

Section Five
CASA VOLUNTEER WORK—PART 1

	Page
○ Planning the Investigation	1
a. Investigation Plan Worksheet	2
b. Sources of Information Chart	3
○ Gathering Information	6
○ Documenting Information	7
a. CASA Contact Log template	9
○ Interviewing	11
a. Interview Questions Template	13
○ Court Report Overview	14
a. CASA Court Report Template	16
b. Keys to a Successful Report	20
○ CASA Volunteer Responsibilities Checklist	21
○ Resources	23



Section Five

Planning the Investigation

Each case is unique and unfolds in its own way, requiring different information in order to meet the needs of a particular child. Your work as a CASA volunteer—conducting interviews, gathering facts, writing reports, testifying in court, advocating for the child, monitoring the case—has a significant impact on the case outcome. Each piece of the work is important and will help you fulfill the mission of finding a safe, permanent home for the child, respecting the child’s sense of time.

Once assigned to a case, it is important for CASA volunteers to create an initial investigation plan that outlines the approach they would like to take. Information to outline includes:

- The questions you would like answered during the initial investigation.
- The possible sources of information needed (*both people and documents*).
- The priority of each question based on what you need to know first.

On the following pages, you will find an example of an initial investigation plan and an outline of possible sources of information. You are encouraged to adapt these resources to suit your needs in each case.



Section Five

Investigation Plan

This worksheet is a 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 answered	Possible Sources of Information	Priority Level
A.		
B.		
C.		
D.		
E.		
F.		
G.		
H.		



Section Five

Sources of Information

CHILD	
<p style="text-align: center;">Child Interviews</p> <p><i>(Please note that it is not your role as a CASA 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.)</i></p> <p>Type of Information/Assistance If the child is verbal:</p> <ul style="list-style-type: none"> • 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: _____ <p>Best way to contact source:</p>	<p style="text-align: center;">Child Observations</p> <p><i>(Visits with parents, visits with siblings, child in current setting, child at school or daycare, etc.)</i></p> <p>Type of Information/Assistance</p> <ul style="list-style-type: none"> • Affect • Moods, mood changes • Developmental stages • Verbal ability • Relationships, interactions with others • Intellectual ability • Other: _____ <p>Best way to arrange observation:</p>
PARENTS & FAMILY	
<p style="text-align: center;">Parents</p> <p><i>(When parents are represented by an attorney, follow program protocol before speaking with the parents.)</i></p> <p>Type of Information/Assistance</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Visitations with parents and siblings ○ Adjustments in school ○ Behavior problems and strengths ○ Medical concerns • Adjustment to separation/loss • Their background • Other: _____ <p>Best way to contact source:</p>	<p style="text-align: center;">Family</p> <p>Type of Information/Assistance</p> <ul style="list-style-type: none"> • What they’ve seen happening as it relates to the life of the child • Potential resources for the child and family • Other: _____ <p>Best way to contact source:</p>



Section Five

PROFESSIONALS & PROVIDERS	
<p align="center">Child Protection Agency Caseworkers</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • 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 volunteer should know • Other: _____ <p>Best way to contact source:</p>	<p align="center">Child's Teacher or Childcare Provider</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • 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: _____ <p>Best way to contact source:</p>
<p 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 align="center">Child Protection Agency Attorney/Prosecutor</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Progress report • Other: _____ <p>Best way to contact source:</p>
<p align="center">Attorney for the Child</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 align="center">Attorneys for the Parents</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Arrangements to talk to his/her clients • Anything the CASA volunteer should know about the client • Other: _____ <p>Best way to contact source:</p>



Section Five

PROFESSIONALS AND PROVIDERS (CONT.)	
<p align="center">Medical Personnel</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • 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: _____ <p>Best way to contact source:</p>	<p align="center">Psychological/Psychiatric Professionals</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • 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: _____ <p>Best way to contact source:</p>
<p>Foster Parents & Independent Living Coordinators</p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • Specific information about the child’s daily life and about the child’s behavior related to: <ul style="list-style-type: none"> ○ 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: _____ <p>Best way to contact source:</p>	
<p>TRIBE</p> <p><i>(Applies only if you are working with an Indian child as defined by the Indian Child Welfare Act.)</i></p> <p><i>Type of Information/Assistance</i></p> <ul style="list-style-type: none"> • 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 • 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: _____ <p>Best way to contact source:</p>	



Section Five

Gathering Information

A CASA volunteer gathers information so that the best possible decisions can be made by the court. This requires the ability to ask questions, persistence in pursuing verifiable facts and statements, a common sense view of information presented, and perceptiveness in recognizing human behavior patterns. The most important quality the CASA volunteer must have is the ability to listen and hear objectively.

