

# CHAPTER 10

## Pulling It All Together



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# CHAPTER 10

## Pulling It All Together



### Goal

In this chapter, I will identify my support systems, learn about safety, become familiar with local office procedures, and review my personal training expectations and the course material.



### Objectives

***By the end of this chapter, I will be able to...***

- ✓ Identify resources that will support me in my work as a CASA/GAL volunteer.
- ✓ Follow local CASA/GAL program office procedures for case assignment, obtaining records, submitting court reports, and documenting hours and expenses.
- ✓ Understand how a child's sense of time requires moving quickly to achieve permanence.
- ✓ List the principles of permanence.
- ✓ Identify any of my expectations that were not met in training, and address—or make a plan to address—any remaining expectations.



### Parking Lot

At the end of this chapter you will find a page designated as the “Parking Lot.” Find and bookmark this page now, and use it throughout the chapter to note any questions, ideas, or concerns that you wish to discuss with CASA/GAL program staff.



## UNIT 1: Building Support & Self-Confidence

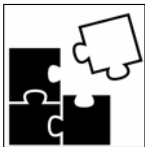
In taking care of yourself as a CASA/GAL volunteer, there will be times when you need to share or vent your feelings about the cases on which you are working. It may be important to vent your feelings of frustration about how slowly the system responds to the needs of children, the lack of local resources for children and families, or your disappointment with a judicial or child protective services decision on your case. However, please call CASA/GAL program staff or other volunteers if you need to vent. Family and friends can, in general, support your efforts, but they must not be called upon to listen, brainstorm, or commiserate regarding the details of your case.

There will also be times when you need to step back from your CASA/GAL volunteer work to re-energize yourself, regain your objectivity, and renew your enthusiasm. Doing this will make you a better volunteer.

**What does the following statement mean to you?**



*“You cannot take care of anyone else unless you are taking care of yourself.”*



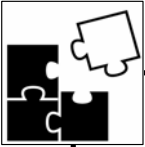
### Activity 10A: Self-Care for Volunteers

Consider the statement about taking care of yourself. Think of something you have done recently that was just for you. If nothing comes to mind, think of something you are planning to do for yourself in the next month. Share your response below.

**Recently I did (or very soon I plan to)...**

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Success in this work requires a strong internal and external support system and self-confidence. This confidence is built on the determination you feel to carry out the mission of the program. It is also built on the many personal strengths you bring to the work.



## Activity 10B: Building Confidence

Think of something you do well that is related to this volunteer work. What has allowed you to feel confident about your ability? Identify factors that contribute to your sense of confidence.

Write down both the thing(s) you do well and what you will do to increase your feelings of confidence about your ability to do CASA/GAL volunteer work.

### Things I Do Well:

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### What Will Increase My Feelings of Confidence:

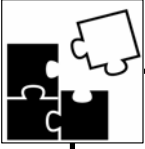
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If a time comes that your case doesn't go as you hope or you feel frustrated with this work, read the things you wrote about what you do well and what helps increase your feelings of confidence. Remind yourself that you are a capable person who has a great deal to offer to your community. That is also a good time to call CASA/GAL program staff—they will understand your need for support.

## UNIT 2: Volunteer Safety



### Activity 10C: A Personal Safety Plan

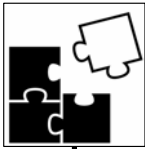
Read the following list of personal safety tips. At the debriefing session for this chapter, discuss with CASA/GAL program staff any concerns you have related to your personal safety plan.

This program is highly invested in keeping you—the CASA/GAL volunteers—safe. If you ever have a question or concern about the safety of any aspect of your work or if you feel apprehensive or fearful, you should immediately consult with CASA/GAL program staff. As you read the following list, you will notice these safety tips are mostly common sense and good advice whether you are doing CASA/GAL volunteer work or not.

- ✓ Be assertive and confident, but not aggressive. Don't look vulnerable.
- ✓ In an unfamiliar situation, wear sensible clothing that is easy to move in.
- ✓ Think ahead. Know the situation and location in order to look confident.
- ✓ It is sometimes wise to initially meet a parent or another person in a neutral place, especially if you are uncomfortable.
- ✓ Be aware of the immediate area.
- ✓ Make sure someone knows the location and duration of your visit and the time of return. If plans change, call and let that person know.
- ✓ If necessary, travel in pairs.
- ✓ You may want to avoid carrying a purse.
- ✓ Keep car windows up and doors locked if you feel unsafe.
- ✓ Do not carry a weapon—it can be turned against you. Carry a whistle or some other noisemaker if that makes you feel safer.
- ✓ Trust your instincts. If you are really uncomfortable, take protective action—walk away.
- ✓ Don't walk alone near places where someone can hide or in dark areas at night.
- ✓ Don't walk through a group of hostile people. If necessary, cross the street to pass them.
- ✓ Never give out too much personal information about yourself or your family, especially phone numbers and addresses. Remember that all correspondence and communication should flow through the CASA/GAL program office.



