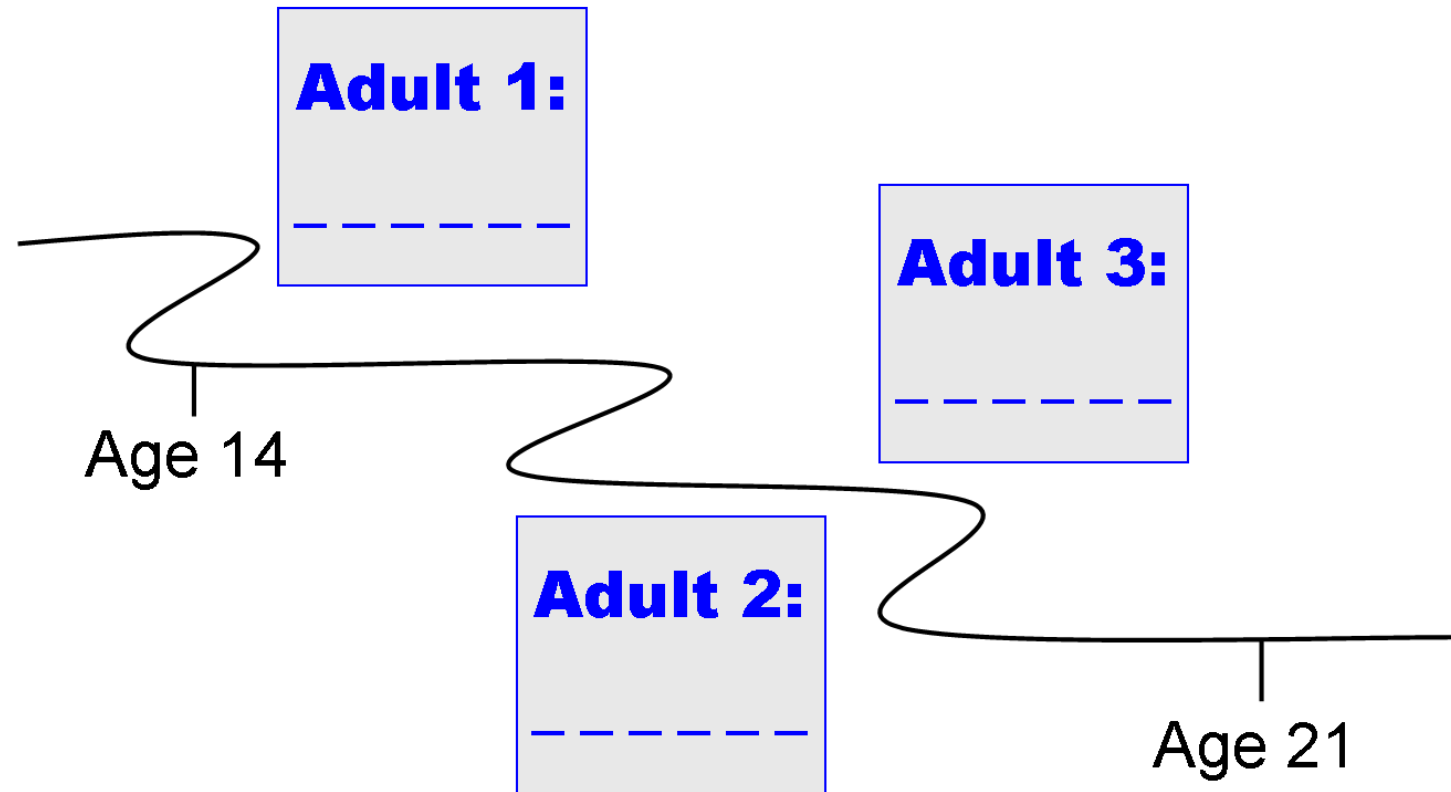
One of my hopes is to\_\_\_\_\_

A goal to help me attain this hope is:\_\_\_\_\_

| Planning<br>Action Steps to achieve this goal (refer to driving/restraining forces) | Deadline | Performing:<br>Summary of progress toward completing action steps |
|---|----------|---|
|   |          |   |
|   |          |   |
|   |          |   |
|   |          |   |