ACCESS TO INFORMATION

A CASA volunteer is appointed to a case by the presiding juvenile court judge. Through a court order, the juvenile court authorizes the CASA to conduct research on its behalf. The court order states in part:

ORDERED all public and private agencies and individuals, without limitation, who possess records and information about any child herein and the extended family of any such child, shall allow this CASA volunteer access to the child and such records and information, including the copying thereof, without consent of the child, parents or extended family thereof.

The court order is a powerful tool for the CASA volunteer. As such, it should be used with discretion. While it is important to have on hand if someone the CASA is interviewing is not willing to share information, or does not understand where the CASA volunteer's authority to have the information comes from, CASAs should be judicious in their use of that authority. Approaching a party by waving the court order and demanding information can damage relationships that might otherwise be very productive for the CASA volunteer. Walls and barriers can be put up when a CASA "charges into" a case without regard for the individual hesitations and uncertainties about what a CASA volunteer is. Most often, it takes just a little education for the person to feel comfortable with releasing information to the CASA. In the event that hesitation or barriers still exist after an explanation is provided, the CASA volunteer could share the court order and a copy of the CASA Duties and Responsibilities, and explain that the court has an expectation that the CASA volunteer will provide objective information to the judge. If difficulties still exist, the CASA should work with their county coordinator to obtain the information needed.

Remember: All information that a CASA volunteer receives is confidential and may be shared only with the legal parties and "team" members on the case. This may include the case manager, attorneys, participants at staffings or Child and Family Team meetings, and Foster Care Review Board members.



Documenting Information

As a CASA volunteer, you will gather information from many different sources during the course of your investigation and monitoring of a case. People and their stories run together. Facts can become cloudy, especially if the case is not heard in court immediately. It is vital that you keep accurate and thorough notes about the date and content of each case contact, whether it is a planned interview, an impromptu visit to a school, a phone call, or a review of a record. Following are important elements to include in your notes about each case contact:

- Person contacted
- Type of contact (telephone call, email, in-person conversation, review of record, etc.)
- Date and time
- Place (parent's home, job, jail, etc.)
- Factual observations
- Feelings expressed by those interviewed
- Facts gathered
- Summary of what happened
- Your plan of action
- Other person's plan of action
- Decisions

Ultimately, you will use your notes about information you gather to formulate recommendations regarding the child's best interest. Your written court report and testimony are the vehicles by which these recommendations are presented to the court. Clear, fact-based reports and recommendations will enhance the judge's ability to make good decisions about the child you represent.

CONTACT LOGS/JOURNALS

CASA volunteers in Arizona are required to keep a monthly contact log/journal to record contacts made with parties to the case. If a CASA is assigned to more than one case, a separate contact log/ journal must be kept for each case.

Contact logs/journals are documents that record vital information to be used in a number of ways. First, the information is used to accurately summarize what occurred, was observed, or was said during each contact regarding the case. This information will be used to refresh the CASA volunteer's memory when compiling the report to the court or testifying. Dates, direct quotes, and accurate information document the events and conversations that occurred. This specific, well-written journal, along with your

Section Five

recommendations, can increase your confidence level about the case and will enhance your credibility in the eyes of the court.

It is also important that the CASA volunteer document in a contact log all activities related to their service, even if little activity has occurred on the case. Appropriate contact log documentation records the time spent and/or mileage driven when performing CASA activities. Activities include:

- Reading and understanding the case file.
- Visits with appropriate people regarding the assigned case, such as the case manager, child, parents, relatives, teachers, and counselors.
- Telephone conversations with parties to the case.
- Consultations about the case with the county coordinator.
- Research, reading, or specific training attended that provided special information or knowledge relevant to the assigned case and case dynamics (e.g., specialized training on attention deficit disorder, incest, adolescent suicide, etc.).
- Traveling time to and from visits, court hearings, staffings, etc.
- Other activities appropriate to the case.