## UNIT 3: Getting the Necessary Support & Supervision



### Activity 10D: CASA/GAL Program Staff

There will be support available to you in the work you do as a CASA/GAL volunteer. Read the overview that follows of available sources of support. What would you add? On the line below, name one person you will call on if you have questions about your first case.

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CASA/GAL volunteers need support in the work they do. Their work touches many disciplines—child abuse and neglect, criminal justice, child growth and development, family systems, social services, and the law. Few people are experts in all these fields. CASA/GAL volunteers come from all walks of life and have various work and educational backgrounds. They are effective advocates because they work energetically and creatively to improve the lives of abused and neglected children. They need support and encouragement as they make recommendations to the court about what is in the best interests of the children for whom they advocate.

#### ✓ Program Staff Support

A strong relationship with program staff is vital; they will assign cases, monitor case progress, review reports and records, and help solve problems. They are a source of resources and answers to questions that you encounter, as well as a source of support in your work. They are ultimately accountable for the work done on all the program's cases.

#### ✓ In-Service Training

It is helpful to take advantage of opportunities for additional learning about the many facets of CASA/GAL volunteer work that are introduced in this core training curriculum. National CASA standards require twelve hours per year of in-service training. Local program staff will outline the resources available for in-service training.

#### ✓ Peer Relationships

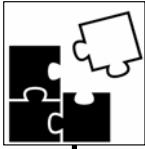
Within program guidelines, working with other CASA/GAL volunteers is an effective way to strategize, problem-solve, and get moral support in this work.

#### ✓ Self-Care/Personal Support Network

Because of the time demands, stress, and frustrations that can be part of this job, it is important to have social and emotional support, and to take care of yourself so you don't burn out.



## UNIT 4: CASA/GAL Program Office Procedures



### Activity 10E: Local Administrative Procedures

Every CASA/GAL program office has specific procedures for case assignment, obtaining records, submitting court reports, documenting hours and expenses, and any other required administrative work. The National CASA standards for your case file are listed below.

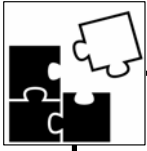
At the debriefing session for this chapter, ask CASA/GAL program staff to review local procedures related to case assignment, obtaining case forms or records about your case, submitting court reports, making requests for reimbursement, etc.

### National CASA Standards Regarding Case Records

- ✓ For each child served, the CASA/GAL program maintains a case record that includes:
  - Biographical or other identifying information;
  - Background on the nature of the presenting problem or reason for referral by the court;
  - Court reports and any court orders related to the service being provided; and
  - The service plan.
- ✓ Entries made in the case record are specific, factual, and pertinent to the nature of the service. These include:
  - Current contact entries; and
  - Periodic progress notes or summaries.
- ✓ Records for all children served are kept up to date.
- ✓ The CASA/GAL program requires volunteers to turn in their case records, including all notes, when the case is closed.



## UNIT 5: Children—The Heart of the Matter



### Activity 10F: On Being a Good CASA/GAL Volunteer

Read the words of Judge Dale Wolf about what it means to do the work of a CASA/GAL volunteer and to do it well. Mark a star (★) by your favorite factor that contributes to good CASA/GAL volunteer work.

Then read “A CASA/GAL Volunteer Is...” You may wish to read this again on the day you receive your first case, your second case, your fifth case...

### On Being a Good CASA/GAL Volunteer

*By Judge Dale Wolf*

What is a good CASA/GAL volunteer? We will always be stressing the need for training, to be familiar with local court processes, to be well-grounded in concepts surrounding permanency planning and developmental needs of children. And you will frequently hear us urge you to keep abreast of the ever-expanding state and federal laws and regulations impacting families and juvenile courts.

But I think it is also important to reflect on some of the more basic and yet most important things that can contribute to being a good CASA/GAL volunteer.