# Chapter 3: Engaging Older Youth

# Activity 3A: Memory Lane





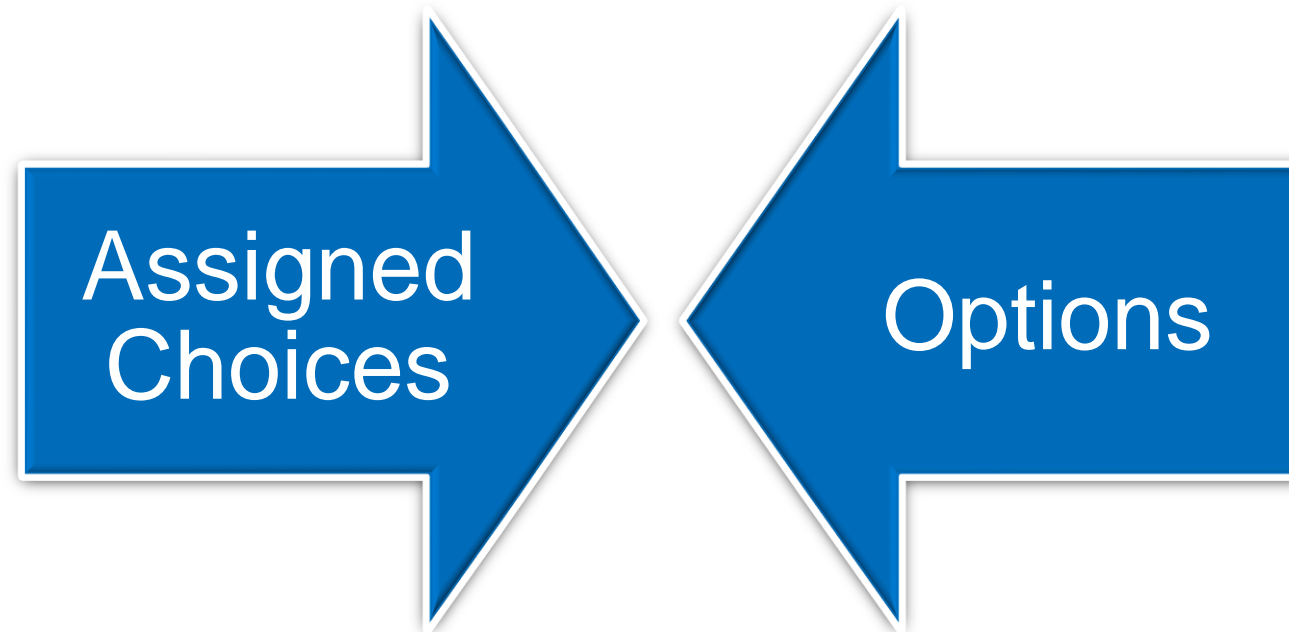
# Activity 3B: The Great Debate

## Chose a Topic

As a group you have:

- 5 minutes to plan your most persuasive argument
- 90 seconds to present your argument

# Activity 3C: Shared Decision Making



# Activity 3D: Impact of Culture

Did you wish you were on the other side of the issue? Did you feel any connection to the issue regardless of which side you debated for? Do you think other people may have felt more passionate than you about the issue? Do you think others may have felt less passionate about the issue? Why do you think that may be?

# Social Media



- Overview of current social media trends
- Online Safety
- National CASA/GAL guidelines

# What is Culture?





# Activity 3E: Peer-to-Peer Connections

The power of peer-to-peer networking in improving outcomes and creating a healthy social safety net for aging-out youth.



