



CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Facilitator Manual

CHAPTER SEVEN



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Version 2, November 2017

CHAPTER 7:

Educational Advocacy, Older Youth and LGBTQ Youth

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Facilitator Prep



Facilitation Tips

- This chapter takes approximately 3 hours and 25 minutes.
- The material in this chapter about educational advocacy and advocacy for older youth is intended to briefly introduce issues related to these topics. Consider scheduling additional in-service training on these subjects.
- Acknowledge and build on what participants already know about working with older youth. Connect the content with their personal experience—we were all young people once upon a time.



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
General (found with your local program) <ul style="list-style-type: none">• Name tags• Flipchart and markers• Masking tape• Three-hole punch• Sticky notes	Gather the supplies as needed.
Flipchart Pages (facilitator must create) <ul style="list-style-type: none">• Parking Lot	Activity 7H: Provide several flipchart sheets for each group to write their recommendations for the real-life simulation.
A/V Equipment (found with your local program) <ul style="list-style-type: none">• Computer, LCD projector and screen	
Electronic Presentations and Videos (found in the Online Resources) <ul style="list-style-type: none">• Chapter 7 PowerPoint presentation• “Childhood Reflections” Audio (7A)• “Baily’s Story” Video from <i>Stories of Aging Out</i> (7B)• “Randy’s Story” Video from <i>Digital Stories from the Field</i> (7G)	Download the presentation, videos and audio file prior to the session.



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 7 Pre-Work Packet (found in the online resources)</p> <ul style="list-style-type: none">• “How Resilience Is Built” Video• “Childhood Reflections” Audio Clip• Article “Statistics on Youth Aging Out of Foster Care”• Article “Concurrent Planning” and the lists of questions that follow• Article “Educational Challenges for Children in the Child Welfare System”• Initial Case Notes for Brown Case• Beyond Alphabet Soup (Some Key Acronyms)• Laws Related to Older Youth in Foster Care• Greene Case and Amarillo Case (re-read)• LGBTQ Glossary	<p>At least one week before the Chapter 7 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 7 module and bring it with them to class. Make copies of the Pre-Work, the Volunteer Manual and the Chapter 8 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 On-line Resources)</p> <ul style="list-style-type: none">• Educational Advocacy Quick Assessment Forms (7D)• Brown Case Study Materials (7H)	<p>Make copies of the Volunteer Manual.</p> <p>Activity 7D: Ensure there are copies of the three Educational Advocacy Quick Assessment Forms—one blank, one for Marky Greene and one for Maria Amarillo—located in the Chapter 7 Handouts.</p> <p>Activity 7H: Ensure all volunteers have the Brown Case Study Materials, which appear in the Chapter 7 Handouts.</p>
<p>Chapter 8 Pre-Work Packet (found in the Online Resources, except where noted)</p> <ul style="list-style-type: none">• Developing Competencies Checklist (which volunteers filled out at the beginning of training)• Initial Case Notes for the Redd Case<ul style="list-style-type: none">– Service Unit Contact Sheet– Medical History for Mariah Redd– Criminal Records for Clarissa Redd– Criminal Records for Charles Jones– Substance Abuse Assessment– Residential Substance Abuse Treatment Center: Fresh Start	<p>Familiarize yourself with the Chapter 8 Pre-Work assignment. This can be found in the “Chapter 8 Pre-Work” on page 38 of this chapter.</p>



Supplies Checklist and Advanced Prep

Item (Activity #)	Advanced Prep
<p>Chapter 8 Pre-Work Packet, Cont'd.</p> <ul style="list-style-type: none">• Redd Case Interviews• Writing Program Report Activity• CASA/GAL Volunteer Competencies Review Activity• Program Court Report Template <i>(facilitator must create)</i>	

CHAPTER 7:

Educational Advocacy, Older Youth and LGBTQ Youth

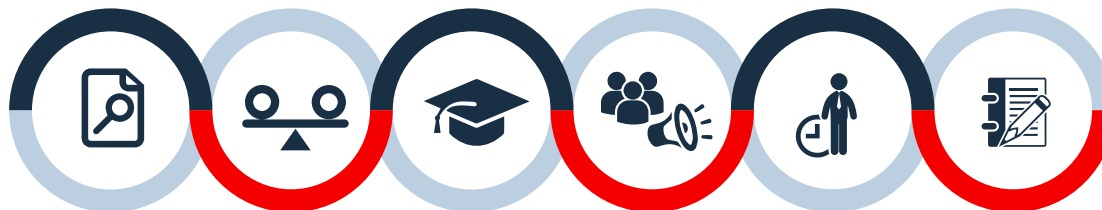
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Welcome, Housekeeping and Ground Rules



Chapter 7: Educational Advocacy, Older & LGBTQ Youth



Pre-Work
Recap,
Chapter
Overview &
Competencies

Permanence

Educational
Advocacy

Advocating
for Older
Youth &
LGBTQ
Youth

Working
a Case

Chapter
Wrap-Up:
Review &
Evaluation

Chapter 8:
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.
- 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 the participants that these cases introduce them to broad concepts related to child abuse and to the skills involved in working with children and

Welcome, Housekeeping and Ground Rules, Cont'd.

families. Later in the training, they will also be working through a few cases to introduce them to the court process and related CASA/GAL volunteer tasks, such as note taking and report writing.

- Introduce the Parking Lot, a flipchart page where you can note (or “park”) issues unrelated to the current chapter and make a plan to address them later. Post this flipchart at the front of the room.
- Point out to learners that all activities appear in their Volunteer Manual and that the designers were intentionally transparent about the format of this training. The learners should know what they can expect the facilitator to do (e.g., establish an environment conducive to learning, keep things moving, adjust the activities or timing to better meet the needs of the group, be a resource, etc.). Participants also need to know what they will be expected to do (e.g., attend the sessions, participate in the activities, ask questions, take responsibility for their own learning, etc.).
- You may want to introduce basic names or acronyms that you will be using throughout the training. For instance, the Volunteer Manual sometimes refers to child protection agencies as CPS. Inform them what this acronym stands for, and let them know the name and acronym of the child welfare agency in your area, if it is not CPS. Refer them to the list of acronyms provided in “Alphabet Soup,” which is part of the Chapter 1 Pre-Work handouts. A copy of the Chapter 1 Pre-Work Handouts will be provided to participants before the session.
- Transition into the chapter material by introducing the competencies to be developed by the end of this chapter.

Pre-Work Recap

Chapter 7: Pre-Work Recap



- ✓ Watch the video “How Resilience Is Built” and think about relationships you had as a youth that helped you build resilience.
- ✓ Listen to the audio clip “[Childhood Reflections](#)”.
- ✓ Read the “Statistics on Youth Aging Out of Foster Care”, which appears in the Chapter 7 Online Resources.
- ✓ Read the Initial Case Notes for the “Brown Case”.
- ✓ Go through the Ecological Model of Factors Affecting Resilience.

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

- Watch the video “How Resilience Is Built” and think about relationships you had as a youth that helped you build resilience.
- Listen to the audio clip “Childhood Reflections.”
- Read the “Statistics on Youth Aging Out of Foster Care” and go through the Ecological Model of Factors Affecting Resilience diagram
- Read the article “Concurrent Planning,” and prepare to answer the lists of questions that follow.
- Read the article “Educational Challenges for Children in the Child Welfare System,” and prepare answers to questions that follow based on your K-12 experiences
- Read the Initial Case Notes for the Brown Case.
- Review “Beyond Alphabet Soup.”
- Re-read the Greene Case and the Amarillo Case.
- Read “Laws Related to Older Youth in Foster Care.”
- Review LGBTQ Glossary.

Chapter Overview and Competencies

This chapter addresses issues related to resilience and permanence, children’s educational needs, advocating for older youth and the challenges faced by LGBTQ youth in the system. You’ll also continue to explore cultural competence and child welfare law.

Competency Building in Chapter 7	
Competency Category	Knowledge, Skills, Attributes, Behavior Development in Chapter 7
Foundation of Knowledge	<ul style="list-style-type: none">• Understands the factors that contribute to a child’s resilience• Understands the importance of resilience in overcoming trauma in children• Understands concurrent planning• Understands options for permanence for the child• Understands how CASA/GAL advocacy differs for young children and older youth• Knows strategies to address educational challenges• Understands the issues faced by LGBTQ youth in the child welfare system

Permanence

Revisiting Resilience: Activity 7A

Suggested Time: 15 minutes

Goal: To allow participants to think about factors that foster resilience in youth in the child protection system



PowerPoint Slide(s): 8

Volunteer Manual, page 3

Facilitator Instructions

Part 1: Remind participants about the concept of resilience, introduced in Chapter 3. Explain the important role that resilience plays for older youth, including those aging out of foster care. Ask them to recall the audio clip “Childhood Reflections” that they listened to as part of the Pre-Work and the video “How Resilience is Built.” You need not play the audio clip or video in the class. Ask participants to share their ideas for some of the ways the youth exhibited resilience and write them on a flip chart. Ask the volunteers to recall the Ecological Model of Factors Affecting Resilience diagram that they went through as part of the Pre-Work, and relate participants’ suggestions to the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community and the wider society).

It has been shown through research that individuals differ widely in their responses to stress. Because of this, and because resilience is shaped by so many factors, the development of resilience is a personal journey. Some approaches to building resilience may be effective for one person, but might not result in success for another.

However, with regard to children in particular, we should be aware that it is never too late to learn how to improve stress responses, and teaching the tools for building resilience is shown to be widely successful in helping to diminish the negative effects of adversity. Individual coping strategies and good social support systems play a positive part in improving childhood trauma. As CASA/GAL volunteers, we should be looking for positive, caring adults in our children’s social environment, and encouraging ways to strengthen those ties when appropriate.

Revisiting Resilience, Cont.'d

For deeper learning about resilience, go to:

<http://www.nationalresilienceresource.com/>

(5 minutes)

Part 2: Divide participants into two groups, and have each group reflect back on either the Greene case or the Amarillo case. Ask them to find three factors on the diagram that are present in Marky's or Maria's case and discuss the following questions:

- What impact did these factors have on the case?
- How could a CASA/GAL volunteer help nurture resilience in Marky or Maria?

Have the groups share their responses in the large group.

(10 minutes)

Revisiting Resilience: Activity 7A

Part 1: Recall the “Childhood Reflections” audio clip that you listened to as part of the Pre-Work, where adults who spent time in the child welfare system speak about their childhoods, as well as the video “How Resilience is Built” that you also were assigned to watch. In the large group, share your ideas on some of the ways resilience was exhibited. Recall the concept of ecological model of resilience that you went through as part of Pre-Work.

Part 2: The facilitator will divide you into groups and assign each group to reflect back on either the Greene case or the Amarillo case. Find three factors on the diagram that are present in Marky’s or Maria’s case—factors related to Marky’s and Maria’s thoughts, behaviors and skills; their families; their schools and local communities; and the wider society. In your group, discuss the following questions:

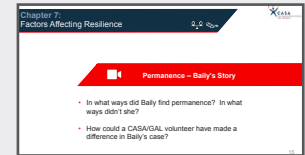
- What impact did these factors have on the case?
- As a CASA/GAL volunteer, how could you help nurture resilience in Marky or Maria?

Share your responses in the large group.

Baily's Story and the Importance of Permanence: Activity 7B

Suggested Time: 15 minutes

Goal: To help participants learn the importance of permanence for a child



PowerPoint Slide(s): 10-15

Volunteer Manual, page 4

Facilitator Instructions

Part 1: Play the video “Baily’s Story” from *Stories of Aging Out*. Then, use the Chapter 7 PowerPoint presentation to give an overview of the information in the Volunteer Manual about permanence. (10 minutes)

Part 2: Have participants work in pairs to answer the following questions and then share their ideas in the large group:

- In what ways did Baily find permanence? In what ways didn't she?
- How could a CASA/GAL volunteer have made a difference in Baily's case?

(5 minutes)

Baily's Story and the Importance of Permanence: Activity 7B

Part 1: Watch “Baily’s Story” from *Stories of Aging Out*. After the video, listen as the facilitator presents the information below about permanence.

Part 2: Working in pairs, answer the following questions:

- In what ways did Baily find permanence? In what ways didn’t she?
- How could a CASA/GAL volunteer have made a difference in Baily’s case?

Share your ideas in the large group.

Permanence



Children are born unable to survive on their own. They need someone to provide life's basic necessities: food, shelter, protection from harm. To get beyond survival and reach normal growth and developmental milestones, children require a "primary attachment figure"—an adult who "is there for them," whom they can count on, who consistently meets their emotional and physical needs. For most children, this role is filled by a biological parent or parents. However, one or more other caring adults, who are willing to commit unconditionally to the child, can also meet the child's need for permanence.

When a child enters the child welfare system, the belief that a parent "will always be there" is shattered.

One of your primary goals as a CASA/GAL volunteer is to advocate for a safe, permanent home as soon as possible, honoring the child's culture and sense of time. While there is never a guarantee of permanence, having such intentions can ensure that you are working toward a plan that supports permanence.

At a very basic level, permanence is most probable when the legal parent is also the emotional parent as well as the *parenting figure present in the child's life*.

There are a limited number of possible "permanent" options:

1. Return to parent
2. Adoption (by a relative or nonrelative)
3. Kinship Guardianship

The third option, placement and custody or guardianship with relatives or fictive kin, while not truly "permanent," is sometimes considered an appropriate choice when the first two options are not practical.

What Is Kinship Guardianship?

Kinship guardianship is a subsidized alternative to adoption for children or youth who have been placed with relatives (or, in some cases, fictive kin) who are certified foster parents and who have been placed with that relative for six months or more. Unlike adoption of a child in foster care, kinship guardianship does not require the surrendering or termination of parental rights.

Permanence, Cont'd.

Like adoption of a child in foster care, kinship guardianship is subsidized, meaning that the guardianship will receive a monthly subsidy to provide for the care of the child. In theory, kinship guardianship is a less permanent option because parents can petition the court to regain custody, provided that there have been substantial changes in their circumstances. Parents may also petition the court for visitation.

What Is Fictive Kin?

A more recent development in the consideration of permanency options for children is the introduction of fictive kin. Fictive kin are individuals who, while they may not be related to a child by blood, adoption or marriage, play an important role in a child's life. In short, they act as family even though they may not be family in the strict legal meaning of the word. Increasingly, courts are allowing for fictive kin to be considered in cases of kinship guardianship or to petition the court for custody or guardianship in the same way a relative might.

Long-Term Foster Care: An Impermanent Option

Despite the advocacy efforts of CASA/GAL volunteers and the hard work by caseworkers, many children remain in foster care. These children live in foster homes or group homes—or move from placement to placement during their time in care.

Long-term foster care becomes the plan for older children or children labeled as difficult* for whom there is no identified family. Sometimes these children are actually placed in a family setting but their caregivers do not want to adopt them. In any case when the plan is permanent foster care, what the child protective services system is actually doing is planning for these children to belong to no one. Clearly this is unacceptable. When faced with this as the “only” alternative, it is our obligation to insist that this not be the end of the planning process, but rather the beginning of a new dialogue around how to make permanence a reality, even for the most “difficult” child.

*At times children diagnosed with ADHD, oppositional defiant disorder (ODD), autism, PTSD and other disorders are labeled as difficult or challenging.

Permanence, Cont'd.

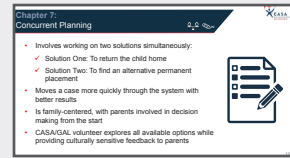
Cultural Considerations

It is important to know that some Native Americans have a strong bias against adoption and certain tribes do not approve of adoption. This requires special consideration when weighing the permanency options for an Indian child who is an identified member of a tribe. In some cases, placement with a Native American custodian can truly be considered permanent.

Concurrent Planning: Activity 7C

Suggested Time: 10 minutes

Goal: To help participants learn what concurrent planning is and understand its importance to their role as CASA/GAL volunteers



PowerPoint Slide(s): 16

Volunteer Manual, page 8

Facilitator Instructions

Ask the participants to recall the article “Concurrent Planning” that they read and the lists of questions that follow as part of the Pre-Work. Ask them to choose the case of either Marky Greene or Maria Amarillo. As they read through the questions to consider, ask them to reflect on the case they have chosen and formulate answers to the questions while thinking about options for permanence.

(10 minutes)

Concurrent Planning: Activity 7C

Recall the article “Concurrent Planning” that you read and the lists of questions that follow as part of Pre-Work. Choose the case of either Marky Greene or Maria Amarillo. As you read through the questions to consider, reflect on the case you have chosen and formulate answers to the questions while thinking about options for permanence.

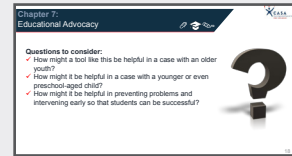
Educational Advocacy

Educational Challenges for Children in Care: Activity 7D



Suggested Time: 10 minutes

Goal: To help volunteers identify the educational challenges youth face when they are in foster care



PowerPoint Slide(s): 18

Volunteer Manual, page 9

Advanced Prep

Make copies of the three Educational Advocacy Quick Assessment Forms—one blank, one for Marky Greene, and one for Maria Amarillo—located in the Chapter 7 Handouts.

Facilitator Instructions

Ask the participants to recall the information they read about educational challenges for children in the child welfare system. Then divide participants into two groups. Pass out blank copies of the Educational Advocacy Quick Assessment Form. Have one group fill out the educational assessment form as if they were the CASA/GAL volunteer for Maria Amarillo. The other group should do the same for Marky Greene. Once everyone has finished, pass out the assessment forms, as filled out by an expert who has reviewed the Amarillo and Greene cases, and then give the participants a moment to compare the assessment forms with their own notes. Discuss among the group as whole.

Debrief the activity with the following questions:

- How might a tool like this be helpful in a case with an older youth?
- How might it be helpful in a case with a younger or even preschool-aged child?
- How might it be helpful in preventing problems and intervening early so that students can be successful?

(10 minutes)

Educational Challenges for Children in Care: Activity 7D



Recall the information that you read about educational challenges for children in the child welfare system as part of Pre-Work. After the facilitator divides the class into two groups, fill out the Educational Advocacy Quick Assessment Form as if you were the CASA/GAL volunteer for either Marky Greene or Maria Amarillo. Once you've finished, the facilitator will pass out the notes of an expert who has reviewed the Greene and Amarillo cases, and give you a moment to compare them to your group's notes.

In the large group, discuss the following questions:

- How might a tool like this be helpful in a case with an older youth?
- How might it be helpful in a case with a younger or even preschool-aged child?
- How might it be helpful in preventing problems and intervening early so that students can be successful?

Educational Advocacy Quick Assessment Form

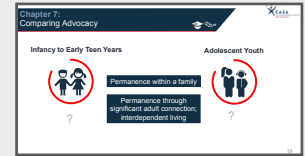
1. Student's name	
2. School name	
3. Grade	
4. Special needs/IEP requirements	
5. Evidence of behavioral problems/excessive absence	
6. Grade Point Average	
7. Seeing school social worker or any other support personnel?	
8. Extracurricular activities	
9. Need for tutoring?	
10. On track to graduate?	
11. Received resources for post-HS education or vocational program?	
12. Other pertinent information	

Advocating for Older Youth

Comparing Advocacy Across Age Ranges: Activity 7E

Suggested Time: 10 minutes

Goal: To help participants understand the similarities and differences in advocating for younger children and older youth



PowerPoint Slide(s): 19-28

Volunteer Manual, page 11

Advanced Prep

Prior to this session, practice using the PowerPoint presentation for this activity.

Facilitator Instructions

Remind participants that regardless of the age of the child, the CASA/GAL volunteer fulfills her or his basic roles: information gathering, facilitating, advocating and monitoring a case. However, as the age of the youth changes so will the volunteer role. CASA/GAL volunteers should expect the focus of their advocacy to evolve as the older youth nears the point of aging out of the foster care system.

Using the Chapter 7 PowerPoint presentation, display each pair of guiding principles for advocacy and have the group decide which age group each principle fits with—either Infancy to Early Teen Years or Adolescent Youth. Once the group decides, click to the next powerpoint slide to reveal the correct answer. Then share with the group the comparison between the advocacy roles, listed in the chart below.

Afterward, have participants discuss the following question in the large group:

- How else do you think your role as a CASA/GAL volunteer, working with an older youth, may differ from your role working with a child age 13 or younger?

Comparing Advocacy Across Age Ranges, Cont'd.

Infancy to Early Teen Years	Adolescent Youth	Comparison
Permanence within a family	Permanence through significant adult connection; interdependent living	When it comes to the best interest principle, the focus will shift from permanence in a home where adults will take care of a child's needs to creating permanence for the youth in which he or she is connected to at least one responsible adult and is also a responsible party in his or her own life.
Volunteer takes lead in assessment, facilitation, advocacy and monitoring	Partner with youth in assessment, facilitation, advocacy and monitoring	When working with younger children, the role of the volunteer advocate is to take the lead on the activities of assessment, facilitation, advocacy and monitoring of the case. This role will shift to a certain degree with older youth, as the volunteer advocate should look to form a partnership with the youth in fulfilling these activities.
Review records, interview, determine appropriateness of permanency plan, make recommendations, maintain records	Focus on preparation for successful independent living	The core responsibilities of a volunteer advocate hold true regardless of the child's age. However, when an older youth's permanency plan is emancipation, a volunteer advocate's focus will need to shift in order to ensure that resources and services are in place to prepare the youth for successful independent living.

Comparing Advocacy Across Age Ranges, Cont'd.

Infancy to Early Teen Years	Adolescent Youth	Comparison
Maintaining a relationship with children and families	Maintaining appropriate relationship boundaries	The volunteer-child relationship typically ends with younger children when they have been returned to or placed in a safe, permanent home. But when working with older youth who are preparing to live independently, families, if present, will generally be less involved with the system and not as likely to work toward improving parenting skills or house or job situations. It is important to keep in mind that a volunteer's legal role and appointment, as well as all protections associated with such a relationship, end when the youth is legally considered to be an adult and the case has closed.
Minimum sufficient level of care	Preparation to age out	The minimum sufficient level of care (MSL) principle will not apply to older foster youth whose permanency plan no longer includes reunification with their family. And because the youth will not be returning to a parent's care, the focus will shift from a parent's ability to the abilities, skills and resources available to a youth.

Comparing Advocacy Across Age Ranges: Activity 7E

As a CASA/GAL volunteer, you will fulfill your basic role regardless of the age of the child: information gathering, facilitating, advocating and monitoring a case. However, as the age of the youth changes so will your role. You should expect the focus of your advocacy to evolve as the older youth nears the age of emancipation from the foster care system.

The facilitator will show you pairs of guiding principles for advocacy. In the large group, decide which of the principles apply when working with children in infancy to the early teen years and which apply to adolescent youth. The facilitator will share comparisons between the age ranges for each principle.

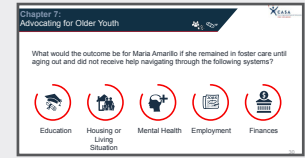
Afterward, discuss the following question in the large group:

- How else do you think your role as a CASA/GAL volunteer, working with an older youth, may differ from your role working with a child age 13 or younger?

Advocating for Older Youth: Activity 7F

Suggested Time: 15 minutes

Goal: To help volunteers understand the impact on youth of growing up in and aging out of foster care



PowerPoint Slide(s): 30

Volunteer Manual, page 12

Facilitator Instructions

Ask participants to consider the statistics they read for Pre-Work and what the outcome for Maria Amarillo would be if she remained in foster care until aging out and did not receive help navigating through the systems indicated below. Ask each participant to list what issues Maria might face in each of the following systems, using the chart in the Volunteer Manual:

- Education
- Housing or Living Situation
- Mental Health
- Employment
- Finances

Have participants share with the group what they wrote down. Clarify and discuss, stressing that the statistics they read for Pre-Work point to the importance of providing age-appropriate advocacy for youth before they age out of the system.

Advocating for Older Youth: Activity 7F

Considering the statistics about youth aging out of the foster care system, which you read for Pre-Work, think about what the outcome for Maria Amarillo might be if she remained in foster care until aging out and did not receive help navigating through the systems indicated below. In the space provided, list what issues Maria might face in the various systems an older youth encounters:

Education

House or Living Situation

Mental Health

Employment

Finances

Share what you wrote in the large group.

Advocating for LGBTQ Youth: Activity 7G

Suggested Time: 15 minutes

Goal: To give participants an opportunity to consider some of the unique issues facing LGBTQ youth



PowerPoint Slide(s): 31-32

Volunteer Manual, page 13

Facilitator Instructions

There is a disproportionate number of lesbian, gay, bisexual, transgender and queer and questioning (LGBTQ) youth in foster care. This activity focuses on a topic—working with LGBTQ youth—that may evoke strong emotions on the part of participants. As a facilitator, you can use this opportunity to look for professionalism, appropriateness and cultural competency skills.

Part 1: Ask participants to quietly reflect on the following paragraph, which appears on page 13 in the Volunteer Manual:

Think back to when you were a child or teenager. Did your peers ever make fun of you for any part of who you were? If so, how did you feel or respond? Did you make fun of anyone else? How did they respond? You may want to write down your responses, but you will not be asked to share them.

(3 minutes)

Part 2: Play the video “Randy’s Story” from *Digital Stories from the Field*. Then, in the large group, lead a discussion on the following questions:

- How do you think a youth’s sexual orientation affects his or her identity?
- What obstacles might LGBTQ youth encounter in foster care that would hinder their ability to maintain their identity?
- Do you think these obstacles are unique to LGBTQ youth? If so, why? If not, how are these issues transferable to youth in other situations?
- How could a CASA/GAL volunteer have advocated for Randy?

(12 minutes)

Advocating for LGBTQ Youth: Activity 7G

There is a disproportionate number of LGBTQ youth in foster care. At home, LGBTQ youth are more likely than their non-LGBTQ peers to face disapproval, abuse and neglect. Family conflict often becomes so intense that the youth are forced to leave home. Once in the child welfare system, many LGBTQ youth continue to be misunderstood, facing abuse, harassment and isolation. In foster homes and group care facilities, LGBTQ youth are often mistreated and even harmed by staff, caregivers and other young people.

Part 1: Think back to when you were a child or teenager. Did your peers ever make fun of you for any part of who you were? If so, how did you feel or respond? Did you make fun of anyone else? How did they respond? Write down your responses. You will not be asked to share them.

Part 2: Watch “Randy’s Story” from *Digital Stories from the Field*. Then, in the large group, discuss the following questions:

- How do you think a youth’s sexual orientation affects his or her identity?
- What obstacles might LGBTQ youth encounter in foster care that would hinder their ability to maintain their identity?
- Do you think these obstacles are unique to LGBTQ youth? If so, why? If not, how are these issues transferable to youth in other situations?
- How could a CASA/GAL volunteer have advocated for Randy?

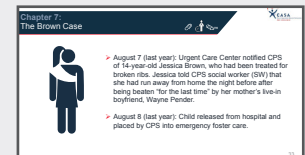
Working a Case

The Brown Case: Activity 7H



Suggested Time: 60 minutes

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



Advanced Prep

Make copies of the Brown Case Study Materials found in the Chapter 6 Handouts. Ensure the participants have a copy of the initial Case History and the Questioner's List. Provide flipchart paper for each small group.

PowerPoint Slide(s): 34-36

Volunteer Manual, page 14

Facilitator Instructions

Part 1: Lead the case study activity as described in the Volunteer Manual on page 14. Once participants have begun working in small groups, monitor each group to be sure they are on topic, but don't micromanage the groups. Allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time. (40 minutes)

Interviews Available

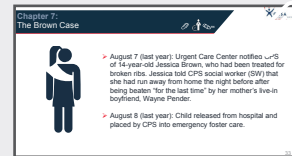
(This list is for your use only. Groups must decide on their own who they want to interview.)

- Jessica Brown and School Guidance Counselor: Kenya Scott
- CPS Caseworker: Angela Rodriguez
- June Miller: Former CASA/GAL Volunteer
- Foster Mother/Cousin: Candice Clark (First Contact)
- Foster Mother/Cousin: Candice Clark (Second Contact)
- Mother: Helen Brown
- Mother's Former Boyfriend: Wayne Pender

The Brown 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 7 objectives and topics: resilience, permanence, educational advocacy and LGBTQ youth. Depending on time, you may wish to engage volunteers in conversation around the differences between this case and the previous case studies.

(20 minutes)



The Brown Case: Activity 7H



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

Part 2: Take a few minutes to view other groups' recommendations, and then briefly discuss with your group the debrief questions that the facilitator distributes. In the large group, discuss these questions and any others that arose during the activity.

Working the Resources Section of a Court Report: Activity 7I

Suggested Time: 20 minutes

Goal: To familiarize participants with writing the family and community resources section of the CASA/GAL volunteer court report introduced in Chapter 2 of the training



PowerPoint Slide(s): 34-36

Volunteer Manual, page 15

Facilitator Instructions

In this activity, participants will use the Court Report Template that they used in Chapter 2 of the training. Have them write the family and community resources section of the court report, based on the Brown case notes and interviews they read in the previous activity. Once they have completed writing this section, have them turn to a partner and compare what they wrote. Ask two to three pairs to share with the large group if there were any differences between the two sections and what they think accounts for those differences?

Working the Resources Section of a Court Report: Activity 7I

Locate the Court Report Template you used in Chapter 2 of the training. Based on the Brown case notes and interviews you read in the previous activity, write the family and community resources section of the court report, which describes strengths, skills or previous successful coping instances of the biological family; any resources within the extended family to provide connection, respite or additional help; and community resources that might provide additional support or services.

Once you have written your summary, turn to a partner and compare what you wrote. Were there any differences between the two? What do you think accounts for those differences?

Chapter Wrap-up and Review

Chapter Review

Review—PowerPoint Slide(s): 39

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

Evaluation—PowerPoint Slide(s): 40

Hand out copies of the Chapter 7 Volunteer Training Evaluation and collect them before participants leave.

Additional Resources

- Beyond Alphabet Soup: Some Key Acronyms in Education Advocacy
- Laws Related to Older Youth in Foster Care
- LGBTQ Glossary
- Statistical Profile of Foster Youth:
<http://fostermore.org/wp-content/uploads/2015/11/the-facts-of-foster-care.png>

Chapter 8 Pre-Work

Pre-Work Activities

Assign the following Pre-Work activities for the Chapter 8 training session and remind participants of the date and time when this session will take place.

PowerPoint Slide(s): 41

The Redd Case

Distribute copies of the Initial Case Notes for the Redd Case, located in the Chapter 8 Pre-Work, and ask participants to read them before attending the Chapter 8 session. They will be working individually to write a full court report for the Redd case during Chapter 8, so they will need to bring these documents with them to the training session.

Chapter 8 Pre-Work, Cont'd.

The Redd Case Study

As the final case study, the Redd Case offers a chance for participants to use the information, skills, and knowledge they have learned during the pre-service training. Ask the participants to read the Redd Case Study packet with all the interviews and come prepared for the Chapter 8 session.

Writing Program Report Activity

Create a Program's Court Report Template and add to Local/Program Pre-Work Handouts. This is an opportunity for the participants to apply what they have learned from the training and to demonstrate their readiness to work independently on a case. Ask the participants to write a court report using the provided program's court report template. Tell them that they will get a week to complete the activity.

Alternative

As an alternative to doing the Redd case activity in Chapter 8, you may assign participants to do the online case study activity found on the National CASA Association E-Learning website. The online case study will take 2 to 3 hours to complete and should be assigned as Pre-Work at the end of Chapter 7. You will find instructions for how to register your participants on the E-Learning site in the Chapter 8 Online Resources.

CASA/GAL Volunteer Competencies Review Activity

Ask participants to bring the Developing Competencies checklist that they filled out prior to the beginning of the training. Tell them they will be using the checklists to assess how they've grown over the course of the training and to also formulate a strategy for addressing weak areas.

Chapter Wrap-Up

Review

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

Evaluation

Fill out the Chapter 7 Volunteer Training Evaluation and give it to the facilitator before you leave.

Additional Resources for Reference

- Beyond Alphabet Soup: Some Key Acronyms in Education Advocacy
- Laws Related to Older Youth in Foster Care
- LGBTQ Glossary
- Statistical Profile of Foster Youth:
<http://fostermore.org/wp-content/uploads/2015/11/the-facts-of-foster-care.png>

Chapter 8 Pre-Work

Prior to the Chapter 8 training session, complete the following assignments:

The Redd Case

Read the Initial Case Notes for the Redd Case, which the facilitator will distribute. You will be writing a court report for the Redd Case during Chapter 8, so bring these documents with you to the training session.

The Redd Case Study

Read the Redd Case Study packet with all the interviews and come prepared for the Chapter 8 session.

Chapter 8 Pre-Work, Cont'd.

Writing Program Report Activity

Write a court report using the provided Program's Court Report Template. You have one week to complete the report.

Alternative

As an alternative to doing the Redd case activity in Chapter 8, you may assign participants to do the online case study activity found on the National CASA Association E-Learning website. The online case study will take 2 to 3 hours to complete and should be assigned as Pre-Work at the end of Chapter 7. You will find instructions for how to register your participants on the E-Learning site in the Chapter 8 Online Resources.

CASA/GAL Volunteer Competencies Review Activity

Bring the Developing Competencies checklist that you filled out prior to the beginning of the training. During the Chapter 8 training, you will be using the checklists to assess how you've grown over the course of the training and to also formulate a strategy for addressing weak areas.