Documenting the hours and miles of service on the assigned case is one way of measuring the value of the service the CASA volunteer performs. This data helps support funding requests to increase the number of children served. Contact logs also provide a simple, accurate method to document travel and expenditures made.

A contact log template is provided on the next page.

To download an electronic contact log, go to:

www.supreme.state.az.us/casa/advocate/forms.html



Section Five



Section Five

Interviewing

As a CASA volunteer, you make initial contacts with the child, the parents, and the foster parents—in whatever order is most relevant to the case. In almost every case, the CPS caseworker will be one of the first people you interview. You will also often include the child’s teacher or childcare provider and the child’s therapist (although this resource may not be part of your initial plan if the child has not been in therapy prior to coming into care). In cases involving an Indian child, you will also interview the tribal representative. Each of these people may be an information source for more than one question.

PREPARING FOR THE INTERVIEW

In planning your interviews, it is helpful to write down your questions so that you cover all of the topics that seem important for your investigation.

- Broad, general, open-ended questions to facilitate participation and responses. An example of an open-ended question would be
 - “How would you describe your family?” or
 - “Tell me about the day your children were taken into care.”

Such questions don’t have a right or wrong answer and encourage open sharing of information—perhaps very different information than the interviewer anticipates.

- Move to more specific, closed questions to sort and refine information and zero in on a topic. An example of a closed question would be, “Is your aunt still living nearby?” or “When was the last time you saw your child?”
- Avoid “why” questions, which tend to sound judgmental.
- Ask questions even if you think you know the answer. People’s responses may confirm what you already know or may reveal a different perspective.

THE FOUR STAGES OF INTERVIEWING

1. Greeting

- Identify yourself and clarify or confirm the role of the CASA volunteer.
- Create a cooperative, respectful, and professional climate.
- Have your goals clearly in mind.



Section Five

2. Opening

- In the opening, you provide the interviewee with a clear understanding of what to expect and set the context for the interview.
- Explain the reason for the interview.
- Agree with the interviewee how much time will be allotted to the interview.
- Summarize what you hope to learn during the interview.

3. Body

In this stage, you explore for information and responses related to your goal for the interview. The interview develops through dialogue and questioning:

- Begin with broad, general, open-ended questions to facilitate participation and responses.
- Move to more specific, closed questions to sort and refine information and zero in on a topic.
- Ask questions even if you think you know the answer. People's responses may confirm what you already know or may reveal a different perspective.

4. Closing

- Recap information learned and review any agreements you have made with the interviewee.
- Let them know if and when they may expect to hear from you again, when requested.

INTERVIEWING TIPS

When planning an interview...

- Remember the age, maturity, and/or intellectual level of the person being interviewed.
- Use language that is clear and nonjudgmental.
- Avoid asking leading questions (e.g., "You wouldn't leave your child alone, would you?").
- Keep as natural an interchange as possible when speaking with parents, extended families, and children, and do not take notes during the interview. Instead, descriptively enter into the journal each contact made as soon as possible.



Section Five

Interview Questions

This interviewing template has been provided to help you brainstorm questions for each interview you conduct. As you write down your questions, keep in mind the interviewing stages and address everything you hope each person can answer for you.

Person to be interviewed:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Section Five

Court Report Overview

The CASA court report is the most essential aspect of your work as a CASA volunteer. It is the vehicle through which you present the information you have gathered about a child's situation and your recommendations about what services will meet the child's needs. Judges rely on the information in CASA court reports as they make their decisions. The court report becomes part of the official court record and may be introduced and considered as evidence.

The overall effectiveness as a credible CASA volunteer depends on the quality of information gathered, how objectively the information is processed, and if the recommendations and advocacy on behalf of the child are well-reasoned. The court report becomes the official document representing the hard work and effort the CASA volunteer has made. Remember, if it isn't written down, it didn't happen.

CASA volunteers submit child-focused and fact-based written reports to the court for most hearings. (Your county coordinator will let you know if there are hearings in your jurisdiction that do not require a written report.) CASA court reports are shared with legal parties to a case and any other individuals who are authorized by law to receive them.