[Fosterclub.org](https://www.fosterclub.org)

**Can you identify opportunities of peer-to-peer networking for youth in your community?**

# Chapter 4: ASSESSMENT AND PLANNING

# Older Youth Needs and Resource Assessment

- Provides information on the areas of need for the older youth
- Should be completed by the CASA/GAL volunteer after meeting with the youth
- Is an instrument to help in advocating for older youth
- Can also be used for youth with special needs

# CASA Action Plan

- A tool that can be adapted to or replace with a localized plan from court reports or independent living skills program
- Intended to be developed in collaboration with a CASA/GAL advocate Supervisor

# Chapter 5: YOUTH IN COURT

# Benefits of Youth Attending Court

| Strengths | Concerns |
|-----------|----------|
|           |          |

# Supporting Youth Through Court



- Have participants read over the “Supporting Youth Through Court Hearings” section
- Discuss any concerns, issues, or tips you may have
- Refer participants to “Questions a Judge May Ask an Older Youth” and “Legal Terms Defined for Children”



# Chapter 6: CHALLENGES

# When Life Steps In

## Game Board and Challenge Cards

This activity provides an opportunity for volunteers to **practice interacting within the context of a conversation with youth**. Encourage participants to be in the role of a youth or CASA/GAL volunteer instead of having a professional discussion about what to do.

You may choose to eliminate the game board activity completely and replace the two-people game with small group discussions on the challenge cards.



# The Day I Age Out

<https://www.youtube.com/watch?v=5MFIMHiOu3Y>

This is a 3-part series that follows to youth in foster care as they age out of the system Washington State's extended foster care system.

# Chapter 7: PUTTING IT ALL TOGETHER

# Case Studies



# Strategies To Engage The Learners

- Send written case studies materials in advance so that the students can digest the facts and issues involved.
- Moderate the discussion and set time limits.
- Appoint one person who read out loud the case notes so that everyone can assimilate the details.
- Have students construct their own case plans.
- Help students weigh and test values and separate fact from opinion.

# ACTION PLANNING AND NEXT STEPS



# Action Planning

## SMART-B Action Plan

|          |            |
|----------|------------|
| <b>S</b> | Specific   |
| <b>M</b> | Measurable |
| <b>A</b> | Attainable |
| <b>R</b> | Realistic  |
| <b>T</b> | Timely     |
| <b>B</b> | Benefits   |

