



CASA

Court Appointed Special Advocates
FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Handouts

CHAPTER ONE

HEARST *foundations*



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CHAPTER 1

Introducing the CASA/GAL Volunteer Role-Handouts

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CASA/GAL Volunteer Tasks (for Activity 1C)

CASA/GAL volunteers are expected to perform the tasks listed below. These tasks constitute what is *minimally* required to effectively fulfill the role as an advocate for a child in the child welfare system:

- Review/research case information.
- Participate in case staffings, family team meetings, court hearings, school-related meetings, etc.
- Establish rapport and relationships with the child and all other parties in the case.
- Meet with the child regularly (at least once per month, or per your program's requirements) and monitor his/her placement.
- Assess the child's physical, mental, behavioral and educational needs.
- Observe parent-child interactions.
- Monitor adherence to court orders to ensure compliance.
- Identify needs and advocate for services (make referrals as needed).
- Stay abreast of the most up-to-date case information.
- Check for accountability in service planning and delivery to ensure for quality.
- Document all activities, accurately taking note of any concerns, progress or lack thereof.
- Identify resources within the child's family and help build/maintain connections.
- Facilitate communication among parties while maintaining confidentiality.
- Submit required reports and case updates on or before the specified due date.
- Monitor compliance with court timelines to expedite permanency.
- Maintain consistent contact with the CASA/GAL supervisor (at least monthly).
- Complete a minimum of 12 hours of in-service training each year.
- Comply with CASA/GAL policies, procedures and ethical guidelines that promote and protect the CASA/GAL program.
- Remain appointed until the case is closed.

CASA/GAL Volunteer Tasks, Cont'd.

- Maintain monthly contact with caregiver.
- Maintain monthly contact with service providers.
- Maintain documentation required by local CASA/GAL staff.

Volunteer-Child Relationship Dilemmas Worksheet Handout

Dilemma 1

As a CASA/GAL volunteer, you are on your way to your very first visit with a 9-year-old girl named Susan. Right before you leave, you call the paternal grandfather, who is caring for Susan, and find out that she just had some teeth pulled and some other dental work done. He mentioned the dentist prescribed some mild painkillers and antibiotics. He already phoned them in to the pharmacy, but he doesn't have a car to go get them. Since you pass the pharmacy on the way, he was wondering if you could swing by and pick them up. You think back to training and what you learned about providing transportation. The prescriptions are already paid for. Why not pick up a milkshake too? Susan's mouth is going to be sore from all the dental work, and this would be a great way to start out your relationship as her volunteer advocate. You know the milkshake may be too much, but . . . What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 2

About eight months into a case, you are unable to reach Ms. Jones, the birth mother of the child for whom you're advocating. Johnny has been back in Ms. Jones's care for about three weeks. Ms. Jones successfully moved into her own apartment, so she had a separate residence from her on-again, off-again boyfriend. One of the parameters set forth in court was that the boyfriend was never to be at her apartment when Johnny was there, because he had not finished his court-ordered services. You've had a great relationship with Ms. Jones, and one day you spot her at a grocery store. You stop to make small talk and then leave the store. As you drive out of the parking lot, you see Ms. Jones getting in a car with her boyfriend. You know that the boyfriend is not supposed to have contact with Johnny, and you're worried that Ms. Jones has violated the court order. You also know that Ms. Jones usually gets home around 3:30, after getting Johnny from the bus stop. You really want to see her once more before your case goes back to court, and seeing Johnny again would really help you know how he is doing. You think, why not swing by today to see if you can grab a few moments with both of them to check in? That would allow you to provide the most up-to-date information in your report. You know you should call first, but often she hasn't returned your calls. What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 3

You have been advocating for a 15-year-old girl named Jessie for more than a year. She has been moved to a residential placement in the central part of the state, about an hour away. Her father passed away when she was 9 years old, and her mother is currently in jail. She is an only child and has no visitors and no family support system. When you go to visit, you learn that her birthday is next week, and all she wants is to go to Olive Garden for dinner. You think about the best interest of the child and decide she would have no other way of celebrating her birthday. You know you shouldn't take her, but . . . What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 4

You have been advocating for a 16-year-old boy named Kyle for almost a year. You've come to know everyone involved in his life pretty well, including his stepmother, Beth, who Kyle looks up to like his own mother. Beth confides in you that she and Kyle's father have been arguing a lot and sometimes he hits her. She wants to get help, but she doesn't know what to do. You know the local domestic violence shelter would offer services, but Beth states that she doesn't feel comfortable disclosing this information to anyone else. Beth then says that she is worried about Kyle's father and his lack of anger

management, because she has witnessed him “losing it” with Kyle during visitation. Beth is worried that if this information is revealed, Kyle’s father might not be considered as a placement resource. What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 5

You have developed a great working relationship with Michele, the birth mother in your case. The case is going well, and there is talk of returning all four of her children home. At this time, the agency’s only concern is that Michele’s budget is very tight; she will have to maintain employment in order to make ends meet. She has an unsteady employment history and has previously disclosed that she is stressed about the idea of having all four children return home at once. One day you are meeting with Michele when she leans in close and says she has a secret. She asks you to “pinky swear” that you won’t tell anyone. You really want to find out what the secret is, but you also don’t want to break Michele’s trust. She leans in to tell you that she is expecting another child and will have to leave her job to prepare for the birth of the new baby. What do you do?

Crux of the dilemma

Dilemma 5, Cont'd.

Potential consequences

One possible solution

Dilemma 6

You have been working with a teenage sibling group for almost a year. Yolanda, the youngest of the four siblings, is at a local youth shelter after running away from her former placement to see her sisters, who are all placed in another county. You are at the shelter for a visit and a team meeting with the shelter staff to discuss Yolanda's case. During the meeting, Yolanda becomes so upset that she runs out of the shelter and goes to her sister's foster home nearby. You accompany staff to the foster home in an effort to persuade Yolanda to return voluntarily to the shelter. Yolanda agrees to cooperate with the staff, but upon her return, she confides in you that she is lonely and doesn't have anyone to talk to. She isn't allowed to use the phone after a certain hour, and she'd like to have a cell phone to stay in contact with her sisters. She asks you to purchase one for her. What do you do?

Crux of the dilemma

Potential consequences

One possible solution

Dilemma 7

You have recently been appointed to the case of an 8-year-old boy who was recently placed into a group home due to destructive behavior. The social worker advises you that he is in a three-week black-out period, during which he can neither have visitors nor participate in any outside activities. You think this is grossly unfair to the child. You've addressed your concerns with the group-home staff, the caseworker and the child's attorney. You've even included it in your court report, to no avail. You tell the social worker how disappointed you are that they aren't doing their job. The conversation goes nowhere, and you are even more frustrated. You decide to go home to unwind. While searching the Internet, you come across a Facebook page for child advocates. You think to yourself that this would be a great opportunity to voice your frustrations to other like-minded individuals, but you know you can't provide any information that would compromise confidentiality. What do you do?

Crux of the dilemma

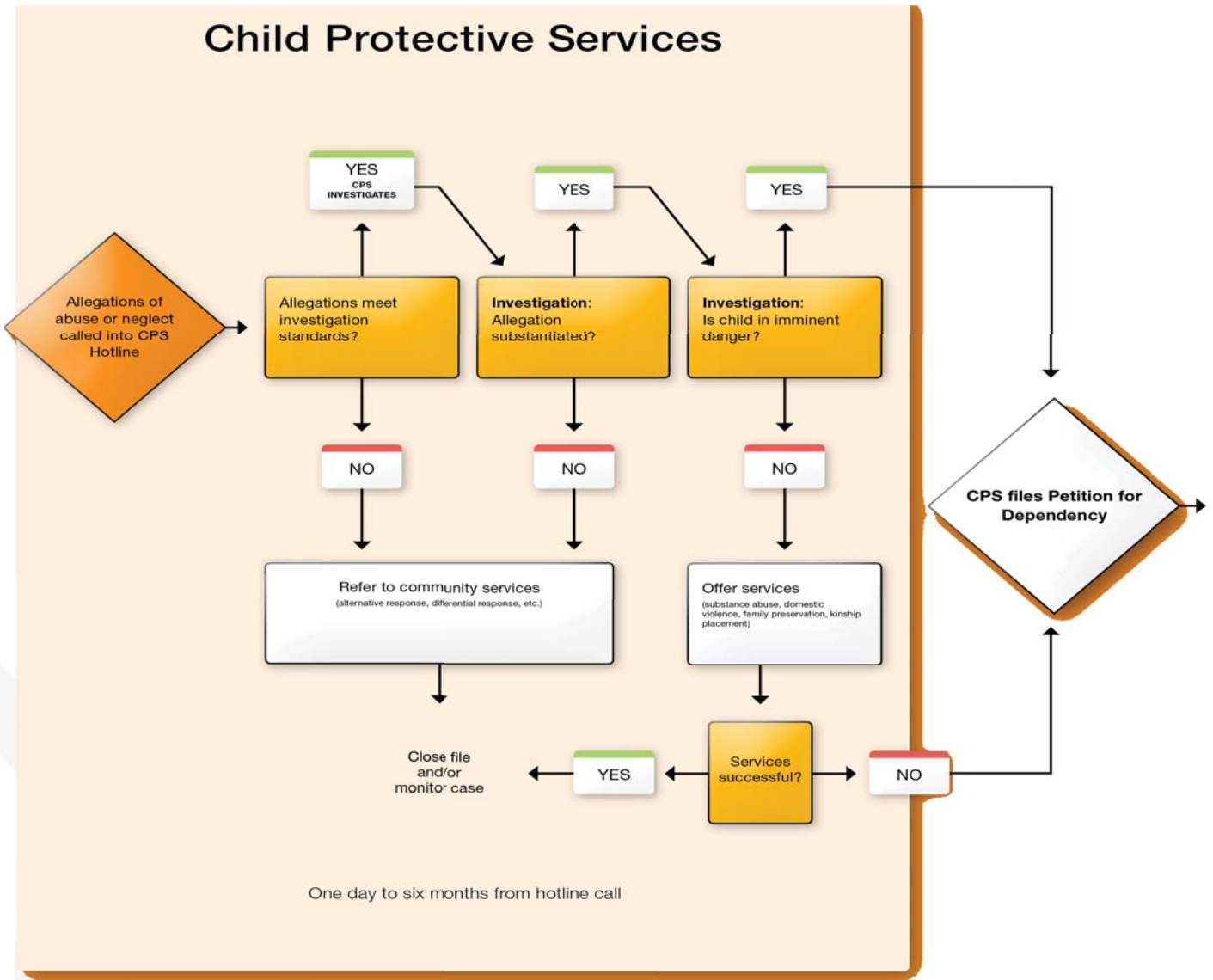
Potential consequences

One possible solution

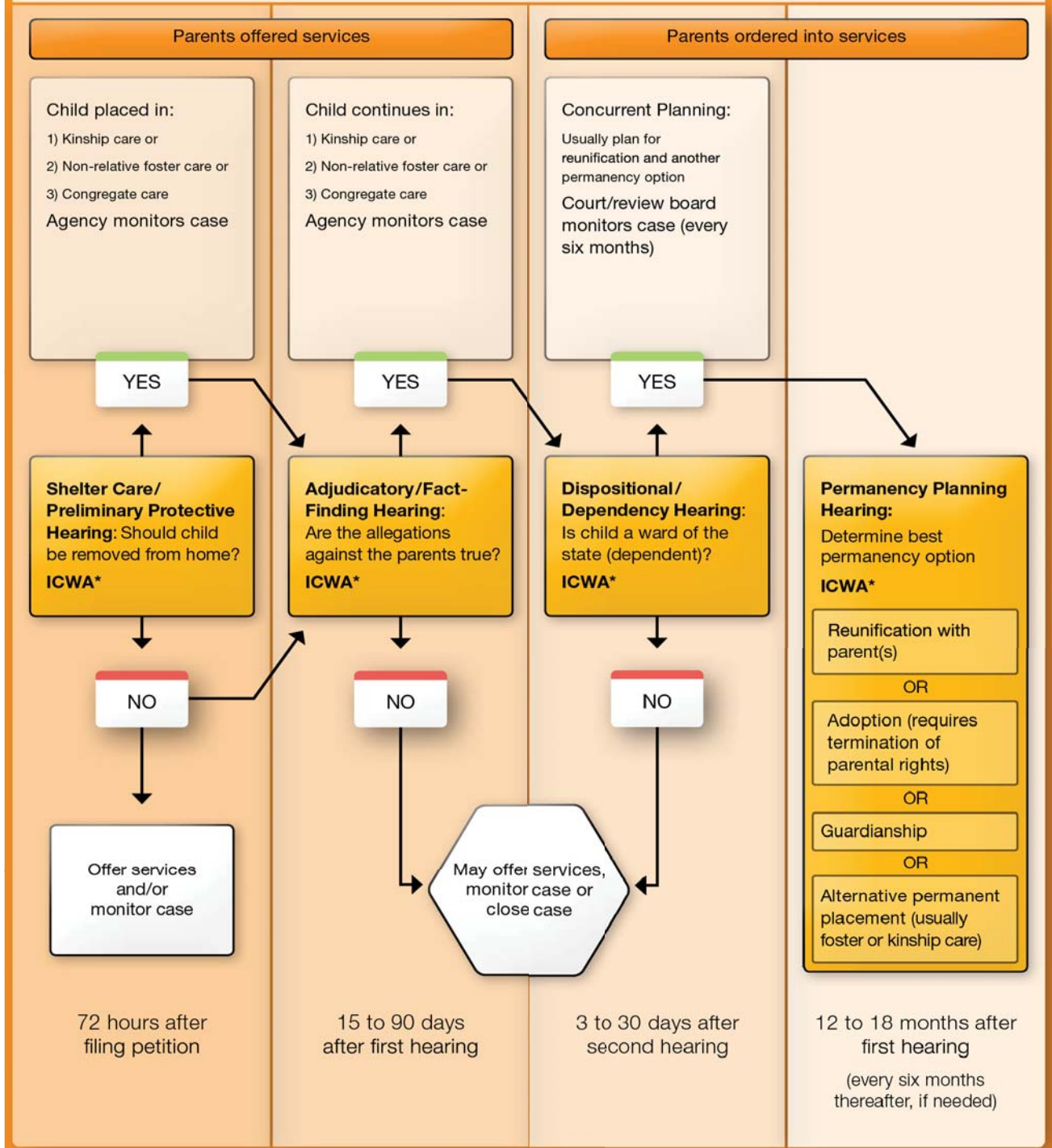
Casey Family Programs Child Welfare Chart (for Activity 1G)

During the classroom session, as the facilitator describes the process that a child welfare case takes in your state, record the names of hearings and timeframes on the Child Welfare Chart given below:

How Children Move Through the Child Welfare System



Child Welfare Courts



*Indian Child Welfare Act (ICWA)

State must notify tribes of youth with native ancestry at each of these points. Tribe may choose to:

- Take over jurisdiction
- Transfer case to tribal court
- Become a party to case but leave it under state's jurisdiction



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CHAPTER TWO

HEARST *foundations*



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CHAPTER 2

Handouts

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Ages and Stages Cards (for Activity 2A)

Copy the following two pages of “Ages and Stages” abilities and cut apart on the dashed lines.

Smiles at primary caregiver	Feels totally dependent on primary caregiver	Boys first have erections	Head is not very steady
First learns to clench hands	Can say “mama,” “dada,” and two or three other words	Stretches arms to be picked up	Can roll over
Holds cup with two hands	Understands the meaning of “no”	Can combine two words, such as “daddy bye-bye”	First plays by himself/herself
Begins to fear authority figures	Begins to walk	Can turn pages of a book, two or three at a time	Paints with whole arm movement
Period of rapid language growth	Can say first name	Can point to the things he/she wants	Knows what authority figure wants
Early sex-role development	Can run	Can throw a ball	Can use a spoon
Has an extensive vocabulary, but cannot sequence	First learning to cooperate	Self-esteem is dependent on authority figures	Can cut with small scissors
Can ride a tricycle	Has a vocabulary of 1000 words	Begins to follow peers’ fads	Sexual identity established

Buttons and unbuttons large buttons	Can use the toilet independently	Can think using symbols	Knows common opposites
Develops identity outside of family	Chooses own friends	First development of a conscience	Can tie shoes
Understands hypothetical situations (i.e., what if...)	Increasing focus on peer relationships	Worries about being normal	Feels strange or awkward about his/her body
Girls can masturbate to orgasm	Greater physical coordination, manual dexterity, growth patterns vary widely	Uses formal logic and can change sides in a debate	Conflicts with parents begin to decrease
Couples pair off into stable sexual relationships	Experimentation with sex and drugs	Feelings of love and passion emerge	Increased capacity for tender and sensual love
Heightened physical power, strength and coordination	Girls develop faster than boys	Begins to separate from mother	

Ages and Stages Signs (for Activity 2A)

**Birth to
6 months**

Ages and Stages Signs (for Activity 2A)

**6 to 12
months**

Ages and Stages Signs (for Activity 2A)

**12 to 18
months**

Ages and Stages Signs (for Activity 2A)

**18 to 36
months**

Ages and Stages Signs (for Activity 2A)

**3 to 5
years**

Ages and Stages Signs (for Activity 2A)

**6 to 9
years**

Ages and Stages Signs (for Activity 2A)

**10 to 15
years**

Ages and Stages Signs (for Activity 2A)

**16 to 21
years**

Child Development Chart (for Activity 2A)

<i>Child Development</i>		Birth to 6 Months	6 to 12 Months	12 to 18 Months
		COGNITIVE	Recognition of primary caregiver; no concept of past or future; reaches for familiar people or toys	Objects can be held in memory; learns through routines and rewards; recognizes name; says two to three words besides “mama” and “dada”; imitates familiar words
PSYCHOLOGICAL	Attachment to primary caregiver; totally dependent; totally trusting; learns intimacy	Separation from primary caregiver; begins to develop a sense of self; learns to get needs met; trusts adults; stretches arms to be picked up; likes to look at self in mirror	Early social development; egocentric; accepts limits; develops self-esteem (love from family); plays by self	
MORAL	None	None	Fear of authority figures	

Child Development Chart (for Activity 2A)