1. Bring lots of spirit and enthusiasm to your position, but leave certain luggage behind—such as a rigid and unexpanding middle-class value system.
2. Hopefully you, yourself, will have a stable life, prompting you to be quite secure with yourself, but not smug.
3. Be curious and inquisitive—the type of person who wants to do hands-on investigation. You will have lots of contact with other people and, in many ways, you are the “eyes and ears of the court.”
4. Question everything. Remember that while there may be some embarrassing questions, there are no dumb questions. Keep asking yourself whose needs are being served by proposed plans. Force everyone to explore alternatives thoroughly.
5. Be assertive, independent, and in some instances, downright stubborn. Do not be afraid to make enemies because that will sometimes go with the territory. Do not be intimidated by or back down from attorneys, caseworkers, school personnel, or the other multitude of “professionals” you will encounter.

6. While being assertive, remain flexible and open to negotiations. Keep in mind your task of trying to find solutions to problems (*bearing in mind that some people see their role as trying to find problems with the solutions...*).
7. Strive to be punctual, at both court appearances and in meeting deadlines for filing reports. Strive for a flexible time schedule. Remember that important things also happen on weekends and late at night.
8. Preferably, you will not be an attorney. Having been an attorney guardian ad litem myself and having worked with both attorney guardian ad litem programs and volunteer or lay CASA/GAL volunteer programs, I can express to you my own personal observations. Possessing a law degree confers no special knowledge about the needs of children or the important factors underlying a child's welfare. If you happen to be an attorney who has also gone through the formal CASA/GAL volunteer training, I wouldn't hold such a title against you. However, enjoying the title of "lawyer" would not cause me to have great expectations.
9. Above all else, bring with you a good dose of common sense, coupled with an uncompromising love and respect for two of our greatest national resources—our children and our families.

Excerpted from "Critical Issues in Permanency Planning" by the Honorable Dale Wolf. Judge Wolf has been a trial court judge for twenty-three years in Minnesota's Sixth Judicial District and is chambered in Carlton, Minnesota. Used with permission.

## **A CASA/GAL Volunteer Is...**

- ✓ Being told you're the only intelligent person involved and the only one who understands.
- ✓ Being told you're just as stupid as everyone else involved is, and to mind your own business.
- ✓ Having a fifteen-year-old ask for a hug.
- ✓ Having a fourteen-year-old ask if he could live with you if he runs away.
- ✓ Being endlessly exposed to colds, flu, colds, strep, colds, chicken pox, colds, pink eye, colds.
- ✓ Meeting some of the extraordinary people who are foster parents.
- ✓ Being slobbered on by a zillion dogs and cats.
- ✓ Losing your car in the parking lot for the fifth time in a month.
- ✓ Spending dozens of hours talking to dozens of people to get ready for trial and then settling out of court on the first day.
- ✓ Waiting for people to return your phone calls.
- ✓ Having a hearing start on time—the one time you're late.

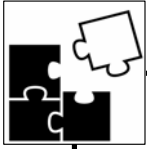
## ***A CASA/GAL Volunteer Is...***

- ✓ Being sensitized to what it really means to be trapped in the welfare system with not much hope of ever getting out.
- ✓ Being told by an irate parent that he could never get a fair hearing because you have the judge wrapped around your little finger.
- ✓ Getting phone calls from friends saying, "I saw this story in the paper—what's really going on?" and not being able to say, even if you know.
- ✓ Lying awake until 3:00 AM, wondering "What if?"
- ✓ Having a six-year-old call and say, "Why haven't you come to visit me? Did the judge fire you?"
- ✓ Getting phone calls from parents saying, "Do we really have to do what the judge says?"
- ✓ Driving thirty miles to a foster home in a blizzard and finding that the kids were moved the day before.
- ✓ Having the answers to "Why is it snowing?" "Why are dinosaurs green?" and "Why does my mommy hit me?"
- ✓ Talking to a sixteen-year-old for an hour and finding out she has as many kids as you do.
- ✓ Having your own family say, "Are you ever planning on doing the laundry again?"
- ✓ Being able to ignore the bugs in the cupboard and still drink the coffee.
- ✓ Filling out monthly reports when you've forgotten half the odometer readings.
- ✓ Driving all the way downtown for a hearing only to learn it's been cancelled.
- ✓ Discovering places in the county you never knew existed.
- ✓ Getting phone calls saying, "Thank you."
- ✓ The frustration of failing and the satisfaction of having a case dismissed because everything is going well.
- ✓ Having a staff member say, "I've got another case that needs your special touch—will you do it?"

Compiled by Susan Stacy, Coordinator of Volunteers, Hennepin County Guardian ad Litem Program, Minneapolis, Minnesota.  
Used with permission.

# A Child's Sense of Time: The Impact of Court Continuances

In every recommendation that you make for the children you work with, consider the child's sense of time. The system tends to move very slowly and it is often the CASA/GAL volunteer who makes the most compelling argument for moving more quickly to achieve permanence.



## Activity 10G: A Child's Sense of Time

Read the following information about what time means to a child. Remember a personal experience that illustrates the difference in your perception of time now and when you were five or ten years old. Describe your experience in the space provided.

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**The following excerpt was prepared for the National Council of Juvenile and Family Court Judges:**

When litigation proceeds at what attorneys and judges regard as a normal pace, children often perceive the proceedings as extending for vast and infinite periods.

*The passage of time is magnified for children in both anxiety levels and direct effect. Three years is not a terribly long period of time for an adult. For a six-year-old, it can mean the difference between finding an adoptive family and failing to gain permanence because of age. If too much time is spent in foster care during these formative years, lifetime problems can be created.*

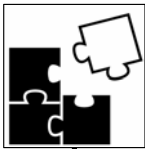
*Court delays caused by prolonged litigation can be especially stressful to abused and neglected children. The uncertainty of not knowing whether they will be removed from home, whether or when they will go home, when they might be moved to another foster home, or whether and when they may be placed in a new permanent home are frightening.*

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The Publication Development Committee, Victims of Child Abuse Project, Honorable David E. Grossmann, Chairman, RESOURCE GUIDELINES: Improving Court Practice in Child Abuse and Neglect Cases, Reno, Nevada: National Council of Juvenile and Family Court Judges, 1995. Italics added for emphasis.

Court continuances may be requested frequently, but *unless they are beneficial to the child's interest, the CASA/GAL volunteer should oppose them*. A child's sense of time is very different from an adult's. If an infant or toddler waits for a hearing, that wait is a significant portion of his/her life. Likewise, a school-aged child who is uprooted from school and friends does not view a month (or three or four) as a short period of time.

Children should not be separated from their parents any longer than necessary, nor should they have to wait for a permanent, out-of-home placement any longer than necessary. The faster a child's case is moved through the system, the less the child has to suffer. CASA/GAL volunteers should always push the judge to set the next court date as soon as is practical, guided by what needs to be accomplished prior to that date rather than in response to what is convenient for the adults involved in the hearing. In order to address the child's need for a faster, more efficient process, the federal and state statutes since 1997 have put tighter time limitations on various stages of the proceedings.



## Activity 10H: Principles of Permanence

**Part 1:** Read the Principles of Permanence list that follows. Each principle is critical in achieving permanence for children. As you read the list, think about which principle of permanence means the most to you in your understanding of the CASA/GAL volunteer role. Write your answer below.

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**Part 2:** Refer back to Chapter 5, Activity 5L: The Importance of Family to a Child. Note what you previously underlined. Write any remaining concerns in the space provided.

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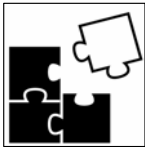
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There are many principles that you can follow as the child's advocate to ensure that the child in the system will not be forgotten. A number of these are listed below. Following them will ensure that your advocacy is focused on permanence for the child.

## PRINCIPLES OF PERMANENCE

- Constantly examine your own value system.
- Carefully examine the CPS case record.
- Ask the parents why they think they lost custody of their child.
- Recognize that the “system” should be operating on the child’s sense of time.
- Understand grief and the effects on children of moving and waiting.
- Stay child-centered and family-focused.
- Recognize parents’ strengths, but do not ignore their failings.
- Be a team player.
- Aggravate the system if you have to—be a catalyst for change.
- Work for justice—act with mercy.

Contributed by Jane Malpass, Consultant, NC Division of Social Services, and Jane Thompson, Attorney, NC Department of Justice.



## Activity 10H: Principles of Permanence

**Part 3:** Read the list of phrases in the “What Do You Say?” chart that follows. Choose one phrase from each group and write it in the corresponding section of the form below. Keeping the principles of permanence in mind, write a possible CASA/GAL volunteer response in the area to the right of each of your chosen phrases. Share your ideas with CASA/GAL program staff at the debriefing session for this chapter.

What Do You Say When...	Possible Response
The Child Says...	
The Parent Says...	
The Caseworker Says...	
A Foster Parent Says...	
An Attorney Says...	

