



CASA

Court Appointed Special Advocates
FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Facilitator Manual

CHAPTER THREE



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CHAPTER 3:

Trauma, Resilience and Communication Skills

Contents

» Facilitator Prep.....	1
• Facilitation Tips.....	1
• Supplies Checklist and Advanced Prep.....	2
» Welcome, Housekeeping and Ground Rules.....	8
» Pre-Work Recap	10
» Chapter Overview and Competencies.....	11
» Trauma and Resilience	12
» Skill Building: Communication and Interviewing ...	27
» Working a Case.....	33
» Chapter Wrap-up and Review	43
» Chapter 4 Pre-Work.....	43

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

Item (Activity #)	Advanced Prep
<p>General (found with your local program)</p> <ul style="list-style-type: none">• Name tags• Flipchart and markers• Masking tape• Three-hole punch• Sticky notes	<p>Gather supplies as needed.</p>
<p>Flipchart Pages (facilitator must create)</p> <ul style="list-style-type: none">• Parking Lot	<p>Create a flipchart with heading “Parking Lot.”</p>
<p>A/V Equipment (found with your local program)</p> <ul style="list-style-type: none">• Computer, LCD projector and screen	
<p>Electronic Presentations and Videos (found in the Online Resources)</p> <ul style="list-style-type: none">• Chapter 3 PowerPoint presentation• “Adverse Childhood Experiences (ACE) Study” Video (3C)• “Interviewing Skills: Talking with a 4-Year-Old Child,” Part 2 (3H)	<p>Activity 3B: Preview the video “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.</p> <p>Download the videos found in the Chapter 3 Online Resources: “Adverse Childhood Experiences (ACE) Study” and “Interviewing Skills: Talking with a 4-Year-Old Child,” Part 2 to be used in Activity 3C and Activity 3H, respectively.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 3 Pre-Work Packet (found in the Online Resources)</p> <ul style="list-style-type: none">• Pre-Work Instructions• “Shane’s Story” Video• Information on Understanding Child Trauma• Basic Elements of Communication - Communication and CASA/GAL Volunteer Work• Information on Open-Ended vs. Closed-Ended Questions• Information on CASA/GAL Interview• Initial Case Notes for the Black-Smith Case• “Interviewing Skills: Talking with a 4-Year-Old Child,” Part 1• Assignment Sheet for Interviewing a Child• “First Impressions: Exposure to Violence and a Child’s Developing Brain” Video	<p>At least one week before the Chapter 3 training session, prepare the electronic Pre-Work packet and send to participants.</p> <p>Use the Pre-Work Email Template accessed on the Getting Started page of the curriculum website.</p> <p>Volunteers can access the Pre-Work files from the following link (include this link in your email): http://nc.casaforchildren.org/files/secure/training/preservicecurriculum/Curriculum_QuickLinks_Guide_Volunteer.pdf</p> <p>Volunteers should complete the Pre-Work prior to the Chapter 3 module and bring it with them to class. Make copies of the Pre-Work, the Volunteer Manual and the Chapter 4 Pre-Work documents for reference and use during and after class.</p> <p>If you feel it is useful, you may choose to print out a few copies of the Pre-Work Handouts for each chapter and make them available to those who didn’t complete their assignment before the training.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>In-Class Handouts (found in the Online Resources)</p> <ul style="list-style-type: none">• ACEs Infographic (3C)• ACE Calculator filled out for mother in the Black-Smith case (3C)• Black-Smith Case Study Materials (3I)	<p>Make copies of the Volunteer Manual.</p> <p>Activity 3C: Make copies of the ACEs infographic and ACE Calculator handout, filled out for the mother in the Black-Smith case.</p> <p>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.</p> <p>Activity 3E: Prepare an example of each of the "seven Cs" to share with the participants in the class.</p> <p>Activity 3I: Make copies of all Black-Smith Case Study Materials.</p> <p>(Optional) Arrange for an outside expert to speak to the class and share more on trauma and resilience.</p>
<p>Chapter 4 Pre-Work Packet (found in the Online Resources)</p> <ul style="list-style-type: none">• Article "Mental Illness in Families"• Article "California Moves to Stop Misuse of Psychiatric Meds in Foster Care"• Article "A Multimodal Approach to Managing Mental Health Disorders in Children"	<p>Familiarize yourself with the Chapter 4 Pre-Work assignment. This can be found in the "Chapter 4 Pre-Work" on page 43 of this chapter.</p> <p>Poverty in Your Community</p> <p>Prepare questions on poverty and public assistance.</p> <p>Visiting an Agency Using Public Transportation (Optional Pre-Work): 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.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 4 Pre-Work Packet (found in the Online Resources), Cont'd.</p> <ul style="list-style-type: none">• Article “Questions Advocates Should Ask”• Poverty in Your Community Research Activity• Article “Higher Rates of Poor Children in the System?”• Examining Poverty vs. Neglect Scenarios Activity• Article “Obtaining Confidential Case-Related Records”• Article “Confidentiality and the CASA/GAL Volunteer”• Article “The Necessity of Timely, Effective Communication”• Article “The Fine Art of Team Work (Child Protection Is Not an Individual Sport)”• Initial Case Notes for the Greene Case• (Optional) Visiting an Agency by Taking Public Transportation	<p>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.</p>

CHAPTER 3:

Trauma, Resilience and Communication Skills

Contents

» Welcome, Housekeeping and Ground Rules.....	8
» Pre-Work Recap	10
» Chapter Overview and Competencies.....	11
» Trauma and Resilience	12
» Skill Building: Communication and Interviewing ...	27
» Working a Case.....	33
» Chapter Wrap-up and Review	43
» Chapter 4 Pre-Work.....	43

Welcome, Housekeeping and Ground Rules

Chapter 3: Trauma, Resilience, and Communication Skills



Pre-Work Recap,
Chapter Overview
& Competencies



Trauma
and
Resilience



Skill Building:
Communication
& Interviewing



Working
a Case



Chapter Wrap-Up:
Review & Evaluation
Chapter 4: Pre-Work

2

- 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.
- Inform participants of all materials they should have received prior to attending. This includes the Volunteer Manual and the Pre-Work handouts.
- Inform participants about the value and necessity of Pre-Work, which is assigned in advance of each chapter. Stress the purpose of Pre-Work: To provide a foundation of knowledge on the topics covered in class and to start everyone “on the same page” with regard to relevant background information.
- 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.).
- Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.

Pre-Work Recap

Chapter 3: Pre-Work



- ✓ 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)

3

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

- Watch the video “Shane’s Story” 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.
- Read the information on CASA/GAL Interview in the Chapter 3 Pre-Work packet.
- Read the initial case notes for the Black-Smith case.
- 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	
Competency Category	Knowledge, Skills & Attributes Development in Chapter 3
CASA/GAL Role	
Foundation of Knowledge	<p>Understands the nature and scope of trauma and how it affects children</p> <p>Understands possible reactions of children to separation and loss</p> <p>Understands the importance of resilience in overcoming trauma in children</p>
Sound Judgment	<p>Understands making appropriate fact-based recommendations to the court</p>
Communication	<p>Knows how to utilize basic communication and interviewing skills</p> <p>Knows strategies for interviewing children</p>

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): 8-9 Volunteer Manual, page 3

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)

Preparing to Talk About Trauma: Activity 3A

Part 1: Listen as a volunteer reads the quote by Walt Whitman. Think about what these words mean to you. The facilitator will ask a few participants to share responses.

There was a child went forth every day;
And the first object he look'd upon, the object he became;
And that object became part of him for the day, or a certain part of the day, or
for many years, or stretching cycles of years.

Walt Whitman

Part 2: Listen as the facilitator introduces the concept of the “feelings thermometer,” which is described below.