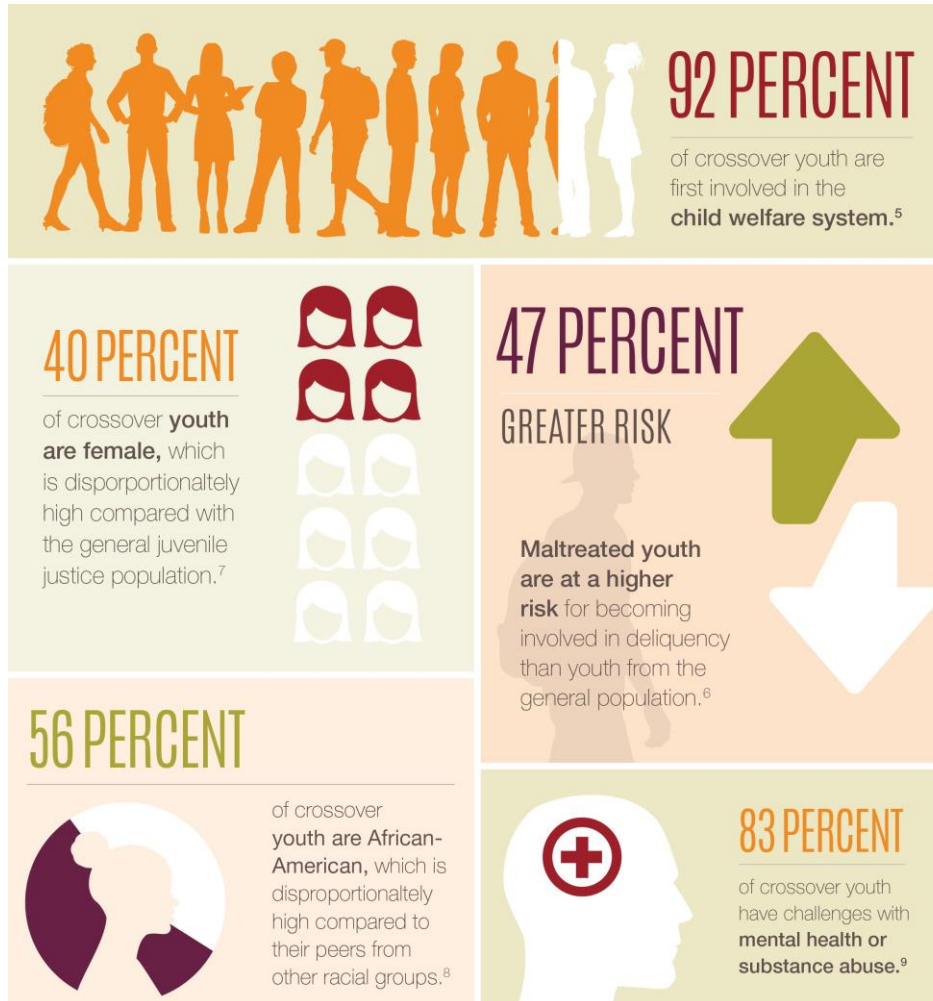


# Transfer-of-Learning Report Card

- To be completed with CASA/GAL Supervisor
- Overview of what was learned in this training
- Identify Next Steps
  - ✓ As a CASA/GAL volunteer
  - ✓ With assigned youth

# ADDITIONAL YOUTH-RELATED ISSUES

# Crossover Youth



# Resources

## WELL-BEING



### ADVOCACY IN ACTION: CROSSOVER YOUTH

Advocacy in Action is a series of briefs focused on issues of potential importance to the court-appointed special advocates (CASAs) or guardians ad litem (GALs) who advocate for the best interests of children who have been neglected or abused. Understanding how these issues may impact child and family outcomes is foundational to being a successful advocate.

Each Advocacy in Action brief starts with a summary of the issue and how it may impact children who have been neglected or abused,

followed by recommended actions for advocates in light of the research. Each brief also includes a promising practice from the nationwide network of CASA/GAL programs and a list of resources for those interested in learning more.

Though these issues are interrelated, each brief is categorized as pertaining to either children's safety, permanency, or well-being.



11/2018

## ADVOCATING FOR YOUTH WHO ARE DUALY INVOLVED IN CHILD WELFARE AND JUVENILE JUSTICE SYSTEMS

**DEBBIE STAUB**  
DIRECTOR, NATIONAL CASA KNOWLEDGE MANAGEMENT & RESEARCH

**MACON STEWART**  
DEPUTY DIRECTOR, MULTI-SYSTEMS OPERATIONS, CENTER FOR JUVENILE JUSTICE REFORM, GEORGETOWN UNIVERSITY MCCOURT SCHOOL OF PUBLIC POLICY

**ELISE ROWAN**  
DIRECTOR, NATIONAL CASA FOUNDATION RELATIONS

**NOVEMBER 14, 2018**  
**NATIONAL CASA WEBINAR**



## Case Study

ADVOCACY IN ACTION ISSUE: CROSSOVER YOUTH



### CASE STUDY: BB AGE 18

BB is a Caucasian female born in February 2001. She and her two siblings (one sister and one brother) were declared dependent in September 2001 because her mother was unable to care for them due to stress and anxiety. The mother also used excessive force and had a history of substance abuse. At this time, the father's whereabouts were unknown. Eventually, the father was located and the children were put into his custody. In 2007, BB and siblings were removed due to father's sexual abuse of her and her sister.

From the time of her removal to her arrest in November 2015, BB was placed in eight foster family agencies, eight group homes and one foster family home. Many of these placements ended due to her behavior (i.e., incorrigibility or running away). BB was institutionalized at a young age and was eventually placed in a foster family home for adoption during the late middle school years. The adoption plan was terminated because BB requested removal from that home. She was then placed in a group home.

During the aforementioned time period, there was limited or no contact with her parents, and minimal contact with her siblings.

During her elementary school years, BB demonstrated great academic success—so much so, a teacher referred her for placement in the Gifted and Talented Program. Her grades during middle school were average to good, but her grades dropped significantly once she entered high school. This coincided with her placement in the prospective adoptive placement. In the transition from middle school to high school, her attitude toward school began to turn negative. Prior to enrollment in high school, she was taken off her psychotropic medication, which was intended to help her control impulses. She also requested removal from her prospective adoptive placement in October 2014, and her performance in school continued to disintegrate. Once arrested and placed in juvenile hall, BB indicated that she no longer wanted to attend school and planned to participate in a GED program. A review of the file indicates that no one is currently holding her educational rights. Although a surrogate was ordered to be appointed by the court, such an appointment never occurred.

A review of her education information indicates that BB was eligible for special education services during this time. An IEP meeting in 2008 indicated that she was "emotionally troubled." At that time, BB was placed in a non-public school on the grounds of her group home. Later, BB was placed back in general education with Resource Specialist Support in 2001, but it is unclear when her last IEP was conducted and why services were discontinued. No further information was available.

BB was arrested for vandalism over \$400 in November 2015. The report indicates that BB was living in a group home and had briefly run away. When she returned at 2:10 a.m., she became angry because her items

### CASE STUDY – CROSSOVER YOUTH

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# Reducing Congregate Care Placement

Public Law 115-123  
DIVISION E—HEALTH AND HUMAN SERVICES EXTENDERS  
TITLE VII—FAMILY FIRST PREVENTION  
SERVICES ACT

1



## PERMANENCY



### ADVOCACY IN ACTION: THE FAMILY FIRST PREVENTION SERVICES ACT

Advocacy in Action is a series of briefs focused on issues of potential importance to the court-appointed special advocates (CASAs) or guardians ad litem (GALs) who advocate for the best interests of children who have been neglected or abused. Understanding how these issues may impact child and family outcomes is foundational to being a successful advocate.

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Though these issues are interrelated, each brief is categorized as pertaining to either children's safety, permanency, or well-being.



02/2019

# Resources

## FAMILY FIRST PREVENTION SERVICES ACT AND CONGREGATE CARE

**BRAD RAY**  
SENIOR PROGRAM DEVELOPMENT OFFICER  
**ROB GEEN**  
DIRECTOR OF POLICY REFORM, ANNIE E. CASEY FOUNDATION  
**JEREMY KOHOMBAN**  
CEO, CHILDREN'S VILLAGE

**DECEMBER 10, 2018**  
**NATIONAL CASA WEBINAR**



### Case Study

ADVOCACY IN ACTION ISSUE: CONGREGATE CARE



#### CASE STUDY: JOHNNY, AGE 16

Johnny, an African-American male, came to the attention of Child Welfare when he was 14 years old. His father was serving time in prison for a nonviolent offense and his mother was arrested for dealing drugs in her neighborhood. Johnny and his brother Joey, age 8, were removed from their home and placed in a shelter care facility for 30 days while their mother was awaiting trial. After 30 days, Joey was placed with a foster family and Johnny remained in the shelter placement for another 30 days. Johnny's mother was charged and ordered to spend three years in prison. Johnny was placed in a foster family about 30 miles away from his home of origin. He was placed in a new school because his current school placement was deemed to be too far away from his new placement.

Approximately 15 days after his placement in his new foster home, Johnny was expelled from school for threatening to hurt a classmate. His foster placement felt like they were unequipped to handle Johnny's behavior and didn't know what to do with him during the day because he had been expelled. After searching for another foster family, Johnny was placed in a group home another 30 miles away from his home of origin, but in a different school district yet again. Johnny started in a new school, his third in three months.

The group home that Johnny lives in has beds for up to 16 males, ages 12-18. Johnny shares a room with three other boys. The group home uses a behavioral management system that allows the youth to earn points with good behavior for privileges such as watching television or playing video games. Most of the staff members are young and there is frequent staff turnover. For the most part, Johnny gets along with the other boys, although he has been involved in some fights. When that happens, his privileges are taken away and he is not allowed in the common area. He attends the school closest to the group home, but has been unable to participate in any extracurricular activities because of the group home's rules and lack of after-school transportation. His group home occasionally offers independent living skills-type classes to discuss such topics as money management and resume building. Someone from the jurisdiction's independent living program usually conducts these classes.