**When the Child Says...**

- When can I go home?
- Why am I in the foster home?
- Can I tell you something, but you have to promise not to tell anyone else?
- I lied. I didn't tell the social worker the truth.
- My daddy said I couldn't talk to you.
- Where's my mommy? Why doesn't she come see me?
- I hate my \*#@\$\* parents. I never want to see them again.
- I won't go to counseling.
- I'm pregnant.
- I haven't told anyone yet, but my dad's been molesting me.
- F\*\*\* you! I'm not going to talk to you!

**When the Parent Says...**

- What are you going to tell the judge about my case?
- You can't talk to my kid at school without my permission.
- You're just a volunteer. Let me talk to your supervisor.
- I'm not going to let you in my house if you try to visit me.
- Can you give me a ride to my counseling appointment?
- Would you watch the kids while I go to the store?
- I'm flat broke. I don't have any food. Would you give me some money so I can go shopping at the grocery store?
- What do you know—you don't have kids.
- Why won't you let my kids come home? Don't you like me?

**When the Caseworker Says...**

- I'm really busy. Can you please supervise this visit?
- I don't have time to do transportation. If you want these kids to see their mother twice a week, you have to drive them to the visits.
- I don't have a case plan written yet.
- There's a wait list for services. What do you expect me to do?
- Oh, those kids? I sent them to relatives last week.
- I'm the intake worker. I transferred the case last week. I don't know who the new caseworker is.

**When a Foster Parent Says...**

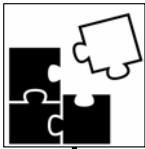
- I haven't heard from the caseworker recently. What's going on in the case?
- Can you sign Susie's permission slip for this downhill skiing activity?
- John's mom called and wants an extra visit this weekend. Is that okay? I haven't been able to reach the caseworker.
- There's an IEP meeting at school next week and they want his guardian to be there. Is that you or me?
- Mary's mom is here for a visit right now and she's very drunk. What should I do?
- Amy ran away from my foster home last night. What do I do?
- I want these kids out now—they're driving me bats. HELP!

**When an Attorney Says...**

- Can I get a copy of your file?
- My client, the dad, can't stand you. How do I get a new CASA/GAL volunteer assigned?



## UNIT 6: Expectations & Evaluation



### Activity 10I: Your Expectations of Training

Review the expectations that you listed in Chapter 1, Activity 1B. Draw a line through any of your expectations that were met during the training.

If there are expectations remaining, address these with CASA/GAL program staff at the debriefing session for this chapter.



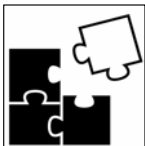
*“We are guilty of many errors and many faults,  
but our worst crime is abandoning the children,  
neglecting the fountain of life.*

*Many of the things we need can wait.  
The child cannot.*

*Right now is the time  
bones are being formed, blood is being made,  
senses are being developed.*

*To the child we cannot answer “Tomorrow.”  
The child’s name is “Today.”*

Gabriela Mistral, Nobel Prize-winning poet from Chile.



### Activity 10J: Training Participant Assessment

Please complete the following training assessment so that we can continue to improve the training for future CASA/GAL volunteers. Hand it in to CASA/GAL program staff along with any other Reporting In forms that you have not yet submitted.

# CASA/GAL Volunteer Training Participant Assessment

Following is a tool to assess your understanding of the role of a CASA/GAL volunteer and your readiness to begin this volunteer work. It is designed for use upon completion of the Independent Study Edition of the Volunteer Training Curriculum. Please complete the assessment on your own. Your volunteer supervisor will go over each item with you before you are assigned to a case.

<b>Volunteer Training Participant Assessment...</b>	<b>NAME:</b>	<b>DATE:</b>
	<b>Multiple choice questions. Enter the appropriate letter in the box.</b>	
	<input type="checkbox"/>	<p><b>1. The role of a CASA/GAL volunteer is to...</b></p> <p>A) Ease the caseload of social workers working with dependent children.</p> <p>B) Speak for the best interest of abused and neglected children who are involved in the juvenile courts.</p> <p>C) Mentor “at-risk youth.”</p> <p>D) Be a role model for children in the foster care system.</p>
	<input type="checkbox"/>	<p><b>2. A CASA/GAL volunteer’s responsibilities on a case include...</b></p> <p>A) Conducting an independent investigation to gather facts and continue researching cases to ascertain the needs and wishes of the child.</p> <p>B) Collaborating with the child (when possible), the child’s family, the child protective services agency, and other service providers to identify the appropriate resources for meeting the needs of the child and to determine where those resources are available.</p> <p>C) Consistently designing and presenting to the court fact-based recommendations so that appropriate resources can be ordered to meet the needs of the child.</p> <p>D) Monitoring the case until the child is in a safe, permanent home.</p> <p>E) All of the above.</p>
<input type="checkbox"/>	<p><b>3. Part of the Child Abuse Prevention and Treatment Act (Public Law 93-247) requires that states...</b></p> <p>A) Assign paid attorneys to all child abuse and neglect cases.</p> <p>B) Provide a guardian ad litem to every abused or neglected child whose case results in a judicial proceeding.</p> <p>C) Maintain the confidentiality of child protective services records.</p> <p>D) B and C.</p> <p>E) None of the above.</p>	

