

Best Practices as a CASA Training

Role Play Opportunity

Vignette 1

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder that will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and based on the group's scene, will act out their role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop the scene. Have Fun!

Vignette: 1st time in court

Roles: CASA, 10 year old child, child's LACY Attorney, the judge & the DFCS Social Worker

This scene is based on both the child and the CASA's first time attending court. The child is currently dealing with behavioral issues at school. The CASA believes the child needs to be assessed for special needs. However, not everyone on the team agrees with his/her concerns. Somehow the CASA needs to share his/her thoughts in court.

Things to consider:

What questions need to be answered prior to attending court?

Is there anyone that needs to be spoken to prior to the court hearing?

How is the child feeling about attending court?

How is the CASA feeling about attending court?

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Vignette 2

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Visiting the group home

Roles: CASA, a 15 year old teen, the house manager, a housemate & the DFCS Social Worker

This is the CASA's third visit with the 15 year old and upon arriving at the group home the house manager explains that the youth is on restriction because she/he broke a house rule by stealing a personal item from a housemate. The house manager also states that the youth cannot spend time with the CASA as a consequence of his/her behavior. It appears as though the house manager is using the canceled visit with the CASA as punishment for the teen's behavior.

Things to consider:

What can you do as the CASA in this situation?

What does the house manager need to know about your role as CASA?

How can the social worker assist with this situation moving forward?

How can you proceed as a collaborative partner?

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Vignette 3

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Visiting a residential treatment center

Roles: CASA, 9 month old baby, mom, facility manager & the social worker

This is the CASA's first visit with the baby and mom at the residential treatment center. While going through the first introductions, the mom seems concerned about the CASA's presence and doesn't understand the CASA role.

Things to consider:

What steps need to be taken prior to showing up at the treatment center?

Who should be contacted?

How can the social worker assist with this situation moving forward?

How can you proceed as a collaborative partner?

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Vignette 4

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: A visit with dad

Roles: CASA, 3 year old toddler, dad, family member (support for dad) & the DFCS Social Worker

This is the CASA's first time meeting with dad and his 3 year old child. They have recently been reunited as a family and a family member is there in support of the dad. When the CASA arrives at their home she notices that they seem concerned about his/her presence. On top of that, the toddler seems a bit fussy.

Things to consider:

What steps need to be taken prior to showing up at their home?

Who should be contacted prior to the first meeting?

How can the social worker assist with this situation?

How can you proceed as a collaborative partner?

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Vignette 5

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Time with a Non-Minor Dependent (NMD)

Roles: CASA, 19 year old NMD, the DFCS Social Worker, LACY Attorney & Judge Schwarz

The CASA has received information from the social worker regarding the upcoming hearing and that DFCS plans to terminate the NMD's eligibility to further participate in AB12 Services. The NMD has not been attending school or working at least 20 hours a week, and therefore no longer qualifies for extended foster care services. Once in court, the NMD pleads for one more chance.

Things to consider:

What steps need to be taken prior to attending court?

Who should be contacted prior to attending court?

What role does the NMD play in this scenario and how should that be addressed?

How can the social worker assist with this situation?

How can you proceed as a collaborative partner?

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Vignette 6

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Unresponsive DFCS Social Worker

Roles: CASA, 13 year old teen, the DFCS Social Worker, CASA Specialist, the Teens placement

The CASA has met with the 13 year old teen several times and has built a nice rapport with the youth. During the most recent visit, the CASA youth pleaded for a new social worker with whom to work. He/she explained that the social worker doesn't return his/her phone calls and seems uninterested in working with the youth. The CASA recalls having an equally difficult time making contact with the social worker and wants to rectify the situation.

Things to consider:

What steps should be taken to remedy the situation?

Who should be contacted and what questions should be asked?

What role does the teen play in this scenario?

How can you proceed as a collaborative partner?

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Vignette 7

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Unresponsive child

Roles: CASA, 8 year old child, the social worker, Child Advocate Specialist, the placement foster parent

The CASA makes several attempts to contact the child and it has also been difficult getting a hold of the foster parent. Finally, after several attempts, the CASA has a first meeting with the youth at the foster home. During the visit, the foster child appears hesitant and not engaged in the visit. He/she doesn't really respond to the CASA's questions and makes sporadic comments that he/she is bored...

Things to consider:

What steps should be taken to remedy the situation?

Who should be contacted and what questions should be asked?

What role does the child play in this scenario?

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Vignette 8

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as CASA's, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Is it child abuse?

Roles: CASA, 11 year old child, the DFCS Social Worker, the caregiver, Child Protective Services (CPS)

The CASA picks up the youth for their regular visit. The child seems anxious. As the visit progresses, the youth tells CASA he/she is extremely hungry. Once the CASA buys some fast food, the child proceeds to tell the CASA that he/she hasn't eaten dinner for the past week and often goes to bed hungry...

Things to consider:

What steps should be taken to remedy the situation?

Who should be contacted and what questions should be asked?

How can the CASA proceed as a collaborative partner?

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Vignette 9

Instructions: Within the next 20 minutes, each group will develop a 5-7 minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as Advocates, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: Initial contact visit?

Roles: CASA, 15 year old child, the DFCS Social Worker, the caregiver (relative placement), WRAP Team Staff

The CASA has made several attempts to contact the 15 year old for their visit. Caregiver has taken phone messages for youth to call back CASA and set up this visit. Caregiver may not understand the role of the CASA. CASA is feeling discouraged, and wants to check in with Social Worker, and WRAP team staff member to see what the best way to contact the youth is.

Things to consider:

What steps should be taken to remedy the situation?

Who should be contacted and what questions should be asked?

How can the Advocate proceed as a collaborative partner?

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Vignette 10

Instructions: Within the next 20 minutes, each group will develop a 5-7-minute skit that is based on the following vignette. The group needs to decide upon a recorder who will help facilitate the group in developing each role, track time and recount the words of wisdom learned from the group's experience. Each group member, including the recorder, will take on a role from the vignette and act out his/her role for the class to view. Remember, this is your opportunity to practice what you are going to say and how to respond as Advocates, so it's important for the group to determine the scene and the personality of each participant as they develop that scene. Have Fun!

Vignette: questioning their identity?

Roles: CASA, 12-year-old male child, the DFCS Social Worker, Group Home Staff, Therapist

The CASA has built a trusted relationship with the 12yr old male child. The child lives in an all boy group home. He has told he CASA that the staff in the past have been disrespectful to him. The child has just come out to his CASA that he wants to self-identify as a female. The child's Social Worker and Therapist are aware of him wanting to transition to female. CASA is feeling supportive, and wants to be there for her CASA child.

Things to consider:

What steps should be taken to support the child?

How should CASA communicate with youth, SW, and Therapist?

What resources are available and how will the transition process be discussed?