<i>Child Development</i>		Birth to 6 Months	6 to 12 Months	12 to 18 Months
SEXUAL		Continued generalized genital play; early sex-role development	Generalized genital play in males; masturbation to orgasm in females is possible; early experimentation; gender identity established	Defenses reduce experimentation, but some continues
MOTOR		Sucking; hands clenched/grip; neck muscles develop; pulls at clothing; laughs/coos	Rolls over; stands with support; creeps/crawls; walks with help; rolls a ball in imitation of adult; pulls self to standing position and stands unaided; transfers object from one hand to the other; drops and picks up toy; feeds self cracker; holds cup with two hands; drinks with assistance; holds out arms and legs while being dressed	Creeps up stairs; gets to standing position alone; walks alone; walks backward; picks up toys from floor without falling; pulls and pushes toys; seats self in child-size chair; moves to music; turns pages two or three at a time; scribbles; turns knobs; paints with whole arm movement; shifts hands; makes strokes; uses spoon with little spilling; drinks from cup with one hand unassisted; chews food; unzips large zipper; indicates toilet needs; removes shoes, socks, pants, sweater

Child Development Chart (for Activity 2A)

		18 to 36 Months	3 to 5 Years	6 to 9 Years
		Child Development	<p>Can conduct experiments inside head but limited to experience; rapid language growth; copies adult chores in play; carries on conversation with self and dolls; asks “what’s that?” and “where’s my...?”; has 450-word vocabulary; gives first name; holds up fingers to tell age; combines nouns and verbs “mommy go”; refers to self as “me” rather than by name; tries to get adult attention, exclaiming “watch me”; likes to hear same story repeated; may say “no” when means “yes”; talks to other children as well as adults; names common pictures and things</p>	<p>Can conduct experiments inside head; cannot sequence; capacity to use language expands; understands some abstract concepts: colors, numbers, shapes, time (hours, days, before/after); understands family relations (baby/parent); can tell a story; has a sentence length of 4 to 5 words; has a vocabulary of nearly 1000 words; names at least one color; understands “tonight,” “summer,” “lunchtime,” “yesterday”; begins to obey requests like “put the block under the chair”; knows his/her last name, name of street on which he/she lives and several nursery rhymes; uses past tense correctly; can speak of imaginary conditions “I hope”; identifies shapes</p>
	COGNITIVE			

Child Development Chart (for Activity 2A)

		18 to 36 Months	3 to 5 Years	6 to 9 Years
		<i>Child Development</i>		<p>PSYCHOLOGICAL</p> <p>Autonomy struggles; learns system of meeting needs; social development increases; points to things he/she wants; joins in play with other children; shares toys; takes turns with assistance</p>
<p>MORAL</p> <p>Knowledge of preferences of authority figures</p>	<p>Self-esteem dependent on authority figures; follows peers' fads; negotiates to get needs met</p>			<p>Has a conscience; refinements in moral development</p>
<p>SEXUAL</p> <p>Continued generalized genital play; early sex-role development</p>	<p>Generalized genital play in males; masturbation to orgasm in females is possible; early experimentation; gender identity established</p>			<p>Defenses reduce experimentation, but some continues</p>

Child Development Chart (for Activity 2A)

		18 to 36 Months	3 to 5 Years	6 to 9 Years	
		<i>Child Development</i>		MOTOR	<p>Can run, throw ball, kick ball, jump; goes up stairs with one hand held by adult; turns single pages; snips with scissors; holds crayon with thumb and fingers (not fist); uses one hand consistently in most activities; rolls, pounds, squeezes, and pulls clay; uses spoon with little spilling; gets drink from fountain or faucet independently; opens door by turning handle; takes off and puts on coat with assistance; washes and dries hands with assistance</p>

Child Development Chart (for Activity 2A)

<i>Child Development</i>		10 to 15 Years	16 to 21 Years
		COGNITIVE	Can engage in inductive and deductive logic; neurons are present; understands hypothetical situations; conflicts with parents increase
PSYCHOLOGICAL	Increased autonomy struggles; increased focus on identity; focus on peer relationships; rebellious; often moody; romantic feelings; struggle with sense of identity; feels awkward or strange about his/her body; worries about being normal; frequently changing relationships	Interest in relationships; solidifies personal identity; becomes goal directed; sometimes rebellious; increased concern for others; increased concern for future; places more importance on his/her role in life	
MORAL	Moral development is legalistic; recognition of principles (e.g., justice); selection of role models	Identifies with moral principles, rules, and limit testing; experimentation with sex and drugs; examination of inner experiences	
SEXUAL	Puberty; sex organs mature; males ejaculate and have wet dreams; both sexes able to masturbate to orgasm with fantasies; girls develop physically sooner than boys; may display shyness, blushing, and modesty	Feelings of love and passion; development of more serious relationships; sense of sexual identity established; increased capacity for tender and sensual love	
MOTOR	Greater body competence (e.g., physical coordination); manual dexterity; growth patterns vary	Heightened physical power, strength, coordination	

Chart compiled by Katie Thompson, Elon College student intern, North Carolina Guardian ad Litem Program. Modified for Fourth Edition. Sources include: "Infant and Toddler Development," Dr. Maureen Vandermaas-Peeler, Elon College; "Child Development," Ray

Newnam, PhD; "LD In Depth," LD OnLine, www.ldonline.org; "Growing Up," Pasternak and Kroth; "Your Child's Growth: Developmental Milestones," American Academy of Pediatrics, www.aap.org; and "Normal Adolescent Development," American Academy of Child and Adolescent Psychiatry, www.aacap.org.

Child's Needs Pages (for Activity 2B)

CHILD'S PHYSICAL NEEDS

CHILD'S EMOTIONAL NEEDS

CHILD'S DEVELOPMENTAL NEEDS

A large, empty rectangular box with a thin black border, intended for writing notes about a child's developmental needs.



CHILD'S CULTURAL NEEDS

Checklist for Applying the “Best Interest” Principle (for Activity 2E)

As a CASA/GAL volunteer, you can use the following categories to evaluate and advocate for the best interest of children:

Safety: Child safety is paramount and best achieved by supporting parents within their community.

Permanence: Children and youth need and have the right to lifelong nurturing and secure relationships that are provided by families who have the skills and resources to meet their specific needs. Efforts to identify and secure permanence for children are continuous and integrated into all stages of involvement with children and families.

Well-Being: Children’s well-being is dependent upon strong families and communities meeting their physical, mental, behavioral health, educational and cultural needs.

Fostering Connections for Youth: As youth transition to adulthood, they benefit from services that promote healthy development, academic success and safe living conditions, as well as establish connections to caring adults who will commit to lasting supportive relationships.

Family Focus: Families are the primary providers for children’s needs. The safety and well-being of children is dependent upon the safety and well-being of all family members.

Partnership: Families, communities and the child welfare system are primary and essential partners in creating and supporting meaningful connections in a safe and nurturing environment for children and youth.

Respectful Engagement: Children, youth and families are best served when advocates actively listen to them and invite participation in decision making. Respectful engagement includes understanding and honoring of the family’s history, culture and traditions, as well as empowering them to meet their unique and individual needs through utilization of family strengths, and educating them regarding the child welfare process.

Professional Competence: Children are best served by advocates who respond to the evolving needs of communities, are knowledgeable of the

Checklist for Applying the “Best Interest” Principle, Cont’d.

historical context within which the child welfare system operates, provide respectful treatment to families and continually strive for professional excellence through critical self-examination.

Cultural Competence: Cultural competence is achieved through understanding and serving children, youth and families within a context of each unique family and community to help them achieve equitable outcomes. This includes, but is not limited to, families’ beliefs, values, race, ethnicity, history, tribe, culture, religion and language.

Case Assessment Questions (Activity 2I)

- What harm has the child suffered?
- Classify the degree of harm as severe, moderate, or mild.
- Are the consequences, physical and emotional, likely to be short-term, long-term or permanent?
- What is the likelihood of recurrence and why?
- What services, short of removal, are necessary to adequately reduce risk?
- What services were made available to the family prior to removal (or prior to hearing)?
- What is the parent/caregiver's understanding of the situation?
- Is the parent/caregiver motivated to make necessary changes?
- Describe the parent/caregiver's current emotional state.
- What kind of support is available from the parent/caregiver's spouse, significant other, extended family and/or friends?
- Has the parent/caregiver demonstrated cooperation with service providers or lack of it?
- What indications of parent/caregiver-child attachment have been observed?
- Are basic food and clothing provided for the child when he or she is in the parent/caregiver's home?
- Is the family income sufficient to meet the child's basic needs?
- List all the losses that the child would suffer by being removed from the home.
- What is the most appropriate type of placement for this child?
- What efforts have been made to locate possible relative placements?
- What will out-of-home placement provide for the child? What will out-of-home placement provide for the parent/caregiver?
- What visitation arrangements should be made between the child and parent/caregiver (for example: location, frequency, length, transportation, supervision)?
- What is the expected duration of placement?

Asking the Right Questions and Planning Your Next Steps Supplemental Materials

INITIAL INVESTIGATION PLAN

This worksheet is a helpful tool for creating your investigation plan. Remember, the plan for your investigation will be different in each case because each child's situation is unique.

Date of Next Court Hearing:		
Type/Purpose of Hearing:		
Court Report Is Due:		
Questions I Would Like	Possible Sources of	Priority #
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		

SOURCES OF INFORMATION

CHILD

Child Interviews

(Please note that it is not your role as a CASA/GAL volunteer to interview a child about the allegations; many of the children have been interviewed many times and additional interviews may be harmful to the child and to any potential criminal prosecution.)

Type of Information/Assistance

If the child is verbal:

- History of the family situation
- Information about relationships (parents, families, foster families)
- Wishes and desires for the future
- Challenges or areas in need of help
- Likes/dislikes
- Information regarding visits with parents, siblings, other family
- Other _____

Best way to contact source:

Child Observations

(Visits with parents, visits with siblings, child in current setting, child at school or daycare, etc.)

Type of Information/Assistance

- Affect
- Moods, mood changes
- Developmental stages
- Verbal ability
- Relationships, interactions with others
- Intellectual ability
- Other _____

Best way to arrange observation:

SOURCES OF INFORMATION (Cont'd.)

PARENTS & FAMILY

Parents

(When parents are represented by an attorney, follow program protocol before speaking with the parents.)

Type of Information/Assistance

- Their version of the events stated on the petition
- Omissions or extenuating circumstances they feel are important
- Their child's developmental milestones, joys, fears, etc.
- Specific information about the child's behavior related to:
 - Visitations with parents and siblings
 - Adjustments in school
 - Behavior problems and strengths
 - Medical concerns
- Adjustment to separation/loss
- Their background
- Other: _____

Best way to contact source:

Family

Type of Information/Assistance

- What they've seen happening as it relates to the life of the child
- Potential resources for the child and family
- Other _____

Best way to contact source:

SOURCES OF INFORMATION (Cont'd.)

TRIBE

(Applies only if you are working with an Indian child as defined by the Indian Child Welfare Act.)

Type of Information/Assistance

- Potential service resources
- Tribal enrollment issues
- Potential transfer of jurisdiction
- Information regarding whether anyone is going to appear in court for the tribe and whether the tribe is going to formally intervene, send a representative or make a written recommendation; information regarding recommendations
- Potential cultural responses to the current family problem
- Extended family or members of the tribe who may be a potential placement alternative for the Indian child
- Other _____

Best way to contact source:

SOURCES OF INFORMATION (Cont'd.)

PROFESSIONALS

Child Protection Agency Caseworkers

Type of Information/Assistance

- Where the child is placed
- Documentation, case record
- Case plan within 30 days of placement
- Names, addresses, and phone numbers of other principals in the case
- Contact information (e.g., for foster parents, parents, etc.)
- Response to your observations
- Community or educational resources
- Progress of case plan
- Safety issues, if any
- Medical status of child
- Educational status of child
- Anything else the CASA/GAL volunteer should know
- Other _____

Best way to contact source:

Child's Teacher or Childcare Provider

Type of Information/Assistance

- Child's behavior at school
- Educational problems or delays, strengths
- Changes in behavior
- Child's appearance
- Peer relationships
- Grades
- Parental involvement
- Likes/dislikes
- Attendance prior to/post removal
- School nurse reports
- School counselor reports
- Other _____

Best way to contact source:

SOURCES OF INFORMATION (Cont'd.)

PROFESSIONALS (Cont'd.)

<p style="text-align: center;">Legal Personnel</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Criminal records, other court records • Other _____ <p>Best way to contact source:</p>	<p style="text-align: center;">Child Protection Agency Attorney/Prosecutor</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Type of Information/Assistance • Other _____ <p>Best way to contact source:</p>
<p style="text-align: center;">Attorney for the CASA/GAL Program or for the Child</p> <p><i>(If there is one appointed)</i></p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Assistance with the legalities of the case • Assistance with complex legal situations particular to the case • Assistance in negotiating settlements in preparation for trial • Filing of legal documents • Subpoenas of witnesses • Other _____ <p>Best way to contact source:</p>	<p style="text-align: center;">Attorneys for the Parents</p> <p><i>(If the CASA/GAL program is represented by counsel, the attorney should follow program protocol regarding contacting other attorneys on a case.)</i></p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Arrangements to talk to his/her clients • Anything the volunteer should know about the client • Other _____ <p>Best way to contact source:</p>

SOURCES OF INFORMATION (Cont'd.)

PROFESSIONALS (Cont'd.)

Medical Personnel

Type of Information/Assistance

- Child's medical condition as related to the abuse and/or neglect
- Past medical history, medical records
- Follow-up services that may be required to address medical conditions resulting from abuse and/or neglect
- A particular medical condition that should come to the attention of the caseworker, foster parents, courts, etc.
- Contact with parent(s), if any
- Other _____

Best way to contact source:

Psychological/Psychiatric Professionals

Type of Information/Assistance

- Nature of referral information they received
- How they came to a particular conclusion
- What the diagnosis means in practical terms and how progress is measured
- Discrepancies in opinion
- Possible counseling or therapeutic models being recommended for the child, parents, family, etc.
- Other _____

Best way to contact source:

Foster Parents & Independent Living Coordinators

Type of Information/Assistance

- Specific information about the child's daily life and about the child's behavior related to:
 - Visits with parents and siblings
 - Adjustments in school
 - Behavior problems and strengths
 - Medical concerns
 - Contacts made by parents through letters, phone calls, etc.
 - Child's daily functioning
 - Adjustment to separation/loss
- Other _____

Best way to contact source:



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CHAPTER THREE

HEARST *foundations*



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Version 2, November 2017

CHAPTER 3

Handouts

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ACEs Infographic (for Activity 3C)

THE TRUTH ABOUT ACEs

WHAT ARE THEY?

ACEs are
ADVERSE
CHILDHOOD
EXPERIENCES

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse

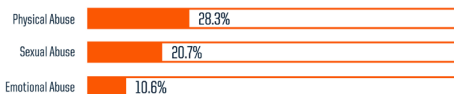


Divorce

HOW PREVALENT ARE ACEs?

The ACE study* revealed the following estimates:

ABUSE

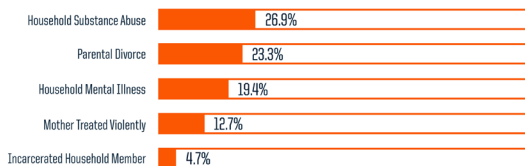


percentage of study participants that experienced a specific ACE

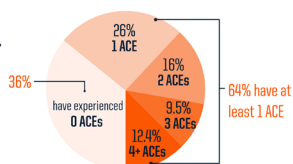
NEGLECT



HOUSEHOLD DYSFUNCTION

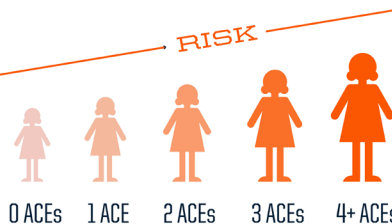


Of 17,000 ACE study participants:



WHAT IMPACT DO ACEs HAVE?

As the number of ACEs increases, so does the risk for negative health outcomes



Possible Risk Outcomes:

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

ACE Calculator—for the Mother in the Black-Smith Case (for Activity 3C)

Finding Your Adverse Childhood Experience (ACE) Score

Name: *Francis Smith*

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often or very often** swear at you, insult you, put you down, or humiliate you **or** act in a way that made you afraid that you might be physically hurt?

Yes No

If yes enter 1 1

2. Did a parent or other adult in the household **often or very often** push, grab, slap, or throw something at you?

Or **ever** hit you so hard that you had marks or were injured?

Yes No

If yes enter 1 1

3. Did an adult person at least 5 years older than you **ever** touch or fondle you or have you touch their body in a sexual way?

Or Attempt or actually have oral, anal, or vaginal intercourse with you?

Yes No

If yes enter 1 1

4. Did you **often or very often** feel that no one in your family loved you or thought you were important or special **or** your family didn't look out for each other, feel close to each other, or support each other?

Yes No

If yes enter 1 0

5. Did you **often or very often** feel that you didn't have enough to eat, had to wear dirty clothes, and had no one to protect you **or** your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

Yes No

If yes enter 1 0

6. Were your parents **ever** separated or divorced?

Yes No

If yes enter 1 0

7. Was your mother or stepmother **often or very often** pushed, grabbed, slapped, or had something thrown at her?

Or **sometimes, often, or very often** kicked, bitten, hit with a fist, or hit with something hard?

Or **ever** repeatedly hit at least a few minutes or threatened with a gun or knife?

Yes No

If yes enter 1 1

8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

Yes No

If yes enter 1 1

9. Was a household member depressed or mentally ill, or did a household member attempt suicide?

Yes No

If yes enter 1 0

10. Did a household member go to prison?

Yes No

If yes enter 1 0

Now add up your "Yes" answers: 5 This is your ACE Score.

Black-Smith Case Study Materials (for Activity 3I)

CPS Case File

Last Name of Case:			Black/Smith	
Legal Number(s):			3AN-15-154/155	
Child(ren)'s Name	DOB	Age	Ethnicity	Sex
Tammy Black	9/1	6	White	F
Grace Smith	8/19	4 months	White	F

Current Placement	Address	Phone
Foster Parents: Linda and Dave Gilbert	4206 Front Street	555-4413

Attorneys for	Attorneys	Phone Numbers
Mother	Megan Miller	555-9894
Father	Ben Bryant	555-1337
CPS	Heather Stafford	555-7344

Case History

Sept 15: Six-year-old Tammy made a call to 911 due to domestic violence in the home. Police found two children on the scene (Tammy, age 6; Grace, 4 months) and removed the children from the home based on evidence at the scene, including parents too inebriated to provide a safe home for their children and mother's bruises and bleeding as a result of a fight between her and her husband. The father, Mr. Alan Smith, was arrested on DV charges. CPS was notified and the children were placed together in emergency foster care.

Sept 22: Tammy and Grace were moved from the emergency foster care placement and placed with licensed foster parents Linda and Dave Gilbert. Foster parents reported that upon arrival, Tammy cried the first six hours and was inconsolable. Sept 25: Due to where the new foster home is located, Tammy moved to a new school. Linda reported this change has been very difficult for Tammy.

Sept 29: Following an initial hearing, parents were ordered to receive drug/alcohol screenings, attend any recommended substance abuse treatment programs and provide random urinalysis. The biological father of Tammy is deceased. Mr. Smith, Grace's biological father, was ordered to attend a domestic violence program. The mother, Francis Smith, was ordered to attend a domestic violence survivor's program.

Nov 29: Parents stipulated to adjudication, thereby acknowledging the issues are substance abuse, physical abuse and anger management.

Court-Ordered Services

CASA History Case Initially Assigned to:	You	Date assigned:	Today
Current CASA Volunteer:	You	Date terminated:	Today
CASA/GAL Program Coordinator:	Jessica Clarkson	Date assigned:	9/15
Initial CPS Social Worker:	Becky Howard	Date assigned:	10/20

For the Children:

Educational needs met as appropriate

For the Father:

Drug/alcohol screening and substance abuse treatment

Anger management classes

For the Mother:

Domestic violence survivor's program

Who do you want to interview first?

The Questioner's List

Questions to consider periodically:

- Where else could we get information that would be useful?
- What are the barriers to reunification?
- Have we checked all relatives?

Questions to consider before finalizing court recommendations:

- Are our court recommendations child-focused?
- Have we covered every need of the child(ren) in this case?
- Did we appropriately consider the minimum sufficient level of care (MSL) standard in forming our recommendations for this case?
- Do our recommendations ask for what is appropriate, whether or not it is readily available?
- Is our work clear, diplomatic and non-judgmental?

CASA/GAL Program Coordinator—Jessica Clarkson

Setting: CASA/GAL Program Office

Thank you for taking this case! I'm so glad your training class just finished. I need you on this case because I need someone with the luxury of focus. As you will find out, this family has a history of trauma and we need to make sure these girls get the services they need. Mom is Francis Smith. She has been through a lot with the step-dad, and the girls have seen it all. His name is Alan Smith.

Since the parents have stipulated to adjudication, the disposition hearing is next. We will need to give our recommendations regarding placement and services. Right now the two girls are with Dave and Linda Gilbert. I don't think they are relatives. But you'll be able to find out. Even though we hope for reunification, we need to be making a concurrent plan for permanency from day one.

Becky Howard is a new CPS worker and she has been on top of things. Do you know what information you'd like to get from her?

Let's meet in a few weeks so you can start planning for the hearing. Remember, you will need to write a report, so document all of your contacts. Please send me summaries of whomever you speak to so I know what is going on. Email is best for me. Let me know if you have any questions. Oh, and remember to track your time so you can submit your hours next month.

Here is your case file. Again, thank you so much for being a CASA/GAL volunteer. You are going to do great on this case!

- How will you approach this case?
- Who do you want to interview next?

CPS Caseworker—Becky Howard

Setting: Phone Call

Hello! Yes, we've been playing phone-tag. I only have about five minutes, as I'm preparing for court.

The current plan is for reunification, but these parents have long-established patterns of domestic violence and drinking. I'm not too hopeful they can stop using. But, since they stipulated to adjudication, maybe that's the first step that they want to make a change.

You won't be able to get ahold of Mom for awhile. I just found out she entered herself into treatment. The program she entered doesn't allow outside contact for the first several weeks. Step-dad is in jail on charges related to the domestic violence episode. He has quite a bit of an assault history.

Placement? The girls have really settled in at the Gilberts. No, Linda and Dave are not relatives, but they have expressed interest in keeping them long term. I know it's early, but it's good to know. They love having the girls there and can provide an amazing placement. Linda has been great about taking Tammy and Grace to all of their appointments.

Tammy is a great little girl. But, poor thing. She had to change schools when she got placed with Linda and Dave. She's also repeating first grade, which did not make Mom and Step-dad happy. But I think it's for her own good.

Ok, got to go.

- What are the issues in this case?
- Do you have follow-up questions for the social worker?

Tammy Black

Setting: Howard Elementary School, Counselor's Office

Hi, I'm Tammy.

I used to live in a different house. But now, I don't need to be scared of my step-dad. Sometimes he gets mad and breaks things.

My real dad died in a car wreck when I was 3.

I miss Mrs. Gallego. She was so nice. Can I go back to my old school?

I also miss my Auntie Anne. This is a picture I drew of her, and me, and my cousin, and her puppy.

Right now, I'm living with Linda and Dave. They are funny and make me laugh. Guess what? Linda is going to paint my room purple if I get to stay with her longer. Can I stay with her longer? Purple is my favorite color!

- How will you introduce yourself to Tammy?
- What are some open-ended questions you'd like to ask Tammy?

Tammy's First Grade Teacher—Mrs. Gallego

Setting: *First Grade Classroom, Lincoln Elementary School*

Hi, yes, I have heard about the CASA/GAL program. You're a volunteer, right?

This was my second year as Tammy's teacher. I miss her so much. We all miss her. How is she doing at her new school?

Well, she had very poor attendance last year and, as a result, we requested she repeat first grade. Before she changed schools, she was doing much better this year! Tammy seemed to be catching on this year much quicker than last year. She has done a great job with her letters, numbers and early reading.

I made multiple reports to CPS last year. When Tammy did come to school, she was often dirty, tired and hungry. Her parents never attempted to come to parent-teacher conferences. I made another CPS report when Tammy's mom smelled like alcohol when she came to pick her up one day and she was nine months pregnant!

Sometimes Tammy comes to school feeling down. From what I gather, she's witnessed horrific violence between her mother and step-father. She drew me a very sad picture earlier in the school year—it had a bottle of alcohol in her step-father's hand, a broken table, and mom crying with what appeared to be bruises on her arms. I saved it. Do you want to see it? The trauma this child has experienced has broken my heart—the whole situation is so painful and heartbreaking.

You know, our school just had an in-service day on trauma-informed classrooms. They talked about the importance of understanding a child's personal history. They talked about chronic trauma and acute trauma. I remember the importance of building resilience in children; one factor is school connectedness. Do you think she will ever come back to our classroom? I can imagine the change must be tough for her.

Friends? Oh, she got along with all of the students. She is a very kind child. She is sometimes withdrawn, but is always kind. She seemed worried about her mother. Tammy was quite thrilled to have a new little sister. Is her name Grace? Tammy talked about her all the time.

Tammy's First Grade Teacher—Mrs. Gallego, Cont'd.

- What difference does this interview make to the case?
- What are your follow-up questions and to whom do you wish to address them?

Foster Parents—Linda and Dave Gilbert

Setting: *The Gilbert Home, Saturday morning*

Linda: It's nice to meet you. Tell me what your role is again?

The girls are so wonderful to have around. It's nice to hear children's voices again.

Well, Tammy has changed schools and is having a tough time adjusting. I'm trying to offer as much consistency as I can. We read every night. Tammy looks forward to it. She brings me a stack of books. Her favorite? Dr. Seuss, since she can read some of the words.

Since their mom hasn't been available for visits, Tammy has been asking about her and gets quite sad. Do you know where Mom is? Is she in treatment? I hope she is doing well. Have you heard if she is making progress?

Dave: Linda, you know we can't ask those questions.

Linda: Sorry, but I'm curious.

Oh, also I wanted to ask. Do you know of an Aunt Anne? Tammy has mentioned her. I guess she is Francis' sister and lives out of state. If the kids go to the aunt, would we ever see them again? I don't know how we'd manage.

- How do you answer Linda's questions about Francis?
- What are your follow-up questions and to whom do you wish to address them?

Maternal Aunt—Anne Black

Setting: Long-Distance Phone Call

Life growing up? Well, we grew up very poor, our parents drank a lot, and you know how it goes. We had two other siblings, an older brother and younger sister. Our older brother died when we were young, and our sister committed suicide when she was in high school. We did not have it easy. I think Francis never got over how we were raised; she never let go of her anger.

I'm different. I don't stay angry. I'm a calm person. I don't drink either. Nothing good can come from drinking or being angry. I do hope she can move on and heal so her girls don't have to grow up like this.

I would love for the girls to come and live with me. Do you think that can happen? I have three children of my own, a son and two daughters. Family is important. Currently, in our home my cousin is also living with us. He has a bit of a criminal history. I'm currently his third-party custodian. Do you think that will be an issue?

I really wish Francis would leave that man. His drinking has always been a problem. We've talked. She won't leave him. She thinks he is more important than her girls.

Do you think the girls can come live with me? What has the social worker told you about why they can't come live with me?

- What difference does this interview make to the case?
- How will you answer Anne's final question?

Black-Smith Debrief Questions

- What traumatic events have Tammy and Grace experienced?
- Did you feel prepared to make recommendations regarding placement? Services? If not, what additional information would you have liked to have?
- What is an open-ended question you'd like to ask Tammy? Linda? Aunt Anne?
- What are some resiliency characteristics that Tammy already has? How can you help to reinforce these?
- What are the implications of the mother's high ACEs score for her future health?





CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Handouts

CHAPTER FOUR

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Version 2, November 2017

CHAPTER 4

Handouts

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Understanding Mental Illness (for Activity 4A)

- Southern states have the lowest prevalence of addiction—around 7.5 percent. States in the Mountain West region have the highest prevalence of addiction—around 10.0 percent.
- More youth are becoming depressed. There was a 1.2 percent increase in youth with depression, and a 1.3 percent increase in youth with severe depression between 2010 and 2013. States with the highest rates of depression have twice as many severely depressed youth compared to states with the lowest rates.
- Nationally, 57 percent of adults with mental illness receive no treatment, and in some states (Nevada and Hawaii), that number increases to 70 percent. Despite low utilization of treatment, individuals in Hawaii are the least likely to say that have unmet treatment needs, with only 12 percent of adults in Hawaii reporting that they do not receive the treatment they need. This leads to the question of whether it is possible that individuals in Hawaii are trying to manage their mental health problems on their own, or perhaps the stigma surrounding mental illness is preventing individuals from acknowledging the need for help.
- In 2012–2013, 18 percent (1 in 5) of adults with a mental illness were uninsured. Individuals living in states with the highest percentage of uninsured adults with mental illness are 3 times more likely to be uninsured compared to those who live in the states with highest rates of insurance access. Individuals with mental illness living in Nevada (33.40 percent) are 10 times more likely to be uninsured compared to individuals in Massachusetts (3.30 percent).
- Cost is a barrier to treatment—1 in 5 adults with a disability report difficulty getting care due to costs.
- 64 percent of youth with depression do not receive any treatment. Even among those with severe depression, 63 percent do not receive any outpatient services. Only 22 percent of youth with severe depression receive any kind of consistent outpatient treatment (7–25+ visits in a year).

Understanding Mental Illness, Cont'd.

- Children with the least access to mental health insurance coverage are 3.5 times less likely to have coverage compared to those that live in states with the most coverage. In Hawaii (20 percent), children are 10 times more likely to be uninsured compared to children in Connecticut (2 percent).
- States in the Northeast are 5 times more likely to identify youth with Emotional Disturbance as compared to the rest of the nation. Youth who have a mental health problem are more likely to get better school-based supports in the Northeast.
- 250:1 vs 1,100:1—In states with the greatest number of available mental health providers (Massachusetts, Maine, and Vermont), there are approximately 250 individuals for every one mental health provider. In states with the lowest number of available mental health providers (West Virginia, Texas, and Alabama), there are approximately 1,100 individuals for every one provider—that is more than 4 times less access to treatment providers in lower ranking states.

Sample Communication with Caseworkers (for Activity 4H)

Relationships with caseworkers and other professionals on a case are important but not always easy. Unlike CASA/GAL volunteers, who are working on one case at a time, caseworkers are juggling several cases. It is your job to learn how to communicate effectively with them in order to protect the child's best interests. Following are three examples of direct, clear and successful communication between a CASA/GAL volunteer and a caseworker.

Example 1: Setting the Tone on a New Case

Office visit by CASA/GAL volunteer Sara to the office of caseworker Karen

Sara: Hi Karen, my name is Sara Lopez. Thanks for taking the time to meet with me today. I know how busy you are so I'll get right to the reason for my visit. I've been appointed by the court as the CASA/GAL volunteer for Jamie and Leah Mason. I've been on their case for about six months now. You're their new caseworker, right?

Karen: That's right. I've been in social work for a while, but I just started at this agency and took over for Natalie Wilson. Thanks for letting me know that you're the CASA/GAL volunteer.

Sara: Have you ever had a CASA/GAL volunteer on one of your cases before?

Karen: No, but there was a segment about CASA/GAL volunteers in my orientation and I've heard comments around the office...

Sara: Well, I don't know what you've heard, but I hope we can work together to help Jamie and Leah. My role is to be their advocate, their voice in the system to help make sure that they are safe, well cared for and are placed in a permanent home as soon as reasonably possible.

Karen: Wait a minute—I thought that was my job! So you're here to tell me how to do the job that I went to graduate school for?

Sample Communication with Caseworkers, Cont'd.

Sara: Not at all. My role is different from but complementary to yours. Because I'm a volunteer assigned to only one case, I can spend a lot of time with the children, getting to know them in a way your schedule won't allow. I also have time to delve into their current situation: contact all the people they interact with, read all the records, and research resources that might be helpful. My job is to pull all that together and prepare a report for the court that includes making recommendations in the best interest of each child. Does that make sense?

Karen: Sort of . . .

Sara: I won't just be reporting to the court, of course. I'll be sharing information with you and the other legal parties to the case throughout the time the children remain under the authority of the court. I know you have a whole stack of Natalie's cases to get up to speed on so I'd be happy to share a bit about Jamie and Leah right now if you have time.

Karen: Okay.

Sara: Jamie is 9 and Leah is 4. They are in two different foster homes—both okay. They were separated because of Jamie's behavioral issues but need to be back together ASAP. Jamie's pretty bright but not mainstreamed in school and not performing up to his ability due to behavior issues. The foster mother and I think he needs further evaluation, but the school seems to be dragging its feet. Leah, his little sister, is on track developmentally. She is sweet and shy, an easy child to foster. Her face lights up on the rare occasions when she gets to see her big brother. Neither parent has made much consistent headway with drug treatment for meth. A court review was scheduled for next week, but it has been continued for a month.

Karen: That was helpful. It looks like I've got a lot to do with a court hearing coming up that fast.

Sara: Amen—me too. I hope that you'll be equally open about the case with me. As you know, the court order grants me access to all information about the children. Please send me a copy of the new case plan once court is over. Also, please be sure to copy me on notices of any meetings regarding these

Sample Communication with Caseworkers, Cont'd.

children, especially Family Team Meetings. Here's my contact information. [*Hands her a card.*] Do you have more questions?

Karen: Not right now, but I'm sure I will later. *Sara:* I work full time, so it's not always easy to get me by phone during the day but a text will always reach me. Thanks so much, Karen. I look forward to working with you.

Example 2: Concern about Caseworker's Inattention to a Case

Email from CASA/GAL volunteer to the CASA/GAL volunteer supervisor

I just sent the following email to the caseworker. The caseworker [Jim] just had a 7-year-old boy on his caseload end up dead, so he is probably busy as well as distraught, but that is no reason to let this case slide any longer.

From: CASA/GAL volunteer Peg

To: Jim Small (caseworker)

Copy: CASA/GAL volunteer supervisor

Sent: Thursday, February 16, 9:38 a.m.

Subject: Re: Mullen Case

Jim: I know the past couple of months have been very demanding on you with your caseload, the birth of your daughter and surgery. I also understand the difficulty we have had in connecting due to our conflicting schedules. I know that you have not been able to spend much time with the Kelly family but please trust me when I tell you that there are serious problems with Joe that cannot be dismissed.

At the February 2 meeting, both foster parents (Carl and Jane) expressed a fear of Joe because his behaviors were becoming more aggressive and destructive. At my visit last night with them, Carl again stated he worries he will come home someday and find Jane seriously hurt or even dead. When I called Monday to schedule a visit, Joe was screaming in the background and Carl said he was throwing one of his fits. He has been refusing to do his schoolwork and he is staying up until 4 a.m., refusing to sleep. MGM was also present at the apartment last night, and she instructed Jane to call 911 when

Sample Communication with Caseworkers, Cont'd.

his behavior becomes dangerous, to which I agreed. Carl said he has seen Joe's behavior turn more aggressive lately, and Joe has hit and nearly stabbed Jane in his fits of anger. He has had only one session with his therapist since November 28. There are transportation issues that need to be addressed as well.

Last night both Carl and Jane were in tears as to what they should do. They are exhausted, frustrated and scared. I hope you are planning to attend the meeting on Friday—it is everybody's day off and that is why we scheduled it for 1 p.m. at Harbor. We all agree to the seriousness of this case and a need to help the foster parents. Joe's lawyer, Linda Lewis, will also be present. I hope we can bring you up-to-date on this case, as there are many other things that have happened that you may not have been made aware of. I know you will be seeing them tonight on your way home and thought you should be aware of some of these things. They have expressed their disappointment in you not being at the February 2 meeting. They said in December you dropped off gifts but didn't come in, and at January's visit spoke with Joe, but didn't have time to listen to their concerns.

If you have any questions, please don't hesitate to call me at home after 5, any night but Thursday at 555-0001. My cell is 555-0008.

Thanks, Deb Baranoski

Example 3: Fighting Case Inertia for Best Results

Phone call from CASA/GAL volunteer Sharon to caseworker Melissa

January 19, 8:42 a.m.

Sharon: Good morning, Melissa. I'm really glad we finally connected. How are you doing?

Melissa: I'm insanely busy as always. I was just getting ready to sign out to do home visits so I don't have much time to talk.

Sharon: Got it. This won't take long. I'm calling about Tommy Sizemore's case. You remember that Fred and Melissa Wilson, Tommy's paternal uncle and his wife, want to adopt Tommy, right?

Sample Communication with Caseworkers, Cont'd.

Melissa: Yes, I remember. There is one of a pile of home studies on my desk to be done.

Sharon: Wow, I'm sure it must be difficult to balance a caseload like yours. I know your situation is very different from mine where I can just focus on what's best for Tommy. Well, I visited the Wilson's last night and they are very excited at the prospect of adoption. Since the foster mom and the Wilsons are friendly, the transition and bonding should be fairly smooth and both families can remain involved. I'm calling with two concerns. The Wilsons told me they have been trying to get in touch with you to finish Fred's background check and get their home study done. They're worried that something might be wrong because you haven't returned their calls. I told them that returning calls sometimes takes a while since you're in the field several days a week but not to worry. Their second concern is that visitation hasn't been set up yet. The Wilsons want Tommy to start visiting in their home and, more importantly, Tommy needs permanency sooner rather than later. I told them I would check with you on both issues and get back to them.

Melissa: You said it about our situations being different! As much as I would like to move Tommy's case forward, it's not the only one on my plate. Tommy's current foster home is one of our best so Tommy is getting good care. Right now, I have several older kids in placements that are about to blow so I have to deal with those first.

Sharon: I completely understand. That said, I'd like to do whatever I can to speed up permanency for Tommy. If it works for you, I'd be happy to touch base with the Wilsons, let them know that you've received their messages and that you're planning to set up an appointment with them within the next 7-10 days. Will that work for you?

Melissa: Absolutely – it will save me a call and calls with prospective adoptive parents are rarely brief. Thanks. Please tell them that I sent in the background check forms but they haven't all come back yet which is why I haven't scheduled their appointment.

Sharon: I sure will. What about visitation?

Sample Communication with Caseworkers, Cont'd.

Melissa: It's against agency policy to allow in-home visitation until the background checks have cleared and the home study is approved. The Wilsons just need to understand that adoption is a lengthy, one-step at a time process.

Sharon: Is there any problem with them visiting Tommy at the foster home?

Melissa: Well... adoption by these relatives is Tommy's permanency plan. They and the foster mom have already developed a friendly relationship. So, I guess it's OK as long as they're reasonable about it and don't make a nuisance of themselves to the foster mother but they cannot leave with Tommy or visit him unless the foster mom is home. Make sure they get that!

Sharon: I'm sure the Wilsons will comply as much as they would like to move faster. Thank you for taking the time to work out some concrete next steps for Tommy and the family. Please let me know of anything I can do to accelerate the home study process. Thanks again. Good-bye.

Melissa: Gotta run. Bye.

Greene Case Study Materials (for Activity 4I)

CPS Case File

Last Name of Case:			Greene		
Legal Number(s):			08-5-54321-5		
Child(ren)'s Name	DOB	Age	Ethnicity	Sex	Current Placement Location
Marky Greene	02/15	8 years	Cauc.	M	Home of bio mother & father

Current Caregiver(s)	Address	Phone
Bio Mother: Judy Greene Bio Father: Roy Greene	4810 Old Mill Rd	555-5454

Attorneys for:	Attorneys	Phone Numbers
Mother	Darlene Wright	555-6000
Father	Walt Harris	555-8727
CPS	Robin Jackson	555-6552

Case History

Two weeks ago: A call was made to the CPS hotline by the kindergarten teacher and school nurse at Parkside Elementary. The callers stated that one of their students, Marky Greene, often comes to school with poor hygiene, that much of his clothing is not his size, and that he's just come in with his third case of head lice in three months.

This CPS social worker (SW) interviewed the child's parents, Judy and Roy Greene. The family is Caucasian; the parents are in their late twenties. Per medical records, the mother was diagnosed with bipolar disorder as a senior in high school. The Greene family moved here from a few states away. They have no extended family living nearby.

SW found conditions in the home deplorable but not dangerous. CPS decided to file a petition for neglect but to allow the child to remain at home for the time being.

Adjudication and disposition hearings were held the same day. Both parents attended. It was determined that the child's placement will continue in their home until the 3-month review hearing. Parents were ordered to cooperate with the CPS treatment plan. Judge admonished them to work hard and pointed out that Marky was still under court's jurisdiction. He ordered CPS to not hesitate to take physical custody, should conditions in the home or family deteriorate.

CASA History: Case Initially Assigned to:	You	Date Assigned:	Today
		Date Terminated:	N/A
Current CASA volunteer:	You	Date Assigned:	Today
Initial CPS Social Worker:	Ryan Headon		
Current CPS Social Worker:	Ryan Headon		

Case History, Cont'd.

Court-Ordered Services

For the Child:

Educational needs met as appropriate

For the Father:

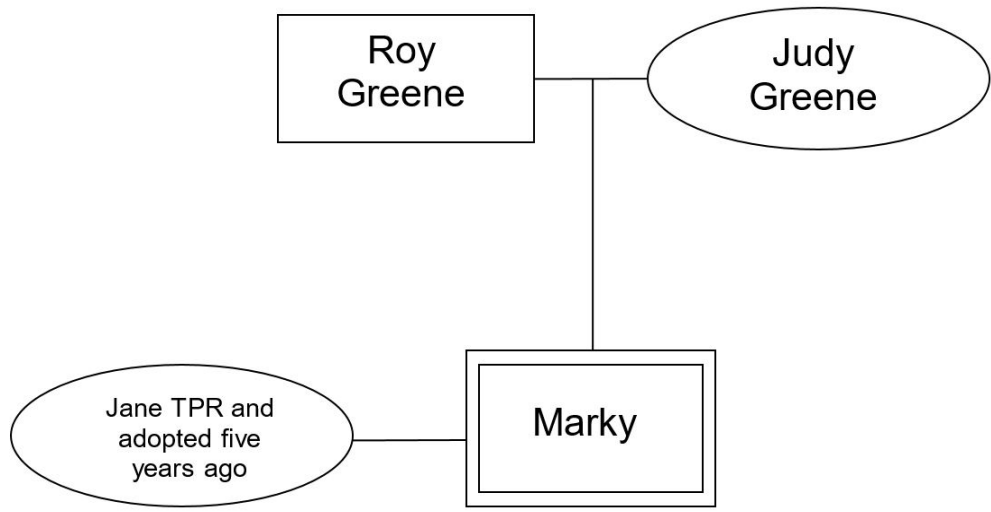
Psychological evaluation and counseling (if recommended)

For the Mother:

Psychological evaluation and treatment/counseling (if recommended)

Who do you want to interview first?

Greene Family Genogram



The Questioner's List

Questions to consider periodically:

- Where else could we get information that would be useful?
- What are the barriers to reunification?
- Have we checked all relatives?

Questions to consider before finalizing court recommendations:

- Are our court recommendations child focused?
- Have we covered every need of the child(ren) in this case?
- Did we appropriately consider the minimum sufficient level of care (MSL) standard in forming our recommendations for this case?
- Do our recommendations ask for what is appropriate, whether or not it is readily available?
- Is our work clear, diplomatic and non-judgmental?

Marky Greene: First Contact

Setting: Parkside Elementary School

CASA Notes: The child appeared clean and appropriately dressed.

Hi. My teacher told me someone wanted to talk to me.

Yes, I like school.

I don't like when kids make fun of me.

They call me "weirdo" sometimes. And push me in the hallway.

I like math.

I don't like reading time. I go to a different room during reading time and work with Ms. Thomas. Matthew and Paul say I have to go to the dummies' room.

My parents are nice to me. My dad's not around a lot. Sometimes Mom likes to play games with me, and we stay up late and have fun. But other times she doesn't feel well and spends all her time in bed. Then I make up games to play by myself. Or I try to make food for my mom.

- What are your impressions of Marky's relationship with his parents?
- Who do you want to talk to now?

Marky Greene: Second Contact

You decide to see Marky again before writing your court report. Some things just aren't adding up and you want to see what he'll say about them. Usually you wouldn't expect an 8-year-old to be that helpful, but this kid is so observant and mature for his age that you feel it's a good idea to ask. He tells you that:

School is still going fine. He really likes his mentor. "Coach is—that's what I call him—I mean, Mr. Smith's a great soccer coach! And he's really fun too. He's so smart!"

He's worried about the new puppy because he's not sure his parents really know how to take care of a dog. "We had a gerbil once and it died."

He doesn't remember having a sister.

His dad goes to work every day—always has.

His family has always moved houses a lot.

His dad likes to go to the corner bar and play the poker machine. "I tell him not to do it, but he doesn't listen to me. Sometimes he loses all the money we have."

Yes, his mom can have a temper, "But she doesn't mean anything by it." And, no, she doesn't hit him, "Well, not very hard."

"Is this going to get my parents in trouble?"

- How will you answer his final question?
- What difference does this interview make to the case?

Former Landlords of the Greenes

When groups ask for this interview, also give them the three court records for this case.

You call the Southeast Real Estate Management Company and they refuse to speak with you about the Greenes. They acknowledge that they did rent to the Greenes last year and that they had to be evicted due to not paying rent—both facts available on the civil records you now have.

Then you call Sharon Dickens, who had a rent problem with the Greenes two years ago. She is more than willing to talk to you. She said she never had any trouble with renters before—that she'd been renting that old farmhouse for years, but "Roy and Judy, boy, they were something else!"

Ms. Dickens tells you they seemed nice, if a little odd, when she rented the place to them, but things went downhill quickly. She always watches the old place from the road because she passes it on her way to work. "The Greenes seemed like they didn't live like the rest of us." The place started to look messy, with stuff in the yard. When she stopped by to pick up the rent, sometimes nobody answered even though the car was there. Other times, Roy opened the door, but he didn't seem to want her in the house. And since they had the rent, cash in hand, she just picked it up and went on her way for the first three months or so. "Then the excuses started! Roy said he hadn't been paid that week. He said they had to take Marky to the doctor—he's a real nice kid, not like them. He said anything to explain why they didn't have the money on time. Finally I did get in the house and it was horrendous. I told them they had to clean it up, but quick."

"Then, right after that, Roy called to say the water wasn't working. My husband went over to check it out and he found the pump cover off the pump. The cover looked like it had been run over by a truck. The pump was just turned off—I guess that's how Roy "fixed" it. The yard had tire tracks all over, like they'd been spinning wheelies for the fun of it. The grass was all dug up. My husband was furious. That's when we filed on them."

Ms. Dickens tells you she doesn't know what to think about the Greenes. She asks you what's going on now. "Are they in trouble?"

Former Landlords of the Greenes, Cont'd.

- How do you answer her question?
- What have you learned from this interview and the civil records you retrieved?

Intensive In-Home Family Therapist: Monica Morales

You are able to meet with Monica Morales in person. She is casually dressed and explains that she has an appointment that afternoon. In most cases, she schedules three- to four-hour sessions three times a week, “spent with the family on their home turf. These families are in danger of losing their children. They have multiple problems to address and need very concrete support. It’s not armchair therapy, that’s for sure.” She responds to your questions about the Greene family and tells you that:

One of her first projects was to take Marky and his mom to the thrift store to get some clothes for Marky that fit him. Judy seemed uninterested in finding clothes for Marky. “I had to redirect her and keep her focused on the task we went there to accomplish. Marky helped with the shopping and he is proud of his new clothes.”

Marky told her he enjoys taking baths and showers. He loves going to school looking “like a regular person.” They dealt with the head lice and will treat him again after 10 days. “Before I came into the house, the shower had become a clothes storage closet for clothing no one was even wearing. I’m not sure how they were bathing, but I think Roy used the hose out back.”

“I will be with the family for six weeks max. If a family doesn’t respond in that amount of time, it’s not considered appropriate to keep providing my wrap-around ‘Cadillac’ services. If they don’t turn this around, they could lose Marky.”

Judy’s violent temper is concerning. “She has little impulse control and reacts with anger when she feels threatened, which is often. I am working with her on ways to stay cool. We’re also learning to discipline effectively without hitting. It’s actually good that the puppy is there because he gives us plenty of opportunities to practice.”

Marky almost never needs discipline. He’s more likely to be scolding his parents. He’s a classic “parentified” child, one who is more responsible than the adults in the home. “He takes on more responsibility than a child should. He will need to learn how to be a kid.”

Intensive In-Home Family Therapist: Monica Morales, Cont'd.

“I know they have financial problems but I’m not sure why. Roy makes a good paycheck and the trailer rent is low. We’ll be working on a budget soon.”

- What difference does this information make to the case?
- What are your follow-up questions?

Parents: Judy and Roy Greene

You go out to the trailer at Falk's Family Park on Saturday. Marky is out with his new mentor, Ben Smith, but both parents are home. The trailer smells a little like pee, especially near the bathroom door. The place isn't a total mess but you see roaches, both dead and alive. You explain who you are, but you can see that they don't really get it.

They got Marky a puppy and named it Butch. The puppy is wiggly, and Judy smacks it frequently in an ineffective attempt to control the animal. Roy tells you that he builds roads and works for Charles Carp Construction. He's been with them for a year. Judy's not working right now. They have lived at Falk's for about six months.

You ask them why CPS came into their lives. Judy says, "It's not right! They can't take him from us! I won't let them!" She is suddenly very upset. "Calm down now, Honey," Roy tells her. Then, "Hush! Nobody is taking anybody." He turns to you. "We love Marky—he's our boy. I just don't know if Judy can take it. We've been married almost 10 years, you know."

You ask what happened with CPS and Roy takes a matter-of-fact tone, like he's reciting: "They come over to the house and it was dirty. It was really bad, not like today. I told Judy to clean up, but she wasn't feeling great and couldn't do it. They said we didn't have any food. Well, of course we didn't—it was Friday. We always shop on Friday when I get home from work with my paycheck. I don't know why they have to butt in! So we had to clean the house all weekend and show them we had food on Monday. Now they want that lady, Miss Monica, to be over here all the time. More butting in."

You ask how they came to move here from their previous state of residence. Roy looks guarded and he keeps his answer short. All he tells you is that they wanted a change and they heard that it was nice here, with plenty of work.

You remind him about the court date and he says, "Why do we have to go to court? We didn't do anything wrong." You decide to leave any explanation to the CPS worker and other professionals working with the Greenes.

- What difference does this information make to the case?
- What are your follow-up questions for these parents or others involved in the case?

School Nurse & Marky's Teacher

School Nurse: The school nurse repeats what the CPS worker told you, that Marky had ill-fitting clothes, head lice, and sometimes circles under his eyes like he wasn't sleeping. Also:

He's looking much better recently. "He has clothes . . . and they're clean! We were so tired of him looking like an orphan." She has checked him a couple times and the head lice seem to be gone.

She heard his mother is erratic, but she's never met her. Marky's a real sweet kid, maybe a little slow. He's always polite. She feels bad for him. School records show that when it was time for Marky to enter kindergarten, he hadn't had his inoculations and they had to call CPS in to make the family comply.

Marky's Teacher: The nurse transfers you to Marky's room so you can speak with his third-grade special ed teacher. She tells you that:

Marky is a real nice kid but kind of serious for an 8-year-old. He does okay in arithmetic but is struggling to learn how to read. He almost never gets his homework turned in. It seems to disappear if he takes it home.

Yes, he has an IEP,* but it might need to be updated. "We're a little behind on doing those. I think Marky may have a specific learning disability instead of a low IQ. If it was low IQ, he shouldn't be doing so well with his figures."

The kids used to tease him a lot for looking funny. She tried to monitor that, but it's hard—kids can be so cruel, and after all he *did* look funny. He's looking much better these days.

Yes, sometimes he has circles under his eyes—not lately—and he's come in with bruises too, but he always has a good explanation for those and they aren't that bad.

His parents have not been to the school.

So what happened? Did his mother do something? Is he in foster care now?

- How do you answer her questions?
- If you suspect that Marky's IEP does not fit him, to whom should you report that concern? How will you advocate for an update?

* IEP: Individualized Education Program.

CPS Caseworker Ryan Headon: First Contact

You speak with Ryan Headon on the phone. Ryan got the case from the CPS investigator last month. Ryan tells you what the school nurse said when she called in the report. He also tells you that:

Their son Marky doesn't seem developmentally disabled, but he is enrolled in special ed at school. "I've asked for intensive in-home family services, and I think we might get lucky on that. Monica Morales just closed a case so she's available."

Judy has worked in the past but is currently unemployed. The family lives in that funky trailer park out on the edge of town called Falk's Family Park. The investigator found their trailer very unkempt, with clothes all over the place, empty food cartons with fruit flies circling, etc. He said the place was dirty as well as messy and there was no food in the fridge or anywhere else. He interviewed Marky on the spot and felt that the child was under a great deal of stress. Marky actually said, "I'm so tired! I need a break."

"Apparently, the parents did not react well to CPS being there. I heard that Judy yelled a lot and only quieted down when they threatened to take Marky into foster care. It's a borderline case, you know. We may still have to remove him from the home."

Ryan tells you that he did a combined records search and found the Greenes had a CPS case three years ago. When it was time for Marky to go to kindergarten, they had no proof of inoculations for him and they refused to cooperate with the school system. The Greenes said he'd had his shots but would not give the name of the doctor or clinic. CPS was called. Marky had to have his shots again; problem solved, case closed.

He also found reference to the fact that the Greenes had been on food stamps for six months about a year ago. CPS has processed an emergency pharmacy voucher so the family could get Marky treated for head lice.

- What are the issues in this case?
- What are your follow-up questions, and to whom do you wish to direct them?

CPS Caseworker Ryan Headon: Second Contact

Ryan says he has been out to see the Greenes. He asked them about drug use and drinking, and they denied both. So far, he has no reason to think they're not being truthful about this.

