



CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Facilitator Manual

CHAPTER SIX

HEARST *foundations*



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CHAPTER 6:

Domestic Violence and Cultural Competence

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Facilitator Prep

Facilitation Tips

- This chapter takes approximately 3 hours and 15 minutes.
- Keep in mind that some participants may have personal experience with domestic violence. Be sensitive to this fact, and at the same time, assess how that experience may affect the person’s ability to advocate effectively.
- This chapter goes deeper into cultural competency issues, asking participants to explore their own values and perceptions. Again, create a safe environment where volunteers can explore these often emotionally laden issues in a productive way that stays focused on providing the best possible advocacy for children. Your goal is to engage participants in a process of change to better serve children and families.
- Emphasize that if participants rely solely on familiar cultural and socioeconomic norms, they will probably draw conclusions that reflect their personal bias rather than the best interest of the child.
- The 911 call included in this chapter can evoke strong reactions from the participants. Be prepared to debrief or take a break if necessary.
- Keep making the connections between the training material and CASA/GAL volunteer work. Why do participants need to know about these topics? Why do they need to be aware of their personal values in these areas? Look for ways to help volunteers set aside their values to work with families whose values may be different.
- Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 6 and make a plan to address them later.



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
General (found with your local program) <ul style="list-style-type: none">Name tagsFlipchart and markersMasking tapeThree-hole punchSticky notes		Gather the supplies as needed
Flipchart Pages (facilitator must create) <ul style="list-style-type: none">Parking Lot		Post a flipchart page at the front of the room with the heading “Parking Lot.” Note (or “park”) issues unrelated to Chapter 6 and make a plan to address them later.
A/V Equipment (found with your local program) <ul style="list-style-type: none">Computer, LCD projector and screen		
Electronic Presentation and Video (found in the Online Resources) <ul style="list-style-type: none">Chapter 6 PowerPoint presentation“Why We Stayed” videoLisa’s 911 Call	6A 6B	Download the PowerPoint presentation to your computer. Activity 6A: Download the “Why We Stayed” video to your computer to play in class. Activity 6B: Download “Lisa’s 911 call” audio clip to your computer to play in class.



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
<p>Chapter 6 Pre-Work Handouts</p> <ul style="list-style-type: none">• Article on Understanding Domestic Violence• Sorting People Exercise Activity• Exploring Culture and Perceptions Activity• Article on 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>6A</p> <p>6E</p> <p>6F</p> <p>6G</p>	<p>At least one week before the Chapter 6 training session, prepare the Chapter 6 Pre-Work packet and provide to participants.</p> <p>Activity 6A: Read the information about the “Understanding Domestic Violence” handout and the statistics about domestic violence found in the Chapter 6 Pre-Work Handouts. Write down any questions you have, and the facilitator will address them during the next chapter.</p> <p>Sorting People</p> <p>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:</p> <ul style="list-style-type: none">• How did you do?• What surprised you about the exercise?• Think about the cases you’ve worked on so far. Did you observe any stereotyping in the Black, Bleux, Greene, or Lavender cases? If so, how did it affect the families?



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
Chapter 6 Pre-Work Handouts, Cont'd.		<p>Activity 6D: For categories specified in the Exploring Culture and Perceptions activity, ask participants to think about their culture and life experiences and how they would describe themselves, their family of origin or their current family situation to someone they know well. Ask them to answer the listed questions. Have participants imagine how Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the a judge or an attorney. Ask them to consider the perspective of Susan and answer the listed questions.</p> <p>Activity 6E: Ask the participants to read the article “Stereotyping vs. Cultural Competence.” For categories specified in the Culturally Competent Child Advocacy Activity located Chapter 6 Pre-Work Handouts, ask participants to think about their culture and life experiences and how they would describe themselves, their family of origin, or their current family situation to someone they know well. Have them answer the questions listed. Have participants also imagine Susan Mailer, the mother in the Lavender case, would describe herself to someone who has power over her life—for instance, the caseworker, the judge, or an attorney.</p>



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
Handouts (found in the Online Resources), Cont'd.	6G	Activity 6G: Ensure each group of participants refers to the Amarillo Case Study Materials found in the Chapter 6 Handouts.
Chapter 7 Pre-Work Handouts <ul style="list-style-type: none">• Video: “How Resilience Is Built”• Audio clip: “Childhood Reflections”• Statistics on Youth• Aging Out of Foster Care• Initial Case Notes for the Brown Case• Ecological Model of Factors Affecting Resilience diagram• Adverse Childhood Experiences• Concurrent planning and the lists of questions that follow• Greene Case and Amarillo Case (re-read)• Educational Challenges for Children in the Child Welfare System	Chapter 6 Pre-Work	At least one week before the Chapter 7 training session, prepare the Chapter 7 Pre-Work packet and provide to participants. Print copies for reference during the session as well. <ul style="list-style-type: none">• Watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships you had, as a youth, that helped you build resilience.• Have participants listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Ask them to prepare a list of ways they think resilience was exhibited.• Read the Statistics on Youth Aging Out of Foster Care, which appears in the Chapter 7 Pre-Work Handouts.



Supplies Checklist and Advanced Prep

Item	Activity #	Advanced Prep
<p>Chapter 7 Pre-Work Handouts, Cont'd.</p> <ul style="list-style-type: none">• Answers to questions based on volunteers' K-12 experiences• LGBTQ Glossary		<ul style="list-style-type: none">• Read the initial case notes for the Brown case in the Chapter 7 Pre-Work Handouts. You will be applying what you know about this case during various activities in the next chapter.• Have participants go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child's thoughts and behaviors, family, school, local community and the wider society).• Have participants review the Adverse Childhood Experiences.• Have participants read the paragraphs about concurrent planning and the lists of questions that follow.• Ask participants to re-read or review the Greene case and Amarillo case.• Have participants read up on educational challenges for children in the child welfare system.• Ask participants to answer the questions on their K-12 experiences provided in Pre-Work.• Review the LGBTQ Glossary.

CHAPTER 6:

Domestic Violence and Cultural Competence

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Welcome, Housekeeping and Ground Rules

Chapter 6: Domestic Violence & Cultural Competence



Pre-Work Recap,
Chapter Overview
& Competencies



Domestic
Violence



Skill Building:
Cultural
Competence



Working
a Case



Chapter Wrap-Up:
Review & Evaluation
Chapter 7: Pre-Work

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- Welcome the group to the training. Have them make name tags and tell them that there will be activities to help you get to know them and them to get to know each other.
- Share “housekeeping” information, such as where to find restrooms, snacks, and telephones, and when you think the session break(s) will occur.
- Establish ground rules about confidentiality, respect, etc. This is important because it sets the tone for how the group works together. Create a Ground Rules flipchart page and post it at every session.
- Tell participants that Pre-Work for the next session will be assigned at the end of each session. Stress that it is important to do all Pre-Work because many activities rely on this foundation of knowledge.
- Point out to participants that along with the Volunteer Manual they would have received a printed copy of Pre-Work Handouts and a login and password to access Web Resources for each chapter. Also print out a copy of the Pre-Work Handouts for each chapter and make it available in the training room.

Welcome, Housekeeping and Ground Rules, Cont'd.

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

Pre-Work Recap

Chapter 6: Pre-Work Recap



- ✓ Read the article “Understanding Domestic Violence” and the statistics about domestic violence. Write down any questions you have
- ✓ Complete the pbs.org Sorting People exercise and consider the questions listed
- ✓ Complete the Exploring Culture and Perceptions Activity and answer the listed questions
- ✓ Read the article on “Stereotyping vs. Cultural Competence”

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

- Read the article “Understanding Domestic Violence” and the statistics about domestic violence found in the Chapter 6 Online Resources. Write down any questions you have.
- Complete the pbs.org “Sorting People” exercise and consider the questions that appear in the Chapter 6 Pre-Work Handouts.
- Complete the Exploring Culture and Perceptions Activity and answer the listed questions.
- Read the article “Stereotyping vs. Cultural Competence.”
- Complete the Culturally Competent Child Advocacy Activity.
- Read the article “Tips on How to Become More Culturally Competent.”
- Complete the Individual Action Plan for Increasing Cultural Competence Activity by filling in the details in the Individual Action Plan.
- Read the Initial Case Notes for the Amarillo Case.

Chapter Overview and Competencies

This chapter continues to explore the importance of cultural competence in CASA/GAL volunteer work. You'll learn about issues related to domestic violence, and you'll continue to apply your new knowledge and skills in a case simulation.

Competency Building in Chapter 6	
Competency Category	Knowledge, Skills, Attributes, Behavior Development in Chapter 6
Cultural Competency	<ul style="list-style-type: none">• Understands and demonstrates self-awareness to eliminate the influence of personal biases and values when working with diverse groups• Knows strategies and steps to take to increase cultural competency skills and demonstrate culturally competent child advocacy• Understands how to recognize and challenge own biases
Foundation of Knowledge	<ul style="list-style-type: none">• Understands how domestic violence affects children and families• Knows the importance of being aware of resources in the community that assist with substance abuse
Communication	<ul style="list-style-type: none">• Understands the importance of speaking and writing clearly and concisely• Knows how to utilize basic communication and interviewing skills

Domestic Violence

Putting a Face on Domestic Violence: Activity 6A

Suggested Time: 25 minutes

Goal: To offer participants an understanding, beyond just theory and concepts, of what is involved in an actual domestic violence situation.



Advanced Prep

If your program doesn't have a list of domestic violence resources in your community, prepare a handout with the names of organizations, their contact information and information about the services they provide. Make copies to distribute during this activity.

PowerPoint Slide(s): 8-11

Facilitator Instructions

Part 1: Play the video entitled "Why We Stayed." (8 minutes)

Part 2: Using the Chapter 6 PowerPoint presentation, briefly recap the homework reading about domestic violence and then give an overview of the information in the manual about the intersection of domestic violence and CASA/GAL volunteer work. Afterward, distribute copies of the handout with information about domestic violence resources in your community. Be sure to answer any questions participants have about the homework reading or the material you presented. (8 minutes)

Part 3: Ask participants to respond to the following questions in their small groups:

- What was going through your mind as you listened to the women's stories?

Putting a Face on Domestic Violence, Cont'd.

- How do you think hearing these stories and reading the information about domestic violence might influence your volunteer advocacy?

(9 minutes)

Putting a Face on Domestic Violence: Activity 6A

Part 1: Watch the video “Why We Stayed.”

Part 2: Listen as the facilitator presents information about domestic violence and how it affects the work of CASA/GAL volunteers. Ask any questions you have about the homework reading or the material presented in class.

Part 3: In your group, share your responses to the following questions.

- What was going through your mind as you listened to the women’s stories?
- Did the information in Part 2 alter your thoughts? How so?
- How do you think hearing the story and reading the information about domestic violence might influence your volunteer advocacy?

Domestic Violence and CASA/GAL Volunteer Work



As a CASA/GAL volunteer, it is important for you to be aware of the possibility that domestic violence exists in the families you encounter. If you suspect domestic violence is occurring, make sure the victim has several opportunities to talk to you alone. The partner who has been battered is often terrified of revealing the truth for fear of further violence. Observe body language carefully. Look for typical characteristics:

- A conspiracy of silence prevails.
- The batterer often seems more truthful, confident and persuasive than the victim.
- The victim may seem angry and frustrated.
- There is often no police or medical record of the violence.
- There is a recurring cycle of family tension, followed by the batterer's explosion, followed by a period of calm (often filled with apologies and promises) that then begins to build back to tension

Domestic violence is about control and domination. When a battered partner leaves the family home (or the batterer is forced to leave), the batterer feels a loss of control formerly exerted. This makes the batterer even more likely to be violent. This increased level of danger makes many victims reluctant to leave, even when the consequence of staying may be the placement of children in foster care.

Impact on Children

Lenore Walker, author of *The Battered Woman*, describes the world of children who grow up in violent homes:

“Children who live in battering relationships experience the most insidious form of child abuse. Whether or not they are physically abused by either parent is less important than the psychological scars they bear from watching their fathers beat their mothers. They learn to become part of a dishonest conspiracy of silence. They learn to lie to prevent inappropriate behavior, and they learn to suspend fulfillment of their needs rather than risk another confrontation. They expend a lot of energy avoiding problems. They live in a world of make-believe.”

Domestic Violence and CASA/GAL Volunteer Work, Cont'd.

Children in families where there is domestic violence are at great risk of becoming victims of abuse themselves. In some cases, children may try to intervene and protect their mothers, getting caught in the middle of the violence. In most cases, however, children are also targets of the violence. Batterers sometimes deliberately arrange for children to witness the violence. The effect on children's development can be just as severe for those who witness abuse as for those who are abused. Witnessing violence at home is even more harmful than witnessing a fight or shooting in a violent neighborhood. It has the most negative impact when the victim or perpetrator is the child's parent or caregiver.

*J. Chiancone, "Children: The Forgotten Victims of Domestic Violence,"
ABA Child Law Practice Journal, July 1997.*

What Can a CASA/GAL Volunteer Do?

Be both knowledgeable and concerned about domestic violence.

Children from violent homes are at a higher risk for abuse than other children. According to A Nation's Shame, a report compiled by the US Advisory Board on Child Abuse and Neglect, "Domestic violence is the single, major precursor to child abuse and neglect fatalities in the US."

Take into account the history and severity of family violence when making any recommendation for placement of a child. Many professionals in the field of domestic violence believe that you cannot protect the child unless you also protect the primary nurturer/victim (usually the mother). As part of that perspective, they advocate for placement of the child with the mother regardless of other factors, saying to do otherwise further victimizes the mother at the hands of the system.

Determine the best interest of the child. It may be that, with proper safeguards in place, the victim can make a safe home for the child while the threat from the batterer is reduced by absence, treatment and/or legal penalties. It is also possible that the victim has shortcomings that prevent her from caring for her family at even a minimally sufficient level. You should assess the situation with a clear understanding of domestic violence dynamics, but in the end, you must make a recommendation based solely on the best interest of the child.

Domestic Violence and CASA/GAL Volunteer Work, Cont'd.

Seek resources for children from violent homes. Children need:

- Positive role models and supportive environments that will help them develop social skills and address feelings about the violence in a constructive manner.
- Help adopting alternative, nonviolent ways to address and resolve conflict (through specialized counseling programs, therapy, domestic violence victim support groups, youth mediation training and relationships with supportive mentors).

Recommend help for parents.

- Try to ensure that domestic violence victims are treated fairly by the legal system and not further blamed in child abuse/neglect proceedings.
- Advocate in your community for things like housing, emergency shelters, legal procedures and court advocates that increase the safety of mothers and children and support the autonomy of the adult victim.
- Encourage parenting classes for battered parents focused on empowering them to become more effective parents and teaching them how to help children cope with the consequences of witnessing domestic violence.
- Advocate for treatment programs for batterers, followed by parenting classes focused on how to parent in a non-coercive, healthy manner.
- Be alert to any signs that domestic violence has recurred or even that contact between the batterer and the victim is ongoing, if that might compromise the child's safety. The foremost issue is the safety of the child.
- Know where the victim can find help in your community.

The facilitator will distribute a list of domestic violence resources in your community. Or, call the National Domestic Violence Hotline: 1-800-799-7233 (SAFE) 1-800-787-3224 (TDD).

A Child's 911 Call: Activity 6B

Suggested Time: 20 minutes

Goal: To help participants understand a child's experience of domestic violence and recognize the signs that domestic violence may be occurring in a child's home.



PowerPoint Slide(s): 12-14

Facilitator Instructions

Part 1: Play the recording of 6-year-old Lisa's call to 911 during a domestic violence incident in her home. Prepare volunteers ahead of time by alerting them to the intensity of the call. Keep in mind that listening to this recording may be very difficult for participants, especially those who have experienced domestic violence. Allow any participants who are worried about listening to it to leave the room during this part of the activity. (5 minutes)

Participants may ask for information on the aftermath of the phone call, which took place in 1992. According to press information from the New York State Office for the Prevention of Domestic Violence, "Responding officers charged Pierre [Lisa's stepfather] with assault and child endangerment, took photographs of the scene and of Cindy's [Lisa's mother's] visible injuries and statements from Cindy and Lisa. Prosecutors subpoenaed the 911 tape and transcript and Pierre pled to the charges. He served almost a year in jail." Lisa has consented to the public release of the recording to "help people understand what things are like for kids."

Part 2: Have participants look through the chart listing some possible signs of childhood domestic violence and discuss. Point out that different children respond to childhood domestic violence differently. Becoming aware of common signs associated with children's exposure to violence will help them better assess a child's safety needs. (3 minutes)

Part 3: Lead a group discussion about the following questions:

- What effects might witnessing domestic violence have on Lisa (age 6) and her two younger siblings?

A Child's 911 Call, Cont'd.

- What services might you recommend for Lisa's family, including Lisa, her mother, her stepfather, her younger sister (preschool-aged) and the baby?
- Reflecting on Tips for CASA/GAL Volunteers, how might a CASA/GAL volunteer approach a first interview with Lisa? Do you see any barriers to interviewing a 6-year-old exposed to domestic violence? How might a CASA/GAL volunteer overcome these barriers?

(12 minutes)

A Child's 911 Call: Activity 6B

Part 1: Listen as the facilitator plays a recording of a child's 911 call during a domestic violence incident in her home.

Part 2: Look through the chart that lists some possible signs of childhood domestic violence and discuss. Remember that different children respond to childhood domestic violence differently. Becoming aware of common signs associated with children's exposure to violence will help you better assess a child's safety needs.

Part 3: In the large group, discuss the following questions:

- What effects might witnessing domestic violence have on Lisa (age 6) and her two younger siblings?
- What services might you recommend for Lisa's family, including Lisa, her mother, her stepfather, her younger sister (preschool-aged) and the baby?
- Reflecting on Tips for CASA/GAL Volunteers, how might a CASA/GAL volunteer approach a first interview with Lisa? Do you see any barriers to interviewing a 6-year old exposed to domestic violence? How might a CASA/GAL volunteer overcome these barriers?

Signs of Childhood Domestic Violence (CDV)

	Infant	Preschool-Aged	School-Aged	Adolescent
Behavior	Being Fussy / Decreased Responsiveness / Trouble Sleeping / Trouble Eating	Aggression / Behavior Problems / Yelling / Irritability / Trouble Sleeping / Frequent bedwetting / Repetitive play expressing disturbing themes	Aggression / Acting out or frequent outbursts / Disobedience / Bullying others / Frequent bedwetting / Repetitive play expressing disturbing themes	Dating violence / Bullying others / Drug or alcohol use / Criminal behavior / Running away / Attempting suicide / Inflicting self-harm / Frequent tardiness or absence from school, activities, or work / Early sexual activity
Social		Trouble interacting with or getting along with peers / Isolating themselves from others / Startling easily and frequently	Fewer and poor quality peer relations	Few quality relationships / Dating violence (victim or perpetrator) / Teen pregnancy / Starting easily and frequently
Emotional/ Psychological	Attachment needs not met	Emotionally withdrawn or detached / Fear and anxiety, sadness, worry / PTSD / Feeling unsafe / Separation anxiety / Trouble eating	Emotionally withdrawn or detached / Frequent physical complaints / Fear and anxiety, depression / Separation anxiety / Low self-esteem, shame / PTSD / Emotional responses not matching situation / Trouble eating / Frequent health complaints	Emotionally withdrawn or detached / Substance abuse / Frequent thoughts of suicide / PTSD / Feeling rage, shame / Unresponsiveness / Frequent health complaints

Signs of Childhood Domestic Violence (CDV)

	Infant	Preschool-Aged	School-Aged	Adolescent
Cognitive	Inability to understand	Self-blame / Difficulty trusting others / Bad dreams / Efforts to avoid thoughts, feelings or conversations associated with the issue / Difficulty concentrating / Lower verbal skills	Self-blame / Distracted, inattentive / Lack of interest in hobbies or activities / Academic problems / Pro-violent attitude / Difficulty trusting others / Bad dreams / Illusions, hallucinations and flashbacks / Efforts to avoid thoughts, feelings or conversations associated with the issue / Difficulty concentrating / Lower verbal skills and reading levels	Short attention span, difficulty concentrating / Lower verbal skills / Lack of interest in hobbies or activities / Pro-violent attitude / Defensiveness / Difficulty trusting others

Challenges You May Face: Activity 6C

Suggested Time: 15 minutes

Goal: To help participants recognize some of the challenges they may encounter as they advocate for a child.



PowerPoint Slide(s): 15-17

Facilitator Instructions

Part 1: Have participants work individually to choose their three “hot button” issues. (2 minutes)

Part 2: Have them discuss the following questions in pairs:

- Which situations did you pick as your top three and why?
- How might your values, thoughts and feelings about these situations impact your effectiveness as a CASA/GAL volunteer?

(8 minutes)

Part 3: Ask a few people to share their responses with the large group. During the discussion, emphasize that we all have biases based on our values; what’s important is that participants recognize their biases and learn to set them aside in order to advocate for a child’s best interest. It is impossible to promise that a participant won’t be assigned to a case that he/she finds difficult. In fact, we know that mental illness, substance abuse, domestic violence and other issues represented on the list are factors that may put children at risk for abuse and neglect and are often a part of a case.

(5 minutes)

Challenges You May Face: Activity 6C

Part 1: Which of the situations on this list would you find the hardest to work with? Put a checkmark next to the three you'd find hardest. What are your "hot buttons"?

- A parent who spends most of her money on drugs
- A parent who believes his wife/partner deserves the beatings he gives her
- A parent who lies to you
- A parent who lives in a deplorably dirty home with human/animal waste and no water
- A parent who fondles his 4-year-old child
- A parent who used drugs during her pregnancy
- A parent who refuses to take the medication that controls his mood swings
- A parent who left his children in the car in a parking lot while he went drinking at bars until closing time
- A parent who won't leave the man who physically abuses her in front of her children
- A parent who is so depressed she doesn't get out of bed for weeks at a time

Part 2: In pairs, discuss the following questions:

- Which situations did you pick as your top three and why?
- How might your values, thoughts and feelings about these situations impact your effectiveness as a CASA/GAL volunteer?

Part 3: The facilitator will ask a few volunteers to share answers with the large group.

Skill Building: Cultural Competence

Exploring Culture and Perceptions: Activity 6D

Suggested Time: 5 minutes

Goal: To help participants think about the pressures families face to modify their behavior when interacting with those they perceive to be in a position of power.

PowerPoint Slide(s): 19-20

Facilitator Instructions

Ask the participants to recall the activity on Exploring Culture and Perceptions that they have completed as Pre-Work. Discuss any questions that they may have.



Exploring Culture and Perceptions: Activity 6D

Recall the activity on Exploring Culture and Perceptions that you have completed as Pre-Work. Discuss any questions that you may have.

Culturally Competent Child Advocacy: Activity 6E

Suggested Time: 10 minutes

Goal: To examine how cultural competence improves the advocacy a volunteer can provide to a child.



PowerPoint Slide(s): 21-23

Facilitator Instructions

Ask the participants to recall the activity on Culturally Competent Child Advocacy that they have completed as Pre-Work. Provide a brief overview of differences between stereotyping and cultural competence and the 10 Benefits of Practicing Culturally Competent Child Advocacy. Ask them to reflect on the questions in the Institutional Bias Checklist. Discuss any questions that they may have.

Culturally Competent Child Advocacy: Activity 6E

Recall the activity on Culturally Competent Child Advocacy that you have completed as Pre-Work. Listen to the facilitator provide a brief overview of differences between stereotyping and cultural competence and the 10 Benefits of Practicing Culturally Competent Child Advocacy. Reflect on the questions in the Institutional Bias Checklist. Discuss any questions that you may have.

An Action Plan for Increasing Cultural Competence: Activity 6F



Suggested Time: 5 minutes

Goal: To have volunteers develop their own plan for becoming a more culturally competent child advocate.



Advanced Prep

Make copies of the Individual Action Plan for Cultural Competence handout, located in the Chapter 6 Handouts. Create a list of resources in your community that can help participants increase their cultural competence. Prepare a handout to distribute during Part 2 of this activity.

PowerPoint Slide(s): 24-25

Facilitator Instructions

Ask the participants to recall the Tips on How to Become More Culturally Competent that they read as part of Pre-Work. Also, ask them to recall the Individual Action Plan for Increasing Cultural Competence that they have prepared. Provide a brief overview of the article and the purpose of the plan. Then, ask participants to share their ideas for cultural competence resources in your community and then pass out the list of community resources that you created. (5 minutes)

An Action Plan for Increasing Cultural Competence: Activity 6F



Recall the article “Tips on How to Become More Culturally Competent” that you read as part of Pre-Work. Also, recall the Individual Action Plan for Increasing Cultural Competence that you have prepared. Listen as the facilitator provides a brief overview of the article and the purpose of the plan. There are many resources in your community for increasing your cultural competence. Consider going to the following places to learn more:

- Your local library
- Museums
- A university in your community
- The Internet
- Community agencies (such as the health department)
- Communities of faith
- Community groups focusing on the cultural traditions and norms of particular cultural or language groups
- Community groups providing health services to particular cultural or language groups

Can you think of any particular resources in your community for expanding your cultural competence? Remember, while race and ethnicity are often the first things that come to mind when people think of the word “culture,” there are many other aspects to culture—and many ways to develop cultural competence in every community. Share your ideas in the large group.

Working a Case

The Amarillo Case: Activity 6G



Suggested Time: 60 minutes

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



Advanced Prep

Ensure the participants have a copy of all the Amarillo Case Study Materials, which appear in the Chapter 6 Handouts.

PowerPoint Slide(s): 27-29

Facilitator Instructions

Part 1: Once participants have begun working in small groups, monitor each group to be sure they are on topic without micromanaging them. Allow participants enough space to learn and make mistakes, which can be discussed during the debrief. Be sure to monitor the time. (40 minutes)

Interviews Available

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

- Medical History: Maria Amarillo
- CPS Caseworker: Alberta Gillis
- Maria Amarillo: First Contact
- School Guidance Counselor: Julia Mansfield
- Foster Parents: Stanley and Karen Becker
- Maternal Aunt: Consuela Amarillo
- Kinship Relatives: Pedro and Anna Valdez
- Maria Amarillo: Second Contact
- Attorney for the CASA/GAL Program

The Amarillo Case, Cont'd.

Part 2: Again, allow groups a few minutes to read other groups' recommendations posted on flipcharts around the room. Then, hand out the debrief questions and have the small groups discuss them for several minutes. Afterward, go through these questions in the large group and address any other questions participants may have about the case. Be sure to stick to conversations around the Chapter 6 topics: cultural competence, stereotyping and bias and domestic violence. Other issues may arise that will be covered in more depth in later chapters. Put these topics on the Parking Lot and address them during that chapter. (20 minutes)

The Amarillo Case: Activity 6G



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

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

Summarizing the Current Status of a Case: Activity 6H

Optional

Suggested Time: 20 minutes

Goal: To familiarize participants with summarizing the current status of a case in a CASA/GAL volunteer court report.

PowerPoint Slide(s): 30

Facilitator Instructions

Part 1: Have participants write a two- or three-paragraph summary of the current status of the Amarillo case using the appropriate format for your program's court report. Their summaries should be based on the notes and interviews they read in the previous activity and should include both the current status of the case and the current status of the child. Give participants the flexibility to write in a form/fashion most comfortable to them while working on a report in a real world scenario – which may normally be on a computer. Participants can start the writing the summary in the class, but they can finish after class and email to you before the next class. (15 minutes)

Part 2: Once they have completed writing their summaries, discuss in the large group what they included in their case status summaries. Point out any key points they left out. (5 minutes)



Summarizing the Current Status of a Case: Activity 6H

Part 1: Using your program's court report format, write a two- or three-paragraph summary of the current status of the Amarillo case based on the notes and interviews you read in the previous activity. Your summary should include both the current status of the case and the current status of the child, and it should be typed on a computer.

Part 2: In the large group, discuss what you included in your summary. The facilitator will point out any key omissions.

Chapter Wrap-up and Review

Chapter Review

Review—PowerPoint Slide(s): 33

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

Evaluation—PowerPoint Slide(s): 34

Hand out copies of the Chapter 6 Volunteer Training Evaluation and collect them before participants leave.

Chapter 7 Pre-Work

Pre-Work Activities

Assign the following Pre-Work activities for the Chapter 7 training session, and remind participants of the date and time when this session will take place.

- **Resilience**

Have participants watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships they had as a youth that helped them build resilience.

- **Childhood Reflections**

Have the participants listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Ask them to prepare a list of ways they think resilience was exhibited.

- **Aging Out Statistics**

Instruct participants to read “Statistics on Youth Aging Out of Foster Care,” which appears in the Chapter 7 Pre-Work Handouts.

Chapter 7 Pre-Work Wrap-Up, Cont'd.

- **Ecological Model of Factors Affecting Resilience**

Have participants go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child's thoughts and behaviors, family, school, local community, and the wider society).

- **Concurrent Planning**

Have participants read the paragraphs about concurrent planning and the lists of questions that follow.

- **Review Greene and Amarillo Cases**

Ask them to re-read or review the Greene and Amarillo cases.

- **Educational Challenges for Children in the Child Welfare System**

Have participants read up on educational challenges for children in the child welfare system. Ask the participants to answer the questions on their K-12 experiences provided in Pre-Work.

- **The Brown Case**

Initial Case Notes for the Brown Case are located in the Chapter 7 Pre-Work Handouts. Ask the participants to read the notes before attending the Chapter 7 session.

Chapter Wrap-Up

Review

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

Evaluation

Fill out the Chapter 6 Volunteer Training Evaluation and give it to the facilitator before you leave.

Pre-Work

Prior to the Chapter 7 training session, complete the following assignments:

- **Resilience**

Watch the video “How Resilience Is Built,” which appears in the Chapter 7 Online Resources, and think about relationships you had as a youth that helped you build resilience. (The video is 2 minutes, 17 seconds.)

- **Childhood Reflections**

Listen to “Childhood Reflections,” an audio recording of adults who spent time in the child welfare system speaking about their childhoods and some of the ways the youth exhibited resilience. Prepare a list of ways you think resilience was exhibited.

- **Aging Out Statistics**

Read “Statistics on Youth Aging Out of Foster Care,” which appears in the Chapter 7 Pre-Work Handouts.

- **Ecological Model of Factors Affecting Resilience**

Go through the Ecological Model of Factors Affecting Resilience diagram and the factors affecting resilience shown on the graphic (e.g., a child’s thoughts and behaviors, family, school, local community, and the wider society).

- **Concurrent Planning**

Read the paragraphs about concurrent planning and the lists of questions that follow.

Pre-Work, Cont'd.

- **Review Greene and Amarillo Cases**

Re-read or review the Greene and Amarillo cases.

- **Educational Challenges for Children in the Child Welfare System**

Read up on educational challenges for children in the child welfare system. Answer the questions on their K-12 experiences provided in Pre-Work.

- **The Brown Case**

Read the initial case notes for the Brown case in the Chapter 7 Pre-Work Handouts. You will be applying what you know about this case during various activities in the next chapter.