FORMAT

The CASA Court Report is divided into **six** sections:

- Brief History
- Assessment
- Reasonable Efforts
- Opinions and/or Concerns
- Recommendations
- Persons Interviewed and Records Reviewed

The template on the following pages offers suggested topics under each section and is a good resource to use when preparing for and drafting each court report.

The average length of a court report may be three to four pages; sometimes it may be shorter or longer, depending on the activity of the case since the last report.



Section Five

TIMELINE

CASA volunteers need to submit a draft of the court report to the county CASA office ***at least two weeks before the court hearing***. This will allow time for the report to be reviewed, sent to the court, and distributed to other parties to the case. Some county offices need the draft earlier than two weeks because of the volume of reports to be processed. Ask your county coordinator for specific deadlines.

REVIEW PROCESS

County coordinators review all CASA court reports to ensure the recommendations are supported by facts and all relevant information and documentation has been included. County coordinators may make suggestions about wording to make your report clearer. The county coordinator is responsible for editing the report. Please do not take editing personally. Editing is not to change the intent, but simply to make the report more concise.

ADDENDUMS

If a change in status or new and important information becomes available after the report has been written, submit an addendum to the court report as soon as possible. This addendum will be given to all parties. Check with your county coordinator about how to proceed when addressing new and important information impacting the case.



Section Five

CASA Court Report Template

Court Hearing Date:
County:
J# or Dep. #:

CASA Volunteer:
Date Submitted:

Child's Name	Age	# of Placements (since removal)	# of Contacts (since last report)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

BRIEF HISTORY

This section is to include a brief description of child and CASA volunteer information.

Child

Why the child came into care.

CASA Volunteer

1. Provide the date of appointment or how long the CASA volunteer has been appointed to the case.
2. Give the number of hours spent on the case since the appointment date as well as from the last court report.

ASSESSMENTS

(Be brief and objective, using descriptive language: who, what, when, where, how)

This section is used to relay factual information that will be used to support information in the Opinions/Concerns and Recommendations sections. Describe what was observed, situations, and behaviors (state only facts and objective information). Use quotes where appropriate. If there is more than one child, it may be more effective to list the individual child and give the child's own information separately from other siblings.

1. Placement

- Include information on the child's placement, interaction with foster family or other children in the placement.
- If there was a placement change, include whether the change was to a less restrictive placement or to a more restrictive placement.



Section Five

2. *Visitations*

- Describe visits with the child. How many visits has the CASA volunteer had with the child since the last review?
- Describe the visits the child had with parents or care givers. How many visits since the last review?
- Describe the visits the child had with other siblings, if appropriate.
- Describe the child's behavior during visits.
- If visitation is not allowed, explain why.

3. *Services*

- Is the child receiving services? Why/Why not? Describe behaviors which indicate the success, or obstacles to success, of the services.
- Are the parents receiving services? Why/Why not? Describe behaviors which indicate the success, or obstacles to success, of the services.
- Reference documents which report attendance at required services (e.g., AA meetings, therapy, drug testing, etc.).

4. *Physical and Social Development*

- Describe the physical and social development of the child.
- Is the child bonding with other children? With foster parents?
- Is the child small for the child's age group?
- How is the child doing medically?

5. *Education*

- Describe how the child is doing in school (behavior, grades, etc.).
- Describe any barriers to education.

REASONABLE EFFORTS

1. *Case plan*

- Give a brief description of the case plan.
- State what DES was ordered by the court to provide to the child and family.
- State whether or not DES provided that service to the child and family.

2. *Reasonable Efforts*

- Have reasonable efforts been made to fulfill the case plan (i.e., reunification, permanency, etc.)?
- Provide information to support why it is believed reasonable efforts have, or have not, been made.



Section Five

OPINIONS AND/OR CONCERNS

This section is an open forum to discuss personal opinions and concerns about the case based on the Assessments already presented. Some suggested areas to consider addressing in this section are:

- The case and/or permanency plan, including obstacles to its implementation.
- Current or continuing problems in the case.
- Participation in and progress of provided services; services needed for the child or family.
- The child's current placement; is the placement meeting the child's needs?
- Visitation or lack of visitation.
- Any other matters needing the attention of the court.