Ryan asked the family about extended family support. Roy told him his only family is a brother, "living far away from here. We don't stay in touch." Ryan asked Judy where her mother lived and Judy said, "She's dead!" But he's been in touch with CPS where the Greenes used to live and Judy's mother is not dead—she still lives in their hometown and has a long history with CPS. She also has mental health issues and had five children, all grown now. Some of them were in out-of-home placements some of the time, including Judy, who reported that her foster father tried to have sex with her when she was 14. She married Roy right after she turned 16, with her mother's permission. Roy was 26 at the time, and although he was also a high school dropout, he was a steady worker, always employed doing labor of some kind.

Judy and Roy also have history with that state's CPS. They had a child five years ago, who came into care for neglect when she was 8 months old. The Greenes were facing possible eviction for non-payment of rent. They were not cooperative with CPS. When the CPS worker explained to them that CPS might end up having to terminate rights for this baby—and explained what that meant—Judy got mad, swung, and punched her on the arm. The CPS worker wasn't badly hurt and CPS decided not to press charges, but the next time the Greenes were supposed to visit with their baby they didn't show up. CPS never heard from them again. They terminated their parental rights and the baby's been adopted long since.

Ryan asked why they took the baby and left Marky in the home and CPS said that Marky wasn't being neglected at the time. He looked perfectly healthy. Ryan asked if drugs or alcohol were an issue in this family, and they said not so far as they knew.

- What difference does this information make to the case?
- What are your follow-up questions?

CPS Caseworker Ryan Headon – Second Contact, Cont'd.

File No. <u>03CVM534</u>	STATE OF NORTH CAROLINA In The General Court Of Justice District Court Division-Small Claims
COMPLAINT IN SUMMARY EJECTMENT G.S. 7A-216, 7A-232; Ch. 42, Art. 3 and 7	COUNTY OF <u>IMAGINARY</u>
Name And Address Of Plaintiff SOUTH EAST REAL ESTATE MANAGEMENT CO. 3709A UNIVERSITY DR. DURHAM, NC 27707	1. The defendant is a resident of the county named above. 2. The defendant entered into possession of premises described below as a lessee of plaintiff Description Of Premises (include Location) <u>611-B Six Chapel Road - City, NC 277xx</u> Rate Of Rent \$ <u>520.00</u> per <input checked="" type="checkbox"/> Month <input type="checkbox"/> Week Date Rent Due <u>9-01-02</u> Date Lease Ended <u>7-01-03</u> Type Of Lease <input type="checkbox"/> Oral <input checked="" type="checkbox"/> Written Conventional Public Housing Section 8
Social Security No./Taxpayer ID No. County <u>DURHAM</u> Telephone No. <u>919-419-1200</u>	3. <input checked="" type="checkbox"/> The defendant failed to pay the rent due on the above date and the plaintiff made demand for the rent and waited the 10-day grace period before filing the complaint. <input type="checkbox"/> The lease period ended on the above date and the defendant is holding over after the end of the lease period. <input type="checkbox"/> The defendant breached the condition of the lease described below for which re-entry is specified. <input type="checkbox"/> Criminal activity or other activity has occurred in violation of G.S. 42-63 as specified below.
Name And Address Of First Defendant <u>VERSUS</u> <u>Roy Greene</u> <u>611-B Six Chapel Rd</u> <u>City, NC 277xx</u>	Description Of Breach/Criminal Activity (give names, dates, places and illegal activity)
County <u>IMAGINARY</u> Telephone No. <u>919-123-4567</u> Name And Address Of Second Defendant	4. The plaintiff has demanded possession of the premises from the defendant, who has refused to surrender it, and the plaintiff is entitled to immediate possession. 5. The defendant owes the plaintiff the following: Description Of Any Property Damage Amount Of Damage (If Known) \$ _____ Amount Of Rent Past Due \$ <u>546.00</u> Total Amount Due \$ <u>546.00</u>
County _____ Telephone No. _____ Name And Address Of Plaintiff's Attorney Or Agent SOUTH EAST REAL ESTATE MANAGEMENT CO. 3709A UNIVERSITY DR. DURHAM, NC 27707	Date <u>9-17-02</u> Signature Of Plaintiff/Attorney/Agent <u>Jessica R. Hill</u> CERTIFICATION WHEN COMPLAINT SIGNED BY AGENT OF PLAINTIFF I certify that I am an agent of the plaintiff and have actual knowledge of the facts alleged in this Complaint Date <u>9-17-02</u> Signature <u>Jessica R. Hill</u>
AOC-CVM 201 Rev. 10/95	

CPS Caseworker Ryan Headon: Second Contact, Cont'd.

File No. <u>02CVM233-11</u>		STATE OF NORTH CAROLINA <u>IMAGINARY</u> County In The General Court Of Justice District Court Division-Small Claims	
COMPLAINT TO RECOVER POSSESSION OF PERSONAL PROPERTY <input type="checkbox"/> PLAINTIFF A SECURED PARTY <input type="checkbox"/> PLAINTIFF NOT A SECURED PARTY G.S. 7A-232; 25-9-503		WHEN PLAINTIFF IS A SECURED PARTY	
Name And Address Of Plaintiff <u>Baird Sales, Inc.</u> <u>518 E. Third Street</u> <u>City, NC 27314</u>		Description Of Personal Property In Which You Have A Secured Interest (Attach Copy Of Security Agreement) <u>4- Unroyal Tiger Pawlines 245-60-14</u>	
Social Security No./Taxpayer ID No. <u>No. 3918907</u>		Total Value Of Property To Be Recovered \$ <u>222.83</u>	
County <u>IMAGINARY</u>		Date <u>4-25-02</u>	
VERSUS		WHEN PLAINTIFF IS NOT A SECURED PARTY	
Name And Address Of First Defendant <u>Roy Greene</u> <u>4248 Old Farm Rd</u> <u>City, NC 27xxx</u>		The defendant is a resident of the county named above. The defendant has in his possession the personal property described below which belongs to me. I am entitled to immediate possession of the property, but the defendant has refused on demand to deliver it to me. The defendant has unlawfully kept possession of this property since the date listed below and has thereby deprived me of its use. The damage due me for the loss of use and physical damage to the property is set out below. I demand recovery of this property and damages in the total amount set out below, plus interest and reimbursement for court costs.	
County <u>IMAGINARY</u>		Signature Of Plaintiff Or Attorney <u>[Signature]</u>	
Name And Address Of Second Defendant		Description Of Personal Property You Own Which Is In Possession Of Defendant	
County Telephone No.		Total Value Of Property To Be Recovered \$	
Name And Address Of Plaintiff's Attorney		Date Defendant Possessed Property	
Date		Damage Due For Loss Of Use \$	
Signature Of Plaintiff Or Attorney		Physical Damage To Property \$	
AOC-CVM-202 Rev. 10/93		Total Amount Of Damages \$	
Original-File Copy-Each Defendant Copy-Attorney/Plaintiff (Over)		Date	

CPS Caseworker Ryan Headon: Second Contact, Cont'd.

<p>File No. 01CVM29</p> <p style="text-align: center;">COMPLAINT IN SUMMARY EJECTMENT</p> <p style="text-align: center;"><small>G.S. 7A-216, 7A-232; Ch. 42, Art. 3 and 7</small></p> <p>Name And Address Of Plaintiff SHARON DICKENS 5375 Old Farm Rd City, NC 28777</p> <p>Social Security No./Taxpayer ID No. 239-86-1234</p> <p>County Telephone No. Imaginary 828-1234567</p> <p style="text-align: center;">VERSUS</p> <p>Name And Address Of Defendant 1 ROY GREENE 4268 Old Farm Rd City, NC 28777</p> <p>County Telephone No. Imaginary 123-4567</p> <p>Name And Address Of Defendant 2</p> <p>County Telephone No.</p> <p>Name And Address Of Plaintiff's Attorney Or Agent</p>	<p style="text-align: center;">STATE OF NORTH CAROLINA</p> <p style="text-align: center;">Imaginary County</p> <p style="text-align: right;">In The General Court Of Justice District Court Division-Small Claims</p> <p>1. The defendant is a resident of the county named above.</p> <p>2. The defendant entered into possession of premises described below as a lessee of plaintiff.</p> <p>Description Of Premises (Include Location) off of Cornith Rd, 1/2 mi ON Left # 4268 Old Farm Rd</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Rate Of Rent</td> <td>per</td> <td>Month</td> <td>Date Rent Due</td> <td>Date Lease Ended</td> <td>Type Of Lease</td> </tr> <tr> <td>\$275.00</td> <td></td> <td><input type="checkbox"/> Week</td> <td>1-5-0</td> <td>NONE</td> <td><input checked="" type="checkbox"/> Oral <input type="checkbox"/> Written</td> </tr> </table> <p>3. <input checked="" type="checkbox"/> The defendant failed to pay the rent due on the above date and the plaintiff made demand for the rent and waited the 10-day grace period before filing the complaint.</p> <p><input type="checkbox"/> The lease period ended on the above date and the defendant is holding over after the end of the lease period.</p> <p><input type="checkbox"/> The defendant breached the condition of the lease described below for which re-entry is specified.</p> <p><input type="checkbox"/> Criminal activity or other activity has occurred in violation of G.S. 42-63 as specified below.</p> <p>Description Of Breach/Criminal Activity (give names, dates, places and illegal activity)</p> <p>4. The plaintiff has demanded possession of the premises from the defendant, who has refused to surrender it, and the plaintiff is entitled to immediate possession.</p> <p>5. The defendant owes the plaintiff the following:</p> <p>Description Of Any Property Damage RENT FOR 1-5-01 & DAMAGE TO MY RENT HOUSE & LAWN.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Amount Of Damage (If Known)</td> <td>Amount Of Rent Past Due</td> <td>Total Amount Due</td> </tr> <tr> <td>\$ 500.00</td> <td>\$ 275.00</td> <td>\$ 775.00</td> </tr> </table> <p>6. I demand to be put in possession of the premises and to recover the total amount listed above and daily rental until entry of judgment plus interest and reimbursement for court costs.</p> <p>Date 1-16-01 Signature Sharon Dickens <small>Plaintiff/Attorney/Agent</small></p> <p style="text-align: center;">CERTIFICATION WHEN COMPLAINT SIGNED BY AGENT OF PLAINTIFF</p> <p>I certify that I am an agent of the plaintiff and have actual knowledge of the facts alleged in this Complaint.</p> <p>Date _____ Signature _____</p>	Rate Of Rent	per	Month	Date Rent Due	Date Lease Ended	Type Of Lease	\$275.00		<input type="checkbox"/> Week	1-5-0	NONE	<input checked="" type="checkbox"/> Oral <input type="checkbox"/> Written	Amount Of Damage (If Known)	Amount Of Rent Past Due	Total Amount Due	\$ 500.00	\$ 275.00	\$ 775.00
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\$ 500.00	\$ 275.00	\$ 775.00																	

AOC-CVM-201, Rev. 10/99
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(Over)

Greene Case Debrief Questions

- What did you think of the decision to provide in-home services rather than removing the child from the home?
- What is the minimum level of progress needed for the child to stay in the home after three months?
- Did you recommend that the parents be required to improve the physical conditions of the home? Why or why not?
- How did the mental health needs of the parents affect the way you approached this case?
- After the psychological evaluation, how is the family going to come up with money for any treatment prescribed?
- Were some interviews more beneficial than others? How would you prioritize the people you want to interview?
- What other agencies might the child protection agency collaborate with on this case? Are there other community services that can be involved to assist?



CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Handouts

CHAPTER FIVE

HEARST *foundations*



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Version 2, November 2017

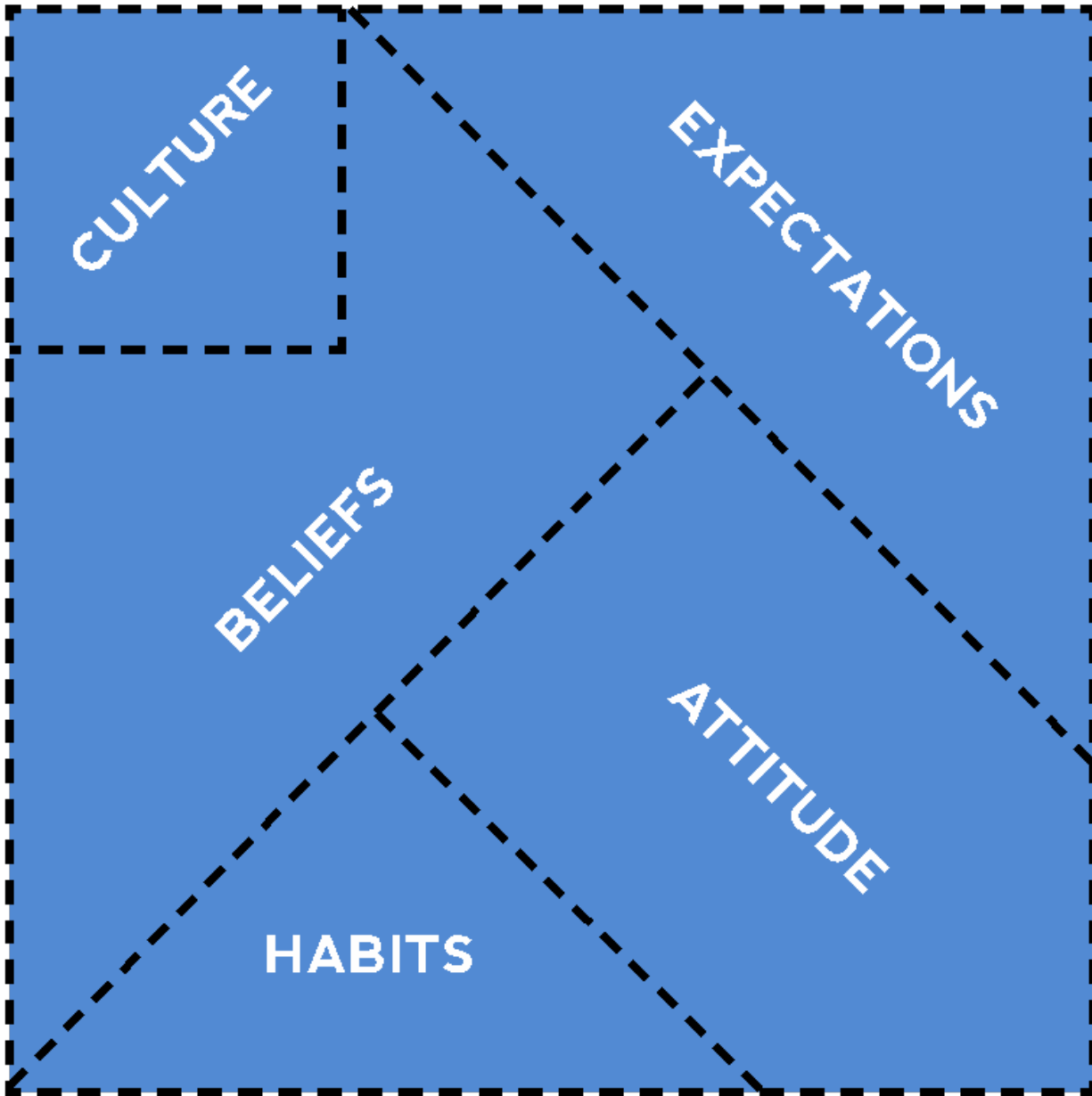
CHAPTER 5

Handouts

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Culture Puzzle: Activity 5E



**Ethnic and cultural
background
influences an
individual's attitudes,
beliefs, values and
behaviors.**

Each family's characteristics reflect adaptations to its primary culture and the majority culture, the family's unique environment and the composite of the people and needs within it.

A child can be best served by a CASA/ GAL volunteer who is culturally competent and who has personal experience and work experience in the child's own culture(s).

To understand a child, a person should understand cultural differences and the impact they have on family dynamics.

No cultural group is homogeneous; within every group there is great diversity.

**Families have
similarities yet are all
unique.**

In order to be culturally sensitive to another person or group, it is necessary to evaluate how each person's culture impacts his/her behavior.

**As a person
learns about the
characteristic traits
of another cultural
group, he/she should
remember to view
each person as an
individual.**

Most people like to feel that they have compassion for others and that there are new things they can learn.

**Value judgments
should not be made
about another
person's culture.**

It is in the best interest of children to have volunteers who reflect the characteristics (i.e., ethnicity, national origin, race, gender, religion, sexual orientation, physical ability and socioeconomic status) of the population served.

Lavender Case Study Materials: Activity 5H

CPS Case File

Last Name of Case:			Lavender Bass		
Legal Number(s):			1-30-275645-3		
Child(ren)'s Name	DOB	Age	Ethnicity	Sex	Current Location
Lavender Bass	October 8	6 years	Unknown	F	Foster Placement Bonnie Matthews

Current Placement	Address	Phone
Foster Parents: Bonnie Matthews	52 Greylock Rd.	555-5874

Attorneys for	Attorneys	Phone Numbers
Mother	Sara Johnson	555-6498
Father	Fred Thompson	555-6644
CPS	Lisa Kelly	555-6298

Case History

Three weeks ago: Child, Lavender Bass, age 6, came into care following a complaint made by her paternal grandmother. On her tip, the CPS investigator located the mother and child behind the bar where mother is employed. Mother, Susan Mailer, was passed out drunk sleeping in her parked car. Lavender was sitting in the shade of a nearby tree waiting for her mom to wake up and take her home. The police were called and the mother was arrested for public drunkenness. Susan and Lavender reside with Susan's mother, Rebecca Mailer; her sister, Leah Mailer; and Leah's children. Because no one in the home was available the day of the arrest, Lavender was placed in foster care with Bonnie Matthews.

The CPS investigator found that Susan Mailer's criminal record reflected a tendency toward violence; she'd been in a couple of physical fights in the bar where she's employed. She's also been arrested for dealing marijuana and was once caught huffing inhalants when police busted a party.

Your first interview with CPS worker:

You arrange to meet with Lisa Kelly, the CPS worker, to discuss this case and review the file. She's a cheerful young woman, new to the agency and full of enthusiasm for her task—saving the world from itself. Lisa shows you the paperwork for the Lavender Bass case. Lavender's paternal grandmother made the initial report, complaining that the child's mother wasn't looking after her and tipping CPS about where to find them. Paternal grandmother adamantly stated that she does not want to be involved in the case, "so please don't call her." You take her number down anyway. The mother was arrested and kept in jail overnight. Lavender and her mother live with Rebecca Mailer, maternal grandmother; Leah Mailer, maternal aunt; and Leah's children. The CPS investigator substantiated the case, took Lavender into care and gave the case to Lisa, who hasn't met the mother yet.