The Feelings Thermometer



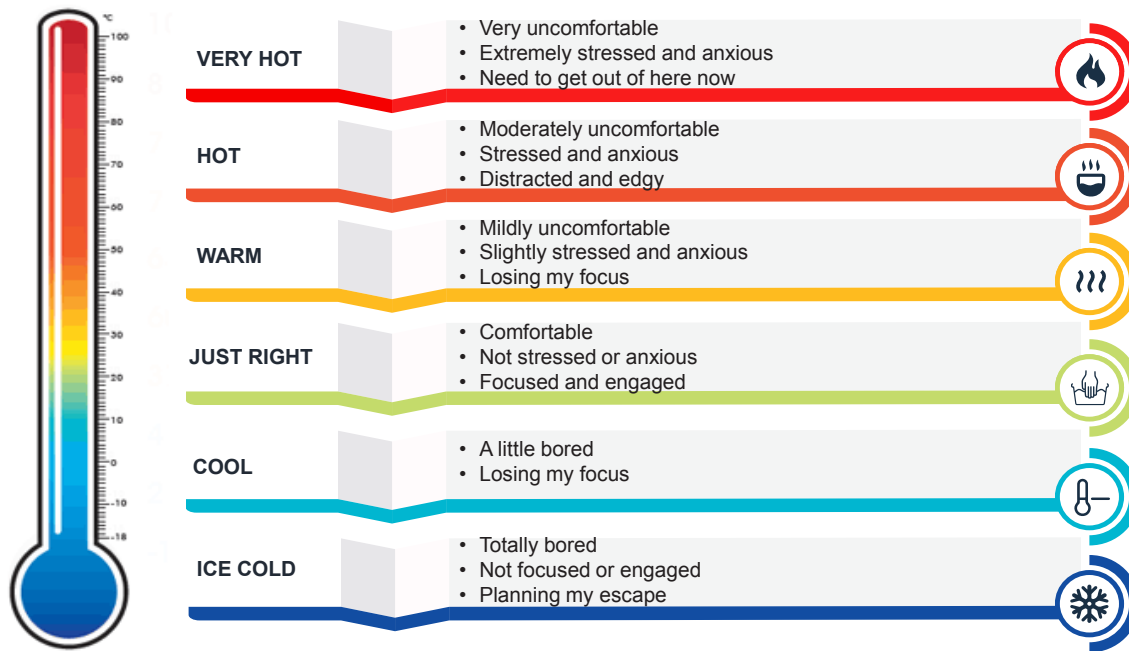
The National Child Traumatic Stress Network (NCTSN) has developed the concept of a “feelings thermometer” to gauge your “emotional temperature” or response to what you’re learning. In their training for parents caring for children who have experienced trauma, NCTSN writes:

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.

The Feelings Thermometer, Cont'd.

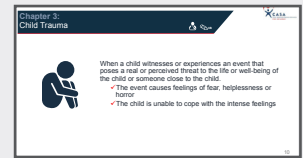
As you begin to explore the topic of trauma, be aware that your feelings about any personal trauma you or someone you are close to has experienced may be heightened. If you find that your “feelings thermometer” is running high and it may be affecting your role as an advocate, please address your concerns 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 Volunteer Manual, page 5

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” video 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 “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 the ACE Calculator handout filled out for the mother in the Black-Smith case.

PowerPoint Slide(s): 17-18 Volunteer Manual, page 6

Facilitator Instructions

Play the video about the Adverse Childhood Experiences (ACE) Study, which appears in the Chapter 3 Online Resources. Then distribute the ACE infographic and ACE Calculator handout filled out for Francis, the mother in the Black-Smith case.

In small groups, discuss the following question:

- What long-term effects might the unresolved trauma have on Francis' health and well-being?

Ask participants (in pairs) to use the blank ACE Calculator (in the volunteer manual) to score Tammy, the older daughter in the Black-Smith case, based on what they currently know about her. Questions for discussion include:

- What ACE score does Tammy, the older daughter in the Black-Smith case have?
- 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.

The Long-Term Effects of Childhood Trauma: Activity 3C



Watch the video about the Adverse Childhood Experiences (ACE) Study. Then read the ACEs Infographic and the ACE Calculator handout filled out for Francis, the mother in the Black-Smith case. In small groups, discuss the following question:

- What long-term effects might the unresolved trauma have on Francis' health and well-being?

In pairs, use the blank ACE Calculator on the next page to score Tammy, the older daughter in the Black-Smith case, based on what you currently know about her.

- What ACE score does Tammy, the older daughter in the Black-Smith case have?
- 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.

ACE Calculator (Blank Form)

Finding Your Adverse Childhood Experience (ACE) Score

Name: *Tammy Black*

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): 19-20 Volunteer Manual, page 8

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, as you read the Separation Experience scenario found on page 9 in the Volunteer Manual, to sit with their eyes closed 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 their own experiences or those of 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.