- 4. The following statement best describes confidentiality:**
- A) The CASA/GAL volunteer shares information with caseworkers only, in a setting where no other parties are present.
  - B) The CASA/GAL volunteer cannot transport case files, reports, or other associated materials without the consent of the presiding judge or the attorneys for the child's parents.
  - C) The CASA/GAL volunteer may not release information except to the child, CASA/GAL program staff, the attorney(s) on the case, the caseworker, the court, and others as instructed by law or local court rule. By law, CASA/GAL volunteers must keep all information regarding the case confidential and make no disclosure, except by court order or unless provided by law.
  - D) The CASA/GAL volunteer can release information if all names on written documents are blocked out and the volunteer supervisor has reviewed the materials.
  - E) None of the above.

- 5. As part of a CASA/GAL volunteer's advocacy, he/she will...**
- A) Strive to gather accurate information and make accurate interpretations of situations.
  - B) Demonstrate respect and open-mindedness in his/her interactions with all parties to the case.
  - C) Use listening and observation skills to help gather a full picture of the child's situation
  - D) All of the above.
  - E) None of the above.

- 6. Cultural competence is...**
- A) The recognition that many cultures exist within the United States.
  - B) The ability to fit in with a culture other than one's own by learning new traditions and values.
  - C) The ability to work effectively with people from a variety of cultural, ethnic, political, racial, religious, and economic backgrounds.
  - D) An extensive training available in multicultural communities.

- 7. The two possible "permanent" resolutions for a child include...**
- A) Long-term foster care or placement in a group home.
  - B) Placement with grandparents or placement in a juvenile detention facility.
  - C) Return to parent or adoption by a relative or non-relative.
  - D) None of the above.

8. As part of her/his investigation, a CASA/GAL volunteer may need to interview...

- A) The child, parents, foster parents, teachers, caseworker, and other professionals.
- B) Neighbors and siblings.
- C) Childcare providers and medical personnel.
- D) All of the above.
- E) None of the above.

9. The following is a true statement concerning the CASA/GAL volunteer court report:

- A) A CASA/GAL volunteer court report is the culmination of the CASA/GAL volunteer's work.
- B) The report is the vehicle through which a CASA/GAL volunteer presents the information he/she has gathered about a child's situation and his/her recommendations about what services will meet the child's needs.
- C) Judges rely on the information in CASA/GAL volunteer court reports as they make their decisions.
- D) The court report becomes part of the official court record and may be introduced and considered.
- E) All of the above.

**True or false questions. Enter the appropriate letter in the box.**

10. As part of a CASA/GAL volunteer's advocacy, he/she will determine whether child abuse or neglect has occurred.

- A) True
- B) False

11. In cases where the Indian Child Welfare Act (ICWA) applies, the law presumes that it is always in the best interest of an Indian child to have his/her own people involved in determining what is best for his/her future.

- A) True
- B) False

12. A key part of the CASA/GAL volunteer role is to recognize the strengths of different cultural perspectives. Something that is not a personal value for one person may be a strength within another person's or family's cultural group.

- A) True
- B) False

13. Developing rapport and trust with the child is one of the CASA/GAL volunteer's most important responsibilities.

- A. True
- B. False

14. A parent with a criminal record for drug use is never a fit guardian.

- A. True
- B. False

**Essay questions. Please write your answer in the space provided.**

15. Describe the concept of being an impartial/objective CASA/GAL volunteer.

16. Discuss the components of investigating and monitoring a case to ensure that the CASA/GAL volunteer's representation of the child is thorough and focused on the needs of the child.

***Congratulations on completing training—and welcome to the CASA/GAL volunteer program! Thank you.***





