



CASA

Court Appointed Special Advocates
FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Facilitator Manual

CHAPTER FIVE



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

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Version 2, November 2017

CHAPTER 5:

Substance Abuse and Cultural Competence

CONTENTS

» Facilitator Prep	1
• 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

Facilitator Prep



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.



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• The Effects of Substance Abuse on Parenting	<p>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.</p> <p>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.</p>
<p>Electronic Presentations and Videos (found in the Online Resources but to be downloaded).</p> <ul style="list-style-type: none">• Chapter 5 PowerPoint presentation• “What the Child Experiences” Video	<p>Activity 5C: Show “What the Child Experiences” video from Powerful Voices: Stories by Foster Youth. Download the video found in the Chapter 5 Online Resources.</p> <p>Activity 5G (Optional Activity): Media Stereotyping. Add an additional PowerPoint slide using the media images found on page 33 of this manual.</p>
<p>Signs</p> <ul style="list-style-type: none">• National CASA Guiding Principles	<p>Activity 5F: Make a copy of the National CASA Guiding Principles signs and post them around the training room prior to beginning Chapter 5.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 5 Pre-Work Packet</p> <ul style="list-style-type: none">• Substance Abuse• Information about commonly abused drugs by National Institute on Drug Abuse• Diversity, National CASA Vision and Guiding Principles• Disproportionality in the Child Welfare System• Disproportionality Statistics• Cultural Competence Glossary• Local disproportionality statistics (<i>facilitator must create</i>)• Initial Case Notes for the Lavender Case• Sample Court Reports• Examples of good and bad court reports (<i>facilitator takes from local program</i>)	<p>At least one week before the Chapter 5 training session, prepare the electronic Pre-Work packet and send to participants. Note: You must update the packet with:</p> <ul style="list-style-type: none">• Local disproportionality statistics• Examples of good and bad court reports <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 5 module and bring it with them to class. Make copies of the Pre-Work, the Volunteer Manual and the Chapter 6 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> <p>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.</p> <p>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.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
Chapter 5 Pre-Work Packet, Cont'd.	<p>Ask the participants to read the Cultural Competence Glossary in the Chapter 5 Pre-Work packet. This glossary will help familiarize the participants with some of the terms they will encounter in the next two chapters.</p> <p>Activity 5G: Ask the participants to read information about disproportionality and disproportionality statistics found in the Chapter 5 Pre-Work packet.</p> <p>Activity 5G: 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.</p> <p>Activity 5H: Ask the participants to read the Initial Case Notes for the Lavender Case.</p> <p>Activity 5I: Ask the participants to read samples of court reports found in the Chapter 5 Pre-Work Handouts and answer the following questions:</p> <ul style="list-style-type: none">• Which statements are opinion-based?• Which statements are fact-based?• What's missing from each example?• What could be improved in each example?• Add examples of good and bad court reports.



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">• List of locally abused drugs—<i>facilitator must create</i> (5A)• Local substance abuse treatment resources — <i>facilitator must create</i> (5A)• Culture Puzzle (5E)• National CASA Guiding Principles Signs (5F)• Lavender Case Study Materials (5H)	<p>Make copies of the Volunteer Manual.</p> <p>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.</p> <p>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.</p> <p>Activity 5E: Make enough copies of the Culture Puzzle handout so that each pair of participants can share one. Cut puzzle pieces apart along the dotted lines.</p> <p>Activity 5F: 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.</p> <p>Activity 5H: Read the Lavender Case Study materials found in the Chapter 5 Handouts.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 6 Pre-Work Packet</p> <ul style="list-style-type: none">• Articles “Understanding Domestic Violence” and “Statistics of Domestic Violence”• Exercise on “Sorting People: Can You Tell Somebody’s Race by Looking at Them?”• Exploring Culture and Perceptions Activity• Article “Stereotyping vs. Cultural Competence”• 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	<p>Familiarize yourself with the Chapter 6 Pre-Work assignment. This can be found in the Chapter 6 Pre-Work on page 41 of this chapter.</p>

CHAPTER 5:

Substance Abuse and Cultural Competence

Contents

» 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

Welcome, Housekeeping and Ground Rules

Chapter 5: Substance Abuse & Cultural Competence



Pre-Work Recap,
Chapter Overview
& Competencies

Substance
Abuse

Skill Building:
Cultural
Competence

Working
a Case

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

2

- 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.
- 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.
- 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 training.

Welcome, Housekeeping and Ground Rules, Cont'd.

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

Pre-Work Recap

Chapter 5: Pre-Work Recap



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

3

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	
Competency Category	Knowledge, Skills, & Attributes Development in Chapter 5
CASA/GAL Role	
Foundation of Knowledge	Understands the ways substance abuse can affect children and families Knows the importance of being aware of resources in the community that assist with substance abuse
Cultural Competency	Knows strategies and steps to take to increase cultural competency skills and demonstrates culturally competent child advocacy Understands the root causes of disproportionate representation of children of color in the child welfare system and the disparate outcomes children of color experience
Communication	Understands the importance of speaking and writing clearly and concisely

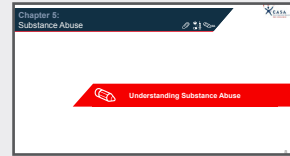
Substance Abuse

Understanding Substance Abuse: Activity 5A



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): 8-10

Volunteer Manual, page 3

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?

Strengths...	How substance abuse impacts this person's life...

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): 11

Volunteer Manual, page 4

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, have them 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.

Experiences: Saving Kids ... Children of Addicts: Activity 5C



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.

Advanced Prep

Download the video "What the Child Experiences" from the online resources.

PowerPoint Slide(s): 12 Volunteer Manual, page 6

Facilitator Instructions

Show the clip of the news story "What the Child Experiences." 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.

Experiences: Saving Kids ... Children of Addicts: Activity 5C

As you watch the clip of the news story “What the Child Experiences,” 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.

Working with Families: Activity 5D

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): 13-15

Volunteer Manual, page 7

Facilitator Instructions

Part 1: Ask participants to read “Shannon’s Story” in the Volunteer Manual (pages 8 through 10). 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 return 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 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” in the Volunteer Manual (pages 8 through 10), 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.

Shannon 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 Caterina 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)

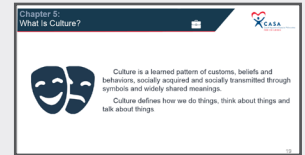
Skill Building: Cultural Competence

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): 17-20

Volunteer Manual, page 11

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.

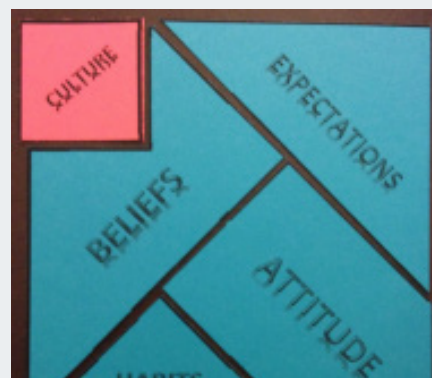
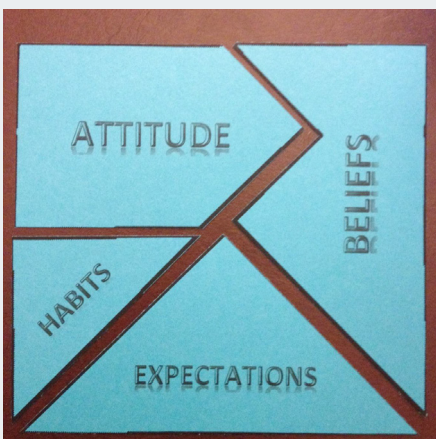
Sometimes people have a difficult time identifying their culture. For example, white people who do not know or do not have a strong sense of their ethnicity, may feel like they do not have a culture. In this case, recommend that for this activity, people think about culture—rules, expectations and guidelines—in 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:



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 can overlap.

In the large group, answer the following questions:

- Describe your experience of 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

Unconscious Rules

Completely below sea level

Emotional load: intense

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
theory 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 signs for the National CASA Guiding Principles, found in the Chapter 5 Handouts, and post them around the training room before beginning this chapter.

PowerPoint Slide(s): 21-25

Volunteer Manual, page 13

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 signs for the guiding principles 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.

The Value of Diversity: Activity 5F



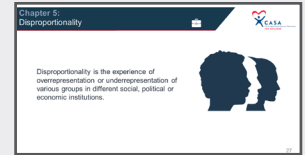
Recall the information you read about diversity, the National CASA Vision Statement and guiding principles found in Chapter 5 Pre-Work Handouts and discuss any questions that you may have. Then read the signs posted around the room, which list the principles that guide National CASA's efforts and goals related to achieving diversity within the CASA/GAL network.

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.

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): 26-28

Volunteer Manual, page 14

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.

(Note: To add the image, right-click on the image, then copy and paste it into a new PowerPoint slide.) 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 that were posted 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

Disproportionality and Disparate Outcomes

Recall the Chapter 5 Pre-Work information about disproportionality and disproportionality statistics, including those in your state and local area. 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

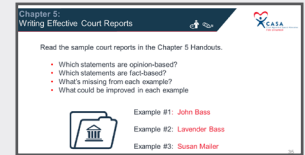


Suggested Time: 60 minutes

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): 30-32

Volunteer Manual, page 15

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



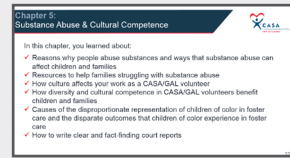
Part 1: Your group will receive a hard copy of the initial file for the Lavender case, which you read for Pre-Work. Take several minutes to re-familiarize yourself with the information in this case file. You will also receive a list of questions that your Questioner should remind your group to consider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

Volunteer Manual, page 16

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.

Evaluation

Hand out copies of the Chapter 5 Volunteer Training Evaluation and collect them before participants leave.

PowerPoint Slide(s): 35-37

Chapter 6 Pre-Work

Pre-Work Activities

PowerPoint Slide(s): 38-39

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 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 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.