Johnny is now 16 years old and has been in the same group home ever since he was 14. He sees his caseworker once a month and reports that things are okay. He speaks with his mother every two weeks, but has not had a visit with her in person in two years. He had some visits early on with his brother, but he hasn't seen his brother in over a year. Johnny's permanency plan is reunification, but his mother still has one year left on her sentence.

The judge reviewed Johnny's case during a recent review hearing and ordered a CASA for Johnny. That CASA is you.

CASE STUDY – CONGREGATE CARE

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# Resources



## CHILD TRAFFICKING

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ADVOCACY IN ACTION: Resources to Improve Safety, Permanency and Well-Being

## CHILD TRAFFICKING PART 1: RECOGNIZING THE RISKS AND SIGNS

**NAHJA MARTIN, NATIONAL HUMAN TRAFFICKING HOTLINE  
TRAINING MANAGER**  
**MATTHEW VILLEMANN, NATIONAL HUMAN TRAFFICKING  
HOTLINE TRAINING SUPERVISOR LEAD**  
**ALEXIS SCURRY, LMSW, RICHLAND COUNTY CASA  
ANTI-HUMAN TRAFFICKING PROJECT COORDINATOR**

**FEBRUARY 12<sup>TH</sup>, 2019**  
**NATIONAL CASA WEBINAR**



## CHILD TRAFFICKING PART 2: KNOWLEDGE FOR WORKING WITH SURVIVORS

**JENNIFER SWAIN, YOUTHSARK, EXECUTIVE  
DIRECTOR**  
**ELIZABETH WITHERSPOON, FULTON COUNTY  
CASA, TRAINING SPECIALIST**  
**LASHONDRA ADAMS, FULTON COUNTY CASA,  
LEAD ADVOCACY COORDINATOR**

**MARCH 12<sup>TH</sup>, 2019**  
**NATIONAL CASA WEBINAR**




## Facilitator's Guide

ADVOCACY IN ACTION ISSUE:  
CHILD TRAFFICKING, PART 1



WEBINAR: IN-PERSON TRAINING  
DURATION: 2 HOURS

PLEASE NOTE: ALL REFERENCED MATERIALS ARE LOCATED ON THE ADVOCACY IN ACTION PAGE IN THE MEMBER PORTAL

| SESSION OUTLINE | ACTIVITIES  | MATERIALS AND WEBSITES   | TALKING POINTS |
|-----------------|---|--|----------------|
| Preparation     | <p>Listen to the "Child Trafficking Part 1" recording included in this toolkit. Review the PowerPoint slides.</p> <p>Read the "Child Trafficking Part 1" Advocacy in Action Issue Brief, also included in this toolkit.</p> <p>Read the "Child Trafficking Part 1" Case Study and Discussion Questions</p> <p>Optional: Read the supplemental resources included in this toolkit.</p> | <p>Child Trafficking Part 1 audio recording and slides</p> <p>"Child Trafficking Part 1" Issue Brief</p> <p> Child Trafficking.pdf</p> <p>"Child Trafficking Part 1" Case Study and Discussion Questions</p> <p> Child Trafficking Case Study and Disc</p> <p>Optional:<br/>"Child Trafficking Part 1" Webinar Resources</p> |                |

FACILITATOR'S GUIDE - CHILD TRAFFICKING, PART 1

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Q&A



# Contact Information

Please contact [training@nationalcasagal.org](mailto:training@nationalcasagal.org) for follow-up questions and suggestions.

# Upcoming Webinars

- Substance Abuse:  
An Introduction to Substance Abuse as a Disorder, Feb 19,  
10:00-11:00 a.m. PT/1:00-2:00 p.m. ET – [Register](#)

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Thank You