Court History

You are preparing for the combined Adjudication/Disposition Hearing.

Who do you want to interview first?

The Questioner's List

Questions to consider periodically:

- Where else could we get information that would be useful?
- What are the barriers to reunification?
- Have we checked all relatives?

Questions to consider before finalizing court recommendations:

- Are our court recommendations child focused?
- Have we covered every need of the child(ren) in this case?
- Did we appropriately consider the minimum sufficient level of care (MSL) standard in forming our recommendations for this case?
- Do our recommendations ask for what is appropriate, whether or not it is readily available?
- Is our work clear, diplomatic and non-judgmental?

CPS Caseworker: Lisa Kelly

Setting: CPS office

Hi. Welcome to our office. It's not much, but it works for us. We're usually out in the field anyways. It's a luxury to have a day in the office!

I've been working for CPS for about eight months now. I got my MSW at University of State School of Social Work. Now I'm "livin' the dream" so to speak.

I've visited the child's home and spoke with her grandmother and aunt. Both women adamantly insist that they will not ban Lavender's mom, Susan, from their home. They were relatively guarded and uncommunicative. As no protection plan was agreed on, the child will remain in foster care. There was something strange about the home, a smell or a look that made me take notice, but I haven't figured it out yet. It wasn't pot. But it wasn't a smell I've smelled before. Perhaps it was nothing. But perhaps it was something.

I've attempted to locate the mother by leaving messages at her home and calling her employer, so far with no response. The mother did not show up in court for the preliminary hearing.

The child's father is in jail—he's a couple of counties over. It's a bit of a haul in case you were planning to go visit him. If you do plan to go over there, you'll need to call in advance and make sure your name is on the visitor's list. He was busted for selling marijuana. According to everyone's report, he has not been very involved with this child.

Lavender was lucky to be placed with Bonnie Matthews instead of going into an emergency placement first. She should be able to stay with Ms. Matthews indefinitely. It's a really good foster home.

I've been by to see Lavender a couple times already, once to bring her some clothes and things from home. The child is clearly upset and freaked out to be staying with a stranger. I feel so sorry for her, but I haven't even been able to locate her mother, much less to start working with her, so I guess Lavender will be there for a while.

- What difference does this information make to the case?
- What are your follow-up questions?

Attorney for the Program and Volunteer Supervisor

Setting: CASA/GAL Program Office

CASA/GAL Program Attorney: If this child is Native American, or a child of Native American descent, then this is likely an Indian Child Welfare Act (ICWA) case. If so, the court is responsible to do certain things, paramount among them being to notify the child's tribe or possible tribe(s) that they have the right to intervene in the case, a right they may assert at any point in a case. If the court fails to comply with ICWA, court orders are voidable, which means orders for permanent placement can be undone—even adoptions. I will be in touch with the CPS attorney to be sure they are pursuing notification of the tribe(s) and the Bureau of Indian Affairs (BIA).

As the volunteer, your primary duty is to notify your supervisor and me that you may have an ICWA case. You can also help by finding out if this child or her parents are registered members of a federally recognized Indian tribe. If you can identify her tribe, you would get in touch with the tribal social worker (if they have one) and/or tribal government. Of course, you should touch base with the CPS social worker about this development in the case.

Volunteer Supervisor: One of the main differences in an ICWA case is that the tribe may express preferences that would strongly influence, or even override, an existing placement of the child. The tribe's parameters for extended-family relationships may include a wider range of relationships than in a non-Indian case. If no extended families are available, they may want Lavender in an approved tribal home or tribal foster home.

Additionally, "best interest" takes on further shading in that the ICWA best interest reflects the underlying premise that it is in the best interest of American Indian children that the role of the tribal community in each child's life be protected.

CASA/GAL Program Attorney: Native Americans are not a discrete racial group. Rather, they are members of sovereign tribal entities. This distinction helps us to understand that ICWA is politically oriented and not based on race. The Indian Child Welfare Act was passed by the federal government in 1978 as Public Law 95-608.

Attorney for the Program and Volunteer Supervisor, Cont'd.

- What difference does this information make to the case?
- Should Lavender be moved from Bonnie Matthews' home to a Native American foster home?
- What are your follow-up questions?

Lavender Bass & Foster Mother Bonnie Matthews

Setting: Home of Bonnie Matthews

Bonnie: Hi. Thank you for meeting here. Lavender has been with me for about three weeks. Lavender is no trouble really, but she's not adjusting well. She still cries about missing home almost every night and she seems depressed. If you'd like, I can show you the rest of the house, including where Lavender is sleeping. Lavender's playing out back right now.

Me? I'm single. I work as a receptionist at an elementary school, but not the one Lavender attends. I like the hours and I'm able to pick Lavender up and be home with her after school. It's a pattern that works. I've been a foster parent for about five years now. I only take one child at a time. I've had different aged children, but I prefer the elementary school kids.

Lavender never attended a real school before. I guess she was home schooled, but it doesn't seem like she learned much where she was before. Poor thing! Everything in her life is new and scary. Adjusting to school for the first time is hard enough without having to leave home too.

Lavender seems developmentally on target. She knows how to wash and dress herself—do self care and all the usual things a 6-year-old would do. She's a very quiet and shy child. Usually by three weeks I would have drawn a child out more, but Lavender remains somewhat distant.

Lavender spends a lot of time in the yard. Sometimes she seems engaged in imaginative play, but often she does what she's doing now—sits and stares, like she's spacing out. Sometimes in the house she seems like she's just not there, not focusing or paying attention. She's not being disrespectful or disobedient—she just doesn't hear me. The teacher said she wondered if she's got attention deficit disorder, but I don't think so. I know ADD kids usually show more symptoms in school than at home, and honestly, I think Lavender's no more spaced out there than she is here. In any case, she's doing fine keeping up with her schoolwork.

Lavender Bass and Foster Mother Bonnie Matthews, Cont'd.

I can tell she's really, really sad. I told Lisa we should get her some counseling. I try to comfort her, but sometimes she seems to tense up if I touch her, especially if she's not expecting it. I'm always very gentle with her, but I can tell she's not feeling totally safe with me yet. Would you like to meet her? Let's go out back.

Lavender: After being introduced by Bonnie and after you've explained your role, you ask Lavender a few questions.

I'm okay.

Living with Bonnie is okay.

I don't really watch TV.

I don't really have friends at school.

Can you please take me home now? I miss Mom and Grandma and my aunt.

When you say you can't do this, she begins to cry. Bonnie comes over, and you explain you'll be back to visit another day.

- How does it feel to visit with this child?
- What were you tempted to promise her? How might you try to comfort Lavender in this situation?

Father: John Bass

Setting: County Jail Visiting Room (about 100 miles from where you live)

They busted me for pot. I don't belong in jail. All I did was smoke some marijuana, which is culturally acceptable in our tribe. It's part of who we are. Have you ever heard of Kinnick-Kinnick?

Susan was a wild girl when I knew her. She showed me how to "huff" (use inhalants). We got high together and had a fun time for a while, but by the time the baby was born she had moved on from me. By then she wouldn't give me the time of day.

I wasn't with Susan very long, but Lavender is my child and I love her. I haven't seen Lavender very often since she was born, but I know her mother's people take good care of her. She needs to be with them no matter what Susan does. No family of strangers is going to understand her like Leah and her grandma do. Hell, she belongs with them, with her kinfolk, her blood! Don't you know we're Native? Susan is Native American. My daughter is Native! Doesn't the tribe have the right to say what happens to her?

My mother's a good-for-nothing white woman who doesn't understand what's important in life, and my dad is dead and gone. My dad was Native American and proud of it. So am I. My Native name is Grey Wolf—I'm John Grey Wolf Bass.

I'm not sure what tribe Susan's people are registered with. The Mailers are not from my tribe. I'm mixed blood.

Would I take Lavender in when I'm out of here? I travel too much. I couldn't make a solid home for her. She'll be fine if you could just get her home. Can you do that for me? If not for me, please do it for her.

- How do you answer his question about reuniting Lavender with the Mailers?
- What difference does this information make to the case?
- What is your next move?

Maternal Aunt & Grandmother: Leah Mailer & Rebecca Mailer (First Contact)

Setting: Home of Leah, Rebecca and Susan Mailer

Leah: Hi, I'm Leah. I'm Susan's sister, which makes me Lavender's aunt. No, Susan isn't here. She hasn't been around much lately. I think she's staying with her boyfriend now. Or maybe she went out of town. I don't really keep her schedule.

Susan works at a bar and makes good money with tips, but she works long hours. Sometimes she stays away from home for a few days, but we never worry because she can handle herself. She doesn't usually have Lavender there with her, and they never spend the night out like that—that was a one-time thing.

Rebecca: I'm Lavender's grandmother. Yes, Susan uses drugs. Marijuana. Other stuff. She started "huffing" as a teen and has struggled with addiction. We can deal with the problem—it's family business, not the government's.

Leah: Lavender always stays with us when Susan's not around. The CPS worker said Lavender couldn't come home if Susan might be here. It's part of her protection plan. Of course Susan's going to be here. She lives here, doesn't she? She'd never hurt the kids. We do miss Lavender terribly and don't even have a phone number where we can call her. She needs to be with her own people. How can the government come and just take our child? I thought they stopped doing that in the 1950s!

Lavender's father? He's at the county jail. Got busted I hear. We don't see much of him, never have.

- What are your impressions of Lavender's family?
- What are your follow-up questions?

Maternal Aunt & Grandmother: Leah & Rebecca Mailer (Second Contact)

Setting: Home of Leah, Rebecca and Susan Mailer

Leah: Native Americans visit each other a lot so we always have people dropping by and we often watch each other's children. Mine are bored today, with all this quiet. (Turning to her children) Go on and find something to do, kids. No, never mind. Go on in your rooms and get them cleaned up. (As she gives instructions, you notice the children listen intently but don't look directly at their mother. But they obey her immediately.)

Did you think there was a party here last time? No party. We always have a few kids over. We like to have our kids around us, active and playing. They don't bother us. We hardly even notice them unless one of them gets hurt and starts screaming. We believe they learn better from direct experience, by working most things out themselves. They don't need us butting in.

Kinnick-Kinnick is tobacco mixed with some other plants. It's for social smoking but, no, it doesn't get you high. John Bass is confused if he thinks smoking marijuana is sacred. Marijuana is not sacred for Native Americans. That's just an excuse to get high and not take responsibility for what he's doing with his life. We also use smudge smoke for purifying.

I'm not registered with the tribe, but my mother is. I don't know why I never did it. I guess 'cause I never lived on the reservation. Maybe I should go ahead and get my children registered too. We all qualify by the tribal blood quantum. Lavender does too.

Look, my sister has had a hard life. She went to a sleep-away summer camp when she was 10, and the man who ran the camp hurt her bad. He made her his woman the whole two weeks she was there—a little child like that, only 10 years old! She couldn't get away from him. They wouldn't let the kids call home. It was a charity thing, you know, and they didn't have money for phone calls, or at least that's what they told us. Nothing ever happened to that man; he never paid for what he did to her. Afterward Susan was never the same. Does my sister have problems? Yes. And we know why. We try to understand her pain. We give her lots of room to do what she needs to, to take care of her wounded spirit. That's why we're not harder on her.

**Maternal Aunt & Grandmother: Leah & Rebecca Mailer
(Second Contact), Cont'd.**

- What difference does this information make to the case?
- What are your follow-up questions?

Mother: Susan Mailer

Setting: Phone Call (After repeated messages and voicemails not returned, you call from a different phone number and happen to catch Susan picking up the phone.)

Who are you? What exactly is your role?

How is that different from that social worker?

Look, I'll tell you the same thing, since you seem to be asking the same questions as everyone else. I love my child. My family has always taken good care of Lavender. Nothing bad has ever happened to my child and nothing ever will. My family won't make the same mistake with her they did with me—trusting the wrong people.

Yes, I work at a bar. What's it to you? Yes, Lavender sometimes came to work with me. She'd do homework while I worked. I don't have the money to pay a babysitter.

Yeah, I do like to party from time to time. And if someone offers me something, I smoke it. Lots of people do the same thing. Are you gonna take their kids, too? Sometimes I need to escape. This is stressful. Life has been stressful. I have bad memories from my own childhood, stuff that happened when I was away from home. What stuff? That's personal. Don't ask.

No, I don't spend my money on drugs. I told you, I don't do that. If someone offers me something, maybe I'll do that stuff socially. But it's not like I'm a druggie.

If our house is so dangerous for a child, why don't they take my sister's kids too? This is just a bunch of bull crap! No wonder we don't trust the government. Why they always gotta steal our children?

- How about Susan's final point? Why doesn't CPS remove Leah's children from the home? Should they?
- Do you believe what Susan said about not buying drugs?
- What are your follow-up questions?

Lavender Bass Case Debrief Questions

- How might you go about addressing the cultural aspects of this case?
- How would you respond/comfort the child when she breaks down in tears and says, “Take me home”?
- What’s your opinion about the level of cooperation offered by the parents?
- When it comes to the hierarchy of placement/permanence options, where do non-relative and/or extended family placements fall?
- Why might CPS not remove Leah’s children from the home if it’s not considered a suitable placement for Lavender?
- The school thinks Lavender is distant and nonresponsive. What’s your interpretation?
- Does Susan’s substance abuse pose a child safety issue for Lavender? If so, does removing Lavender from the home protect her? What other options might there be?



CASA

Court Appointed Special Advocates

FOR CHILDREN

**THE NATIONAL COURT APPOINTED
SPECIAL ADVOCATE ASSOCIATION**

CASA/GAL Pre-Service Volunteer Training Curriculum

Handouts

CHAPTER SIX

HEARST *foundations*



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Version 2, November 2017

CHAPTER 6

Handouts

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Amarillo Case Study Materials (for Activity 6G)

CPS Case File

Last Name of Case:			Amarillo		
Legal Number(s):			11-7-012345-6		
Child(ren)'s Name	DOB	Age	Ethnicity	Sex	Current Location
Maria Amarillo	May 18	16 years	Hispanic	F	Foster Care Placement Stanley & Karen Becker
Joanna Amarillo	Sept 1	6 years	Hispanic	F	Same
Graciela Amarillo	Aug 19	4 years	Hispanic	F	Same

Current Placement	Address	Phone
Foster Parents: Stanley & Karen Becker	406 N. Dale Street	555-5874

Attorneys for	Attorneys	Phone Numbers
Mother	Jody Franken	555-9894
Father	Mary Holzer	555-1337
CPS	Jordan Myers	555-7344

Case History

July 3 (three years ago): Neighbor called police as a result of “loud shouting” in the home of Jose and Myrian Amarillo. Police found three children on the scene (Maria, age 13; Joanna, age 3; Graciela, age 1) and removed the children from the home based upon evidence at the scene including parents too inebriated to provide a safe home for their children and mother’s bruises and bleeding as a result of a fight between her and her husband. CPS was notified and the children were placed together in emergency foster care.

July 6 (three years ago): Following an emergency shelter care hearing, the Amarillo children were placed in three separate placements. Joanna and Graciela were each placed in separate foster homes, and Maria was placed in a group home for girls. The Amarillo parents and Maria are all undocumented citizens. The youngest siblings were born in the United States and have full citizenship.

September 17 (three years ago): Following a dispositional hearing, parents were ordered to receive drug/alcohol screening, attend a substance abuse treatment program, and provide random urine analysis. Mr. Amarillo was ordered to attend domestic violence program. Mrs. Amarillo was ordered to attend domestic violence survivors program. Joanna was placed in the same foster home placement as Graciela. Maria remained in group home placement.

November 20 (three years ago): Group home of Maria Amarillo reported Maria ran away on 11/9. Maria has not been in contact with group home or social worker. Parents have reported that they received several calls from Maria but would not disclose her location.

November 27 (three years ago): Maria returned to the group home but was expelled for violating group home policies. Maria was placed in a short-term foster home.

January 8 (two years ago): Following a review hearing, it was ruled that parents have made no progress toward completing court-ordered services. Children will remain in out-of-home placement. A maternal aunt in El Salvador has come forward as a potential placement for the two younger siblings. Maria has been moved from a short-term foster home to a long-term placement.

Case History, Cont'd.

March 6 (two years ago): Maria called social worker to complain of verbal and physical abuse by foster family. Social worker visited foster home the same evening and interviewed the foster parents and children in the home. Maria was unavailable to talk (drama practice at school). Social worker found no evidence of physical abuse.

March 13 (two years ago): Foster family of Maria Amarillo reported that she did not return home after school.

March 17 (two years ago): County General Hospital called CPS to report Maria Amarillo had been admitted after a 911 call from the home of a friend. Maria was admitted following a severe asthma attack. Social worker visited hospital and found that Maria had been staying with maternal relatives, Pedro and Anna Valdez. Maria has inquired as to the feasibility of placement with the Valdez family.

March 29 (two years ago): Foster family of Maria Amarillo has asked for her to be removed from their home after a second episode of running away.

April 4 (two years ago): Foster family of Joanna and Graciela Amarillo have asked for a new foster placement because they are expecting a baby of their own.

May 3 (two years ago): Following a review hearing, Joanna and Graciela Amarillo have been placed in a new foster setting. Foster family has acknowledged a willingness to serve as a placement for Maria Amarillo. Maria Amarillo has been transitioned from her previous foster placement into a transitional housing center for teenage girls. Parents were ruled to be out of compliance with court-ordered services. The department has filed a petition to terminate parental rights.

July 17 (two years ago): The department studied the feasibility of placement with kinship relatives, the Valdez family, and it was determined this would not be an appropriate placement due to their immigration status (undocumented), the number of people currently residing in their home and their reported level of income.

Case History, Cont'd.

August 9 (two years ago): Parental rights were terminated.

September 26 (two years ago): Maria Amarillo was placed in the same foster home as her younger siblings.

Today: CASA volunteer assigned to this case.

Current CASA	You and your team	Date Assigned:
Initial CPS Social Worker	Gerri Grady	7/3 (three years ago)
Previous CPS Social Worker	Danielle Mancuso	9/19 (three years ago)
Current CPS Social Worker:	Alberta Gillis	Last month

Court-Ordered Services

For the Child (Maria):

Medical health needs reviewed per physician's orders due to issues with asthma

Educational needs to be met as appropriate

For the Child (Joanna):

Educational needs to be met as appropriate

For the Child (Graciela):

Age-appropriate childcare to ensure educational needs are met

For the Father:

Rights have been terminated

For the Mother:

Rights have been terminated

Who do you want to interview first?

The Questioner's List

Questions to consider periodically:

- Where else could we get information that would be useful?
- What are the barriers to reunification?
- Have we checked all relatives?

Questions to consider before finalizing court recommendations:

- Are our court recommendations child focused?
- Have we covered every need of the child(ren) in this case?
- Did we appropriately consider the minimum sufficient level of care (MSL) standard in forming our recommendations for this case?
- Do our recommendations ask for what is appropriate, whether or not it is readily available?
- Is our work clear, diplomatic, and non-judgmental?

Medical History: Amarillo, Maria

Prepared by: Dr. Madeline Bemelmans, County General Hospital

Patient was first admitted on 3/17 (two years ago) for a severe, acute asthma episode. Medication was administered and episode passed. Patient has described a history, dating back to age 7, of attempting to control her asthma through natural and behavioral methods and was reluctant to accept medication.

Patient also has Type 1 (Juvenile) Diabetes. Patient has had regular, annual screenings since she was first admitted, and it has been determined that her glucose and insulin levels have been well regulated. There have been no further asthma episodes.

On October 23 of last year, patient began a new prescription: Ortho-Cept (28) Oral.

HIPAA – the Health Insurance Portability and Accountability Act of 1996. The HIPAA Privacy Rule provides federal protections for personal health information held by covered entities and gives patients an array of rights with respect to that information. At the same time, the Privacy Rule is balanced so that it permits the disclosure of personal health information needed for patient care and other important purposes.

- What difference does this information make to the case?
- What are your follow-up questions?

CPS Caseworker: Alberta Gillis

Setting: Phone Call

I was assigned to this case about a month ago, I'm still getting up to speed. This one seems pretty stable, so honestly I haven't spent much time on it. The previous social worker moved out of state.

I'm honestly wondering about the possibility of having Maria join her aunt in El Salvador. Her aunt wants her there and is asking about the holdup. She says she needs Maria's help, and it would be a family placement. And this SIJS thing is a complex issue as well as a HUGE risk.

Maria's diabetes is well controlled. There's no medical reason to keep her in the United States. I know her brother died in El Salvador due to his diabetes, but that was a long time ago. There's no reason for Maria to worry about that happening to her. Her aunt lives in a modern city, not out in the sticks. From what I know, she'd get her medical needs met.

The Valdez family is not legal in this country. Beyond that I really haven't learned much about them. They don't speak English and I don't speak Spanish.

We aren't going to give custody to undocumented immigrants. We're already pushing it a bit to let her visit over there, but the Valdezes checked out okay in combined records and they have no criminal records. On the plus side, it's free respite care, to give the Beckers a break.

This case has been open way too long. With the state's budget as it is right now, we're looking to get resolution on some of these lingering cases. We want to close the Amarillo case as quickly as possible and that's exactly what I plan to do.

I understand that the girl wants to stay in America. I don't blame her. But she's just going to have to accept the reality of the situation. To some degree, she's an innocent victim of a nasty political fight over immigration policy. Even if she did stay in foster care with the Beckers, she'd be illegal as soon as she turned 18. That's just not a viable plan.

CPS Caseworker: Alberta Gillis, Cont'd.

- What is this CPS workers number one priority?
- What difference does this interview make to the case?
- What are your follow-up questions?

Maria Amarillo, First Contact

Setting: Howard High School, guidance counseling office

Hi, it's nice to meet you. What can I tell you about myself? I've been living in this country for about 10 years. My parents brought me here when I was little, just after my brother died. They didn't want the same thing to happen to me. We both have diabetes.

My father and mother have had a lot of fights. But it feels like everyone is taking that out on me and my sisters. They've separated us. They've put me in all these different homes. We'd be fine if we just all lived at the Valdez house. They're like my family. I love Lourdes, she's my best friend. Me and my sisters just feel comfortable over there, like it's a good fit. Like we're home.

My Aunt Consuela lives in El Salvador. I see her every couple of years, I guess. She's cool. I did tell CPS that I'd like to live with her at one point. But that's when I was living in the group home. Any place would have been better than that dungeon.

The Beckers are not that bad, but they're so strict about religion. It's not a relaxing place to live. I love them and respect them for taking care of my sisters and taking me in. Their house is nice and they've been good to us. But it's not home. And they drag me and my sisters to their church, but it's really not like what we're used to. We're Catholic, and I was always taught that you have to choose your church—you shouldn't bounce from one church to another.

Susan Becker is another story. She acts all goody-two-shoes around her parents, but she can be really mean. And I bet they have no idea how she sneaks around at night.

You should come visit me at the Valdez home. Go ahead and call them. They don't speak English that well, but Lourdes can translate on the phone for you.

- What difference does this interview make to the case?
- What are your follow-up questions?

School Guidance Counselor: Julia Mansfield

Setting: Counseling office

Hi, yes, I know about the CASA/GAL program.

I've been Maria's guidance counselor for two years now. I'll follow her class through graduation. Here is her academic record if you'd like to see it. Her GPA is 2.8 on a 4-point scale. Her grades in high school have been average to good. They were lower in middle school, especially when Maria's CPS case opened.

Sometimes Maria comes to school feeling down about her home life. She has cried about it in this office more than once. Maria feels bad to be so ungrateful, but she just doesn't feel at home with the Beckers. Their religion is very different from Catholicism and she believes they are trying to convert her. This is really uncomfortable, and she doesn't get along with their daughter either.

Maria puts on a happy face and shows her cheerful side to the world, but deep inside she's pretty upset about a few things. She is really sad that her family broke up the way it did. She lived apart from her sisters for about a year and felt extremely guilty about that. She said she ran away a few times in hopes she'd be able to see them or be placed with them. And she's worried about her mother. She's worried about her dad too, especially because of his drinking. She's mad at him of course, but she loves him too. The whole situation is painful and difficult.

She is also really concerned about her status in this country. You know she doesn't want to go back to El Salvador. She says she doesn't want to go live with her aunt and just help in the house until she finds a husband, if she can find one. I imagine her opportunities will be so limited in El Salvador compared to here. But when she turns 18 and graduates from high school, she will be an undocumented immigrant, a so-called "illegal alien."

No, I don't know Lourdes Valdez that well. I see her in the halls, though, and she seems like a nice kid. Maria is very attached to her.

School Guidance Counselor: Julia Mansfield, Cont'd.

I've noticed, or heard, that Maria has had a crush on a couple different guys at school, but nothing serious. I don't see Maria as being one of those girls who gets pregnant and becomes a teenage mother. But you never know about things like that.

- What difference does this interview make to the case?
- What are your follow-up questions and to whom do you wish to address them?

Foster Parents: Stanley and Karen Becker

Setting: *The Becker Home, Saturday morning*

Karen: Thanks for coming over to our home on a Saturday morning. It's impressive that you'd work on a Saturday! What? Oh, you're a volunteer? Does that mean you have a "day job," so to speak? Can we offer you some coffee?

Stanley: I don't know how you do that. I work in insurance. And I'm beat when I come home at the end of the day. I'm very thankful my wife takes good care of our home and our family.

Karen: We're in this with the Amarillo girls for the long haul. Maria has told us of all the places she's been. That's tragic! We're willing to provide a home for them as long as they'd like to live here. We'd even adopt them, if you think that's an option.

Stanley: I'm not sure Maria would want that. She doesn't exactly get along with our daughter Susan, who's about the same age. But Joanna and Graciela seem to like it here. And Susan loves having little sisters around to play with. Well, and sometimes boss around.

Karen: Do you mind if we're frank with you about Maria for a second? We're a little concerned about her. She likes to spend time at the Valdez house. Which we totally understand. They're family. But it doesn't seem to be the best atmosphere. They seem to have a party every weekend. There are always teenage guys milling about.

Stanley: And believe me, I was a teenage boy once. I know what they're thinking.

Karen: Seriously, these are teenage boys, and there's been more than one occasion I've seen some of those teenagers with beers in their hands. I know she's been friends with her cousin Lourdes for a long time, and really Lourdes seems like a nice girl. She's always polite when she comes over here. But, my Lord, that house is so small. I don't know how they all fit in over there.

Stanley: Karen, do you want to tell the volunteer what you found the other day?

Karen: Ortho-cept pills. Birth control. I haven't spoken to Maria about them yet, but it just raised our level of concern for her.

Foster Parents: Stanley and Karen Becker, Cont'd.

Stanley: We're doing our best with a houseful of girls, and we're really trying to make sure Maria has the support she needs. And guidance. I know she's Catholic. We're Christian too and we make sure we go to church as a family every Sunday. With all the scandal in the Catholic church lately, I think she might even be getting a better message in our church. It's non-denominational. But The Message is powerful.

Karen: Well, anyways, those are a few concerns we have about Maria. Again, Joanna and Graciela are such sweet kids. Graciela just started in the daycare down the street.

Stanley: And Joanna is so cute. She's in kindergarten...

Karen: First grade.

Stanley: First grade. And she is so excited when she comes home from school with a new art project. She even loves doing homework in the evenings.

Karen: Thanks again for stopping by. If there's anything else you need from us, let us know.

- What are the issues in this case?
- What difference does this interview make to the case?

Maternal Aunt: Consuela Amarillo

Setting: Phone Call (Long-Distance to El Salvador)

Hello. Yes, of course I speak English. I've studied it since I was a schoolgirl, but I also work in the local office of an international aid agency based in the United States. I travel there from time to time for work. And I see family when I'm there. I see Maria, Joanna, and Graciela once every eighteen months or so. I haven't seen them in about two years. Graciela was so tiny last time I saw her!

I'm actually a "double aunt" because Myrian is my sister and we married brothers. Unlike my brother-in-law, my husband was a good man and a good provider. He died about five years ago.

I would love for Maria to come back here and live with me. I have three daughters of my own and I could really use the help. But beyond that, I know there are some questions about her residency status. I'd hate for her to end up getting deported. I've heard stories from friends about that and it doesn't sound like a good situation. I'd actually love for all the girls to come back here. Family is important. But I understand the allure of staying in North America.

I really wish Myrian would leave Jose. His drinking has always been such a problem, and he gets violent with her. We've talked though, and she won't leave him.

Myrian and Jose both do the same farm labor that Pedro Valdez does. They see each other regularly, but they're not allowed to visit the house if Maria's there. Maria's not supposed to be visiting with her parents since the TPR, but I know they do see each other. Especially if Maria goes to church with the Valdez family.

Do you think you might be able to help me bring Maria back home?

- How will you answer her final question?
- What do you know about domestic violence that might explain why Myrian doesn't leave Jose?
- Is Consuela's expectation that Maria would help with her children appropriate? Why or why not?

Kinship Relatives: Pedro and Anna Valdez (daughter Lourdes serves as translator)

Lourdes: She says “Hello, please come in.” It’s good to meet you. Please excuse the mess around the house. We’re a somewhat busy and cluttered family!

Pedro: Usted quiere quedar para la cena?

Lourdes: My father asks “Would you like to stay for dinner?”

Anna: Usted es de los servicios sociales, verdad? O es abogada?

Lourdes: My mother asks, “Are you from social services? Or are you an attorney?”

Pedro: Maria es buena chica. Es como nuestra hija. Es una lastima lo que paso con sus padres, pero ellos necesitan aprender que hay leyes en este pais. No se lo que Usted esta pensando sobre lo que pasara con las chicas Amarillo. Pero si necesitan un hogar, nuestra puerta esta abierta.

Lourdes: My father says, “Maria is a good kid. She’s like a daughter to us. It’s really a shame what happened in that family.” He wants to know if the Amarillo girls need a home, because he feels they could live here. I think that would be fun to have them here. I’m guessing you knew that Maria’s aunt in El Salvador was married to my father’s cousin down there. So we’re kind of like family.

Anna: Le parece que Usted nos puede ayudar con la situacion? Parece que las muchachas pueden vivir aqui?

Lourdes: My mother is asking “Do you think you can help in this situation and perhaps have Maria and her sisters live here?” Maria has talked about her experiences in other homes and it just doesn’t sound good. She doesn’t sound at all happy even where she is now. We’d love to have them stay with us. I think a social worker came out here a few years ago when they were first taken out of their home. But then we didn’t hear anything more.

- How do you answer some of the questions posed by the Valdez family?
- Do you think this is a potential long-term/permanent placement for the Amarillo girls? Why or why not?

Maria Amarillo: Second Contact

Setting: Valdez home

Thanks for meeting me here. ARGH! I can't stand Ms. Gillis. That CPS worker just doesn't seem like she likes me. Or maybe she doesn't like her job. People like that shouldn't have jobs like that. She never listens to me. I'm 16. Doesn't my opinion matter? I miss the last social worker.

School is going fine. My grades are fine. I like some of my teachers. Others I could do without. Again, some of those people shouldn't have those jobs if they don't like teaching. I like my guidance counselor, Miss Mansfield. She seems like she has my back when I tell her things.

I've been thinking about what I could do after high school. I've been thinking of the army or navy actually. I'd get to see some of the world. And I've heard that they help you get your papers in order. Plus I'd be able to earn money to help my family and my sisters out.

Is the birth control thing any of your business? Yes, I'm taking pills. But it's not what you think. I've had a lot of problems with my period and my doctor said these would help. But they make me break out. And I feel fatter. I might see if I can stop taking them.

Yeah, I see mom and dad in church sometimes. Yes, I see them here sometimes, too. But that's between you, me, and the wall. Please don't tell anyone about that. Especially not Ms. Gillis.

I don't think my Aunt Consuela really needs my help in El Salvador. But my sisters have been asking about her. The Beckers don't let us make international calls. I need a phone card, I guess. Would you be able to buy one? It's kind of a weird thing to ask, but I don't have any extra cash right now.

- Will you buy Maria a phone card? Why or why not?
- Will you "tell on her" for talking to her parents? How do you answer her on that issue?

Attorney for the CASA/GAL Program

You're looking for information about US Immigration and Customs Enforcement (ICE) policy, huh? I heard you're the one with a special case. These don't come up very often, but when they do, it's super important to know the options—you're dealing with a young girl's life. I've done a little research and it turns out that Maria may qualify for Special Immigrant Juvenile Status (SIJS).

Juveniles who are under the supervision of juvenile court (both delinquency and dependency cases) can apply for lawful immigration status if the court order has specific language. They must apply for both special immigrant juvenile status and for permanent residency (the "green card," which actually isn't green at all).

Maria is in good shape because she is under 18 years of age, which can be the cutoff for these applications. (In some cases, a youth can apply up to the age of 21.) Maria can easily fulfill most of the requirements for SIJS, as she is:

- Under the jurisdiction of juvenile court.
- "Deemed eligible for long-term foster care" (legal language to indicate that she cannot be reunited with her parents).
- In her case, the court's findings were based on abuse, neglect, or abandonment, rather than for the purpose of seeking immigration status.
- And it is not in her best interest to return to her home country.

Now, this final requirement may be hard to prove in Maria's case because she has a relative in El Salvador willing and available to take her.

However, if all these requirements can be met, Maria will need an order from a juvenile court judge specifically stating that all of the above listed findings required for SIJS have been made. With that order in hand, her attorney can proceed with the SIJS application.

What I'm about to tell you is really, really important. This is kind of an all-or-nothing deal. If Maria applies for special immigrant juvenile status and is turned down, ICE may attempt to deport her from the United States. Therefore, it will be best to not make the application for SIJS unless it is likely to be successful.

Attorney for the CASA/GAL Program, Cont'd.

If SIJS is granted, there will be additional requirements related to getting a “green card,” Permanent Resident Status. If Maria successfully obtains her green card, she will be able to work legally, travel in and out of the country and, after five years, apply for citizenship.

- Would you recommend that Maria apply for SIJS? Why or why not?
- What are your follow-up questions?

Amarillo Case Debrief Questions

- How did Maria's expressed desires impact the recommendations you made to the court?
- How did the social worker's opinion affect the way you viewed and acted on this case?
- How might you go about addressing the religious aspects of this case—specifically, conflict between the child's home religion and the religious beliefs/practices of the foster family? What resources (local or otherwise) might you turn to in order to find a suitable religious outlet for Maria?
- When it comes to the hierarchy of placement/permanence options, where do nonrelative placements fall?
- How do the cultural expectations of Maria's family compare to those in your family?
- Would your recommendations and view of this case be different if Maria were 12 or 13?
- How might the cultural issues raised in this case be transferable to a case not involving immigration and potential cross-border placement?
- How would you respond to a youth, like Maria, who has told you about her need for birth control medication?
- Domestic violence played a role in the girls' removal from their original home. Does it remain an ongoing concern at this point in the case? Why or why not?



CASA

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FOR CHILDREN

**THE NATIONAL COURT APPOINTED
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CASA/GAL Pre-Service Volunteer Training Curriculum

Handouts

CHAPTER SEVEN

HEARST *foundations*



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Version 2, November 2017

CHAPTER 7

Handouts

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Educational Advocacy Quick Assessment Form (for Activity 7D)

Blank 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	

Educational Advocacy Quick Assessment Form (for Activity 7D)

Sample completed for Marky Greene

1. Student's name	Marky Greene
2. School name	Parkside Elementary School
3. Grade	3 rd grade special education class
4. Special needs/IEP requirements	Marky has an IEP and is placed in a third-grade special education class. He also receives daily reading enrichment instruction. Classroom teacher questions whether Marky has a learning disability instead of a low IQ based on his ability to do grade-level math. Retesting and updated IEP are indicated.
5. Evidence of behavioral problems/excessive absence	No behavioral problems other than homework frequently not being completed. Marky is occasionally bullied by others due to his appearance: ill-fitting clothes, etc. Occasional absence caused by head lice.
6. Grade Point Average	Past school records incomplete due to family's frequent moves. Currently, Marky is on grade level in math but behind in reading and other subjects dependent upon reading, such as social studies.
7. Seeing school social worker or any other support personnel?	School nurse due to recurrent head lice
8. Extracurricular activities	Soccer
9. Need for tutoring?	Supplemental reading instruction adequate at present. May need to be re-focused depending on test results.
10. On track to graduate?	Questionable unless progress in reading can be accelerated.
11. Received resources for post-HS education or vocational program?	NA
12. Other pertinent information	Family's ability to provide educational support for Marky is unknown as neither parent has visited school or communicated with teachers.

Educational Advocacy Quick Assessment Form (for Activity 7D)

Sample completed for Maria Amarillo

1. Student's name	Maria Amarillo
2. School name	Howard High School
3. Grade	10 th grade
4. Special needs/IEP requirements	Diabetic (controlled)
5. Evidence of behavioral problems/excessive absence	None. Comes to school "kind of down," per counselor's report.
6. Grade Point Average	2.8
7. Seeing school social worker or any other support personnel?	Yes, dealing with anxiety over possible placement changes, differences with her foster family, grief and loss of connection to bio parents (through TPR).
8. Extracurricular activities	Church
9. Need for tutoring?	No
10. On track to graduate?	Yes, grades significantly improved since junior high.
11. Received resources for post-HS education or vocational program?	No, but has expressed interest in possible military service. Post-HS situation is complicated by Maria's undocumented status. SIJS being explored.
12. Other pertinent information	School counselor, Ms. Mansfield, is scheduled to follow Maria's class through graduation and Maria feels positive about the relationship. Given the uncertainties in Maria's life, priority should be given to maintaining that arrangement for the duration of Maria's HS years if at all possible.

Brown Case Study Materials (for Activity 7H)

CPS Case File

Last Name of Case:			Brown		
Legal Number(s):			11-7-012345-5		
Child(ren)'s Name	DOB	Age	Ethnicity	Sex	Current Location
Jessica Brown	February 20	15 years	White	F	Kinship Care Candice Clark

Current Caregiver(s)	Address	Phone
Paternal Cousin (Kinship): Candice Clark (not married)	19004 Coltfeld Court	555-1018

Attorneys for:		
Mother	Dawn Schute	555-6542
Father	Nancy Andrews	555-9870
CPS	Chris Johnson	555-5428

Case History

August 7 (last year): Urgent Care Center notified CPS of 14-year-old Jessica Brown, who had been treated for broken ribs. Jessica told CPS social worker (SW) that she had run away from home the night before after being beaten “for the last time” by her mother’s live-in boyfriend, Wayne Pender. According to police records, there is a history of violence between Mr. Pender and the youth’s mother, Helen Brown.

August 8 (last year): Child released from hospital and placed by CPS into emergency foster care.

August 19 (last year): Youth removed from foster home after a series of arguments with the foster family. Youth explained to SW that the arguments originated because she attempted to confide to her foster mother that she is lesbian. The foster mother said she didn’t feel comfortable with Jessica sharing a room with her 13-year-old daughter. Jessica has been placed in Abigail Barton Home for Girls.

November 8 (last year): Abigail Barton Home for Girls notified SW that Jessica Brown did not return to the group home after school.

December 21 (last year): SW received call from Jessica asking for assistance. Youth had been living on the street since running away from the group home. Youth stated she had been “harassed and bullied” by other girls in the group home. When SW asked youth to explain, the youth said other girls “hit me with batteries, sticks and their fists” and teased her with names such as “Jessie the Lessie” and “dyke.” SW located emergency foster care for Jessica.

December 29 (last year): Youth placed with paternal cousin, Candice Clark (age 30).

CASA History:		Date Assigned:	8/14 (last year)
Case Initially Assigned to:	June Miller	Date Terminated:	Four months ago
Current CASA:	You and your team	Date Assigned:	Today
Initial CPS Social Worker:	Angela Rodriguez	Danielle Mancuso	
Current CPS Social Worker:	Angela Rodriguez		

Court-Ordered Services

For the Child:

Psychological evaluation and counseling (if recommended)

Educational needs met as appropriate

For the Father:

N/A

For the Mother:

Domestic violence survivor's classes

Parenting classes

Who do you want to interview first?

The Questioner's List

Questions to consider periodically:

- Where else could we get information that would be useful?
- What are the barriers to reunification?
- Have we checked all relatives?

Questions to consider before finalizing court recommendations:

- Are our court recommendations child focused?
- Have we covered every need of the child(ren) in this case?
- Did we appropriately consider the minimum sufficient level of care (MSL) standard in forming our recommendations for this case?
- Do our recommendations ask for what is appropriate, whether or not it is readily available?
- Is our work clear, diplomatic and non-judgmental?

Jessica Brown and School Guidance Counselor: Kenya Scott

Setting: High school guidance office

Kenya: We have a couple of openly lesbian and gay students in this school. Ten years ago I hadn't even heard of high schoolers being so open about their sexual orientation. I talked with the LGBTQ Center at the U. There's an amazing amount of information on the web, and Lambda Legal has some great materials they give away for free.

I'm worried about Jessica graduating. I just hope I can keep her in school. That's a big challenge for these kids; many drop out. Of my three lesbian and gay kids, none of them are seniors. I can think back and remember some kids who probably were gay, but I wasn't aware of it at the time. Once they drop out—or get kicked out of home—they can end up living on the street, maybe even doing sex work to survive. Even if they escape that fate, the economy and world we live in isn't kind to those without a high school diploma.

Jessica is waiting outside. This was her study-hall period and she wanted to be included. Jessica, would you please come in?

Kenya: Jessica, I want to talk about your mood issues. I think it's important for your CASA/GAL volunteer to know that you've been struggling with depression and possibly PTSD.

Jessica: I have been seeing Dr. Felix.

Kenya: How do you like him?

Jessica: I like Dr. Felix. He understands me. He didn't say anything about PTSD though. That's your thing.

Kenya: What else do you want your CASA/GAL volunteer to know?

Jessica: I want Candice to adopt me. I just don't think I can survive living with my mom. It's really bad. We always fight. I can never be the daughter she wants. I don't think she really loves me; she's just too embarrassed to give me up. That wouldn't look good.

- What difference does this interview make to the case?
- What are your follow-up questions?

CPS Caseworker: Angela Rodriguez

Setting: Phone call with CPS worker, who is talking with you while in between court hearings that she is attending today

I have been with the agency for five years and have been Jessica's caseworker from the beginning. For a long time, I thought Helen would never kick Wayne out. But now he's been gone for two months and Helen is standing firm on that decision. Helen has joined a group for co-dependents and she's learning how to live on her own.

From where I sit, Wayne being gone changes everything about the case. CPS no longer has justification to terminate this mother's rights if she is willing to provide a safe place for her daughter. Now that Wayne is out for good, Helen can do that. Therefore, we can't terminate and we can't have Candice adopt her. I am changing my permanency planning recommendation from TPR and adoption to reunification.

I support this reunification. Helen wants her daughter back. They have started having visits in her home. I know it will take Jessica some time to feel safe there, but Wayne is gone for good so really she is safe. I know that Jessica and her mother still have fights. I think it's normal for teenagers and parents to disagree and sometimes get loud about it.

This child brings a lot of negative attention to herself. This lesbian thing honestly seems more like a phase to me. I don't have a problem with gay people; I have gay and lesbian friends. This feels more like a teenage, experimental phase. You'd be surprised how many teens experiment with their sexuality like this.

I think Jessica will benefit from the therapy that's finally started. Dr. Felix knows what the issues are and that we need to reunify this family. They have only met a few times so I haven't checked in yet but I bet it's going well. Dr. Felix is really good.

Candice has done a good job, but she's very young to be parenting a 15-year-old. They're still in the honeymoon phase. Wait and see what will happen when Jessica starts to really rebel. Plus, she encourages behavior that's only going to make things harder for her in the end. Candice should be discouraging this type of behavior.

CPS Caseworker: Angela Rodriguez, Cont'd.

- Have the issues that brought the child into care been addressed by the CPS agency?
- What factors do you think the CPS agency is weighing in deciding a permanency plan for Jessica?

Former CASA/GAL Volunteer: June Miller

Setting: Cell phone conversation

It's great to see a volunteer back on this case. There was a four-month gap and it didn't seem like anyone was in Jessica's corner. I'm the one who found Candice for Jessica. I knew we should find some family for her because the foster family wasn't working out and I knew a group home wasn't going to be good either. They don't know what to do with different kids. Has she come out to you yet? If not, don't press her on the issue. Wait until she's ready to let you in.

I kept pressing the social worker, Angela. We both talked to Helen's sister, May, and she couldn't take Jessica. May also said Wayne was horrible and Helen should kick him out. Well, she wasn't going to do that. I mean, hello, it's your daughter, how about stepping up!

Anyway, May lives halfway across the country, and Angela said Jessica shouldn't have to move during high school. Well, in any case, May couldn't take Jessica; she's got medical issues and family issues of her own. Then I started doing a family genogram with her on the phone. That's how I got her to talk about Jessica's dad's side of the family. He's dead, you know, but he had a married sister and I got her name, Marylou Clark. So I did a civil records search and then I checked a few phone books on the Internet. She lives a couple towns over and her number is listed under her husband's name.

When I called Mrs. Clark, she was very friendly. She mentioned her daughter Candice, who lives right here in town! Candice turned out to be perfect for Jessica. I'm so glad I found her before I had to move away. Thank goodness Jessica felt safe enough to go there. She was so scared—out on the street all that time—and felt betrayed by everybody.

Her mother rejected her; it was terrible. Jessica begged Helen to leave Wayne, but she just wouldn't. She chose Wayne over Jessica, her own child!

Poor Jessica! The foster family rejected her. The group home was scary for Jessica because they made her room with a bully. She was terrified to sleep at night. Even some of the counselors gave her a hard time.

Former CASA/GAL Volunteer: June Miller, Cont'd.

- Will you want to maintain contact with June and possibly interview her again?
- Why or why not?
- What are your follow-up questions?

Foster Mother/Cousin: Candice Clark (First Contact)

Setting: Home of Candice Clark

I'm a cousin on Jessica's father's side. I remember seeing Jessica at our annual family reunion picnics. She was always a cute kid, real sweet, you know, and a little shy. When her dad died several years ago, the families lost touch. Mom used to call Helen, but it seemed like hearing from our side of the family always made her cry so bad that finally mom just stopped calling. Honestly, I kind of forgot about them. I was off at college.

One day about seven months ago I was on the phone with my mother, and she told me that a lady named June phoned her asking about Helen. June was the last CASA/GAL volunteer. Mom told me Helen had been living with a real bad guy—well, he was living with her actually—and Jessica ran away. And that now she was in foster care somewhere. I was just shocked!

Next thing I knew, June was calling me and she said that Jessica's group home wasn't working out for her. June asked me if I knew of a relative who could take her in and I just said, "Me! Let her live with me. I want her." I think I was as surprised as anybody was, but I'm glad I said it because I love having her here with me. She's a really cool kid.

Then Jessica ran from the group home and was gone for six weeks before she finally called June and June convinced her to come over here. I was already in touch with Angela. I'm glad she let Jessica stay here even though I had just started the classes to be a licensed foster parent. I have no criminal record of course. And I think Helen said it was okay, though I don't think she would say that today. Now Helen wants her back.

I never got married and I never really wanted to have kids either, but I really love having this big, older kid to take care of. I feel like I'm raising Jessica, not just supporting her financially, not just keeping her. I feel like Jessica is mine now and I want to raise her. My life has a deeper purpose because she's with me. Angela and I have talked about this. She knows my commitment and she said we would work toward an adoption. We've been talking about adoption here at home too, and Jessica wants to do it. But lately Angela hasn't said anything about it, which makes me nervous. Now they are making Jessica go see her mom so I don't know what's up. Do you?

Foster Mother/Cousin: Candice Clark (First Contact), Cont'd.

This whole sexual orientation thing is pretty special. Not everybody can understand Jessica like I can. I really don't have a problem with it. I'm going to help her do whatever she needs to, to feel comfortable with her life. Why does anyone care that she is a lesbian? I know that sounds naïve, but really, why do they care?

- What are the mother's thoughts and wishes in reference to this relative?
- How will you respond when Candice asks if you know what's going on with the caseworker not talking to her about adoption and making Jessica visit Helen?

Jessica Brown and Foster Mother Candice Clark (Second Contact)

Setting: Cell phone conversation—first with Candice, then with Jessica

Candice: Yeah, Jessica does think I'm really cool. At times, she may think we're more friends than anything else. We do keep it pretty friendly, but I'm not her "friend" when she breaks the rules. I set a curfew for her. But the first week she was here she climbed out the window and stayed out until midnight. That got her grounded for a week. We had a talk about what can happen when you stay out late and no one knows where you are. Jessica hasn't broken curfew again. She's knows I'm the boss and I have to protect her. So, no...I'm not her friend and I'm not a pushover. I'm her parent; that's my role in her life.

Sometimes she even calls me "Mom." She wants her mother to love and accept her as she is. Helen won't do that, or maybe she can't, and I know that's so painful for Jessica, that rejection. But I do love her just as she is. I don't need her to be different—I accept her. I kind of adore her if you want to know the truth. Not that she doesn't drive me crazy sometimes, but I worry about her too. I know she has some work to do to sort all this out, and who can blame her. I'm so glad she's seeing Dr. Felix.

Here, talk to Jessica, she's right here.

Jessica: Mom was nothing like Candice. With Candice I always know where the lines are. I may sometimes choose to cross those lines (giggles), but I already know what will happen if I do. Mom was kind of crazy to live with. She would ignore me for weeks, whatever I was doing. Then—boom!—she'd fly off the handle.

Is my mom supportive? Are you kidding? Are you hearing me? Hello! I mean, she fed me and all, but she doesn't support me emotionally.

What do I want? I want to feel safe. It has been years since I felt safe at home and I love feeling like that now. I didn't know what I was missing.

- What are your follow-up questions?

Mother: Helen Brown

Setting: Home of Helen Brown

Thanks for coming over. I really appreciated Ms. Miller's input and I'm glad there's another CASA/GAL volunteer working on this now. I was sad to see Ms. Miller go. I'm about to run out to Group, but I wanted to be sure we had time to meet and talk.

Honestly, I really don't know what I would do without my co-dependency group. We meet for an hour three times a week, and we call each other in-between for support. I joined the group two months before I finally got the courage up to tell Wayne he had to get out. Group has been pretty empowering.

Wayne was a good provider; he made really good money and was generous with it at first. He fixed a lot of things when he moved in and looked after the house like my husband used to. Wayne was a good dad to Jessica for the first few years. Things would have been fine if Jessica hadn't decided to be all strange and weird. She can be so stubborn! She was a really good little girl until she turned 11. Then she just started changing. Now I don't know what she thinks she's doing with all this lesbian nonsense.

Wayne started to get rough with me after we were together about a year. It wasn't that bad the first couple years. I tried to kick him out a couple times before, but he always convinced me to take him back. But recently, his Internet porn habit got way out of hand. He started to spend a lot of time in the basement looking at sick, disgusting stuff! I was afraid of what he might do to me next so I filed on him. He's gone for good now.

He and Jessica had that fight when Jessica ran away, and I guess he broke her ribs. Even with Jessica in foster care, I let Wayne stay here for another year before I finally got rid of him. I don't know what I was thinking! Angela said I can get Jessica back now that I kicked Wayne out. I think Jessica should be with me, her mother. She's my daughter for crying out loud! I know she's confused, but she's in therapy now so I'm hopeful.

I'm telling you this lesbian stuff is getting on my last nerve! I will be so glad when she gets through this phase of her life. I guess it's an identity crisis—that's what the shrink will call it and I guess that's "normal" for teens, but I'm so tired of it!

Mother: Helen Brown, Cont'd.

- What are your thoughts about Helen's attitude toward her daughter?
- What strengths have you uncovered in this family that you can work with if the primary plan is reunification?
- What difference does this interview make to the case?

Mother's Former Boyfriend: Wayne Pender

Setting: Workshop of Wayne Pender

Helen and I will be back together again soon. We've been through this before. She joins a group—last time it was her knitting circle, “Stitch and Bitch.” Before that, it was a scrapbooking group. She gets big-headed with her new friends and then I'm not good enough for her. But you know what, she'll get over it. She always does. We always do.

I'm a hard-working man and a good provider. Helen knows that. We already miss each other. But she said she needed some time to get her daughter back. Honestly, she said we needed a “break,” but we weren't “breaking up.” That kid of hers needs a firm hand too, which I can provide. You wouldn't believe some of the stuff she pulls for attention. And the running away. Jeez. But yeah, Helen and I still talk.

Sure she took out papers on me, so what? She just did it to piss me off—she lets her emotions get the better of her sometimes. This isn't the first time either. What's it say? Pornography? Porno is the number one reason guys use the Internet. And if I do it, it's a problem? I don't think so. I guess 99% of all the men in this country better move out too, 'cause they all look at porno. Seriously, ask around. And if the guys you know deny it, they're lying.

I think we'll get back together once she gets things straightened out with CPS and her daughter. I put up with her crap too—excuse my French. Okay, so we get in a tussle now and then, no big deal. We tend to forgive and forget. Like I always tell Helen, we need to make sure we're looking forward, not backward.

Excuse me, I need to get back to work.

- After speaking with Mr. Pender, do you think Helen will make up with him or maintain the separation? How will you know if she does or doesn't?
- What difference does this interview make to the case?

Brown Case Debrief Questions

- Who is in Jessica's circle of support?
- How is the lack of support from Helen affecting Jessica's academics and her mental, psychological and social well-being?
- If reunification is accepted by the court, what is the likelihood that Helen will play a more supportive and nurturing role in Jessica's life?
- What impact did the previous CASA/GAL volunteer have on this case (accomplishments, insight, resources)?
- What are some of the actions you might have to take as a result of this impact?
- What resources would you use to expand your knowledge of the needs of LGBTQ youth and inspire others to educate themselves?
- What are some benefits of including Jessica in the service-planning process?