RECOMMENDATIONS

Recommendations should be specific and based on information previously documented. They should include, but not be limited to:

1. Whether the child should remain a ward of the court

Example: That (child's name) remain a Ward of the Court, committed to the care, custody and control of the Arizona Department of Economic Security.

2. The child's current placement

a) Continue with (current location)

Example: That (child's name) remain in the current foster care placement.

OR

b) Be changed to (new location).

Example: That if (child's name) is moved from the current placement, a placement be located within the current school district.

3. Services for the child/parent(s)

Example: That (child's name) continue counseling sessions four times per month with the current therapist.

4. Visitation

Example: That (child's name) be able to visit with other siblings at least once a month and with maternal grandmother twice a month.

5. Education

Example: That (child's name) be evaluated for special education services.



Section Five

RESOURCES

Persons interviewed since the last report:

- List names and credentials; e.g., M.ED., Ph.D., M.S., M.A., Esq.

Child:

Biological mother:

Biological father:

Current Foster parent(s):

Former Foster parent(s):

CPS Case Manager:

CPS Parent Aide:

Therapist for child:

Probation officer for child:

CASA Coordinator:

Records reviewed since the last report:

- List date, title and author or material
- List most recent first
- Include author and dates of any reports or records received

Note: A CASA volunteer does not need to answer all questions specifically, and may tailor each section in a way that most effectively conveys the CASA's information.



Keys to a Successful Report

1. Pay attention to detail.

- Use exact titles, dates and relationships.
- Use sentences that are complete and grammatically correct.
- Proof and spell check all work.

2. Be thorough and specific.

- Use words that are descriptive and provide examples.
 - “The mother would hug Sarah at the beginning and at the end of each of her weekly visits. Both the mother and daughter appeared to be genuinely glad to see one another and reluctant to leave one another’s company.”
- Use direct quotes.
- Be aware that legal parties in the case, including all attorneys, the case manager and the Foster Care Review Board will receive your report.

3. Distinguish subjective information (interpretation and judgment) from objective information (fact).

- Report only facts in the Assessment section: who, what, when, where, why.
- Save all opinions for the Opinion and/or Concerns section.

4. Be clear and concise.

- Avoid providing a “he said, she said” account of events.
- Sort for themes and consistent patterns.
- Summarize as much as possible.

5. Connect all parts of the report.

- Follow the guidelines for each section and include necessary information.
- Create assessments that lead to clearly reasoned opinions and concerns.
- Share opinions and concerns that lead to solid recommendations.
- Ensure recommendations flow from the facts.

6. Include pictures to make the child “real.”

7. Submit your report on time.

- Consult with your county coordinator on any questions.

Section Five

CASA Volunteer Responsibilities Checklist

In Progress	Completed		
<input type="checkbox"/>	<input type="checkbox"/>	1.	Review the petition with CASA program staff.
<input type="checkbox"/>	<input type="checkbox"/>	2.	Meet with the CPS caseworker and carefully review all CPS records—be sure to ask for past or closed records.
<input type="checkbox"/>	<input type="checkbox"/>	3.	Request other records <u>as needed</u> : hospital records, police reports, photos, protective services investigations, or other documentation.
<input type="checkbox"/>	<input type="checkbox"/>	4.	Check to see that there has been a physical examination of the child by a physician upon placement.
<input type="checkbox"/>	<input type="checkbox"/>	5.	Meet with the child at least once per month—no matter how old or young—to determine how the child feels about what is going on in his/her life, in order to determine best interest and whether the child can and should be in the courtroom.
<input type="checkbox"/>	<input type="checkbox"/>	6.	Meet with the parents—get permission from each parent’s attorney.
<input type="checkbox"/>	<input type="checkbox"/>	7.	Meet with the teacher, daycare worker, babysitter, or any person who has had substantial contact with the child on a frequent basis.
<input type="checkbox"/>	<input type="checkbox"/>	8.	Appear at all hearings.
<input type="checkbox"/>	<input type="checkbox"/>	9.	Talk with psychologists and medical caregivers involved with the child and obtain their written reports, if needed. If there has been no psychological evaluation of the child or the parents, and one is warranted, request one.
<input type="checkbox"/>	<input type="checkbox"/>	10.	Attend all staffings and child and family team (CFT) meