

G 1.1 Discussion Questions

Introduce yourself to the group. What motivated you to become a CASA Volunteer? What are you most looking forward to learning? What makes you the most nervous?

G 1.2 Review & Discuss

Evidence of Effectiveness ([Link](#))

Job Description (File)

Mission Statement (File)

CASA Promo Video ([Link](#))

G 1.3 Complete Task

Developing Competencies Google Sheet ([Link](#))

G 1.4 Review

Alphabet Soup (File)

G 1.5 Review & Discuss

Child Welfare History & Legal Framework (File)

G 1.6 Review & Discuss

Bleux Case (File)

G 1.7 Review & Discuss

Children's Needs & Development (File)

Importance of Attachment (File)

Recognizing Abuse & Neglect (File)

G 1.8 Review

Writing Court Reports NCASA Guide (File)

Athens CASA Court Report Guide & Templates (File)

C 1.1 Introductions & Housekeeping

Parking Lot

C 1.2 Volunteer Role in Action (Activity 1C)

Flip Charts

Discussion

C 1.3 Volunteer Relationship Dilemmas (Activity 1E)

In Volunteer Manual – Dilemmas (pg 18-24)

Individual Work – Group Discussion

C 1.4 Child Welfare & Court System Flow Charts (Activity 1C)

Lecture – White Board (make notes in manual of local differences)

Handouts – Case Assignment Flow Chart

C 1.5 Ages & Stages (Activity 2A & 2B)

Pre-Made Envelopes / Partner Activity

Handouts – Divide room into 4 groups & assign needs page to each using Deshawn Bleux

C 1.6 Minimum Sufficient Level of Care (Activity 2D)

Lecture & Discussion

C 1.7 Best Interests (Activity 2E)

Best Interest Checklist Handout

Lecture

C 1.8 Risk Factors for Abuse & Neglect (Activity 2G)

Small Groups: Assign categories for discussion of Bleux Case

Large group discussion on which services/interventions should be used

C 1.9 Strengths & Weaknesses (Activity 2H)

Trainees list strengths/weaknesses of their own families

Strengths of the Bleux Family – Complete the Strengths Inventory Worksheet in Manual

C 1.10 Court Report Writing (Activity 2J)

Lecture & Discussion

Practice Writing for Bleux Case

G 2.1 View & Discuss

Shane's Story Video: Add a discussion post: List Traumatic Experiences ([Link](#))

G 2.2 Review

Black – Smith Case (File)

G 2.3 Review & Complete

Communicating as a CASA Volunteer (File)

Preparing for Child Interview Google sheet ([Link](#))

Interviewing Skills Video Part 1 ([Link](#))

C 2.1 Trauma

Feelings Thermometer – In Book (Activity 3A)

ACEs related to Black-Smith Case: Video and Worksheet in Manual (Activities 3B & 3C)

Separation Experience – Modify to Plastic Bag Exercise (Activity 3D)

C 2.2 Resilience

7 Cs of Resilience (Activity 3E) – Lecture & Discussion

C 2.3 Communication

Overview (Activity 3F) – Lecture

Watch Part 2 of Video (Activity 3H)

Triangle Method (Jenny's Graphic)

C 2.4 Case Study: Black-Smith (Activity 3I)

Provide Handouts – Follow book activity, flipcharts, small groups, etc

Lecture/Powerpoint on Effective Recommendations: Discussion on reports from last activity

G 3.1 Review & Discuss

Understanding Mental Illness (File)

Mental Health Statistics Handout (File)

G 3.2 Review & Complete

Ohio Poverty Information (Links & Files) - Discuss

Examining Poverty vs. Neglect Scenarios Google Sheet (Link)

G 3.3 Question: Activity 4C Questions for Discussion Board – Facilitators comment on Neglect vs Poverty

G 3.4 Review

Confidentiality Overview (File)

Appointment Form (File)

Confidentiality Policy (File)

Release of Info (File)

Sharing Confidential Infographic (File)

G 3.5 Review & Discuss

Sample Communications (File) – Discuss: What makes each example effective?

G 3.6 Review

Greene Case (File)

G 3.7 Review & Complete Activity

Read Monica Morales Interview (File)

Create an Activity Log on Optima

G 3.8 Review & Discuss

Substance Abuse Overview (File)

Saving Kids Video (Link) : Discuss Challenges of Advocating for Child with Parent that Uses

G 3.9 Review

Disproportionality, Diversity & Cultural Competence (File)

C 3.1 Activity 4A Part 2 – Mental Illness impacting parenting in Greene Case
Lecture & Discussion
Small Group Discussion on Advocating for Children – Activity 4B – discuss local resources

C 3.2 Greene Case Study (Activity 4I)

C 3.3 Substance Abuse Activity (Activity 5A)
Effects of Substance Abuse on Parenting (Activity 5B) – Flip Chart & Post Its

C 3.4 Shannon’s Story
Complete Activity 5D Parts 1 & 2 (Story in Manual)

C 3.5 Culture
Lecture
Complete puzzle activity (Activity 5E)
If time- stereotypes in the media exercise

G 4.1 Review & Discuss
Understanding Domestic Violence (File)
Why We Stayed Video ([Link](#))
Domestic Violence and CASA Work (File)
Signs of Childhood Domestic Violence (File)
Discussion Questions: What was going through your mind as you listened to these stories? How might hearing these stories impact your advocacy work?

G 4.2 Complete
Hot Button Activity – Google Sheet ([Link](#))

G 4.3 Complete & Discuss
Sorting People Exercise ([Link](#))
Discuss: How did you do? What surprised you about the activity? Think about the Bleux, Black and Greene cases you’ve worked so far, did you observe any stereotyping? If so, how did it affect the families?

G 4.4 Review & Discuss
Exploring Culture & Developing Cultural Competence (File)
Tips on Becoming More Culturally Competent (File)
Cultural Competence Action Plan Google Sheet ([Link](#))

G 4.5 Review
Amarillo Case (File)

C 4.1 Domestic Violence
Lisa’s Call (Activity 6B)

C 4.2 Amarillo Case Study

Write current status summary (Activity 6H)

G 5.1 Review

Statistics on Aging Out (File)

Concurrent Planning (File)

Permanence Information (File)

Permanency (File)

Building Resilience ([Link](#))

Childhood Reflections ([Link](#))

G 5.2 Listen & Discuss

Bailey's Story: Stories of Aging Out ([Link](#)) & Discuss: In what ways did Bailey find permanence? In what ways didn't she? How could a CASA made a difference in her case?

G 5.3 Review & Discuss

Comparing Advocacy across Ages (File)

Laws regarding older youth in foster care (File)

Question: How else do you think advocating for an older child is different than a child under age 13?

G 5.4 Review & Discuss

Educational Acronyms (File)

G 5.5 Watch, Review & Discuss

LGBTQ Glossary (File)

Randy's Story: Digital Stories from the Field ([Link](#)) Questions: How do you think a youth's sexual orientation affects his or her identity? What obstacles might LGBTQ youth encounter in foster care that would hinder their ability to maintain their identity? Do you think these obstacles are unique to LGBTQ youth? If so, why? If not, how are these issues transferable to youth in other situations? How could a CASA/GAL volunteer have advocated for Randy?

G 5.6 Review

Brown Case

C 5.1 Brown Case Study (Activity 7H)

C 5.2 Review of Competencies Worksheet

C 5.3 Distribution of Learning Lab Case Files