Separation Experience Scenario



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): 21-23 Volunteer Manual, page 10

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 on page 10 in the Volunteer Manual. Afterward, briefly emphasize the following points:

- Resilience is very individual.
- Some children are naturally more resilient than others.
- Resilience can be built and enhanced through practice.

Share an example of each of the “Seven Cs” with participants (from page 11 in the Volunteer Manual). 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)

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. Then listen as the facilitator provides examples of the “Seven Cs of Resilience” found on page 11). 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

Adapted from “The 7 Cs: The Essential Building Blocks of Resilience,” from Fostering Resilience, <http://www.fosteringresilience.com/7cs.php>.

Skill Building: Communication and Interviewing

The Basic Elements of Communication: Activity 3F

Suggested Time: 5 minutes

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



PowerPoint Slide(s): 24-26 Volunteer Manual, page 12

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:

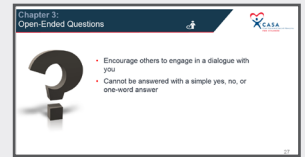
Part 2: Recall the information on basic elements of communication that you read in Pre-Work. In the large group, share any questions you have about what you read.

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

Volunteer Manual, page 13

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): 32-34 Volunteer Manual, page 14

Facilitator Instructions

Part 1: Ask the participants to recall information they read 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. 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.

Working a Case

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): 35-37 Volunteer Manual, page 15

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

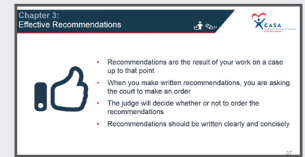
Part 1: Your group will receive a hard copy of the initial file for the Black-Smith case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider 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): 38-40 Volunteer Manual, page 16

Facilitator Instructions

Part 1: Using the Chapter 3 PowerPoint presentation, give an overview on writing effective recommendations using the material on page 17 of the Volunteer Manual. (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?

Recommendations without Outcome Measures	Recommendations with Outcome Measures
Mother must have substance abuse evaluation and follow recommendations from same.	Mother must have substance abuse evaluation and follow recommendations from same, and remain drug-free for 6 months before court considers reunification.
Parents must attend parenting classes.	Parents must attend parenting classes and demonstrate the following parenting skills: establishing meal schedule, bringing children to school on time, bringing children to clinic for medical treatment as advised by physician.
Child should have visitation with siblings.	Child should have visitation with siblings set up monthly and supervised by caseworker.

Chapter Wrap-up and Review

Chapter Review

Review (PowerPoint Slides: 41-42)

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: 43)

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

Supplemental Resources (PowerPoint Slide: 44)

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

- The 7 Cs of Resilience
- Violence Prevention

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): 45-46

Mental Illness in Families

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

California Moves to Stop Misuse of Psychiatric Meds in Foster Care

Have participants read the article “California Moves to Stop Misuse of Psychiatric Meds in Foster Care” found in Chapter 4 Pre-Work packet. They'll be discussing this article during an activity in Chapter 4.

Chapter Wrap-Up, Cont'd.

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.

Questions Advocates Should Ask

Have participants read through the list of questions that advocates should ask children and teens when determining which types of medical treatments are in their best interest.

Poverty in Your Community Research Activity

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?

Higher Rates of Poor Children in the System

Have participants read about why poor children are more likely to be in the system in the Chapter 4 Pre-Work packet.

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.

Chapter Wrap-Up, Cont'd.

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.

The Necessity of Timely, Effective Communication

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

The 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.

Initial Case Notes for 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.

Chapter Wrap-Up, Cont'd.

Example Agency Sign-up Sheet:

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

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.

Additional Resources

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

- Motivational Interviewing
- Secondary Trauma
- The 7 Cs of Resilience
- Violence Prevention

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.

California Moves To Stop Misuse of Psychiatric Meds in Foster Care

Read the article “California Moves To Stop Misuse of Psychiatric Meds in Foster Care” 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.

Questions Advocates Should Ask

Read through the list of questions that advocates should ask children and teens when determining which types of medical treatments are in their best interest.

Chapter Wrap-Up, Cont'd.

Poverty in Your Community Research Activity

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?

Higher Rates of Poor Children in the System

Read about why poor children are more likely to be in the system in the Chapter 4 Pre-Work packet.

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.

The Necessity of Timely, Effective Communication

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

The 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.

Chapter Wrap-Up, Cont'd.

Initial Case Notes from 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.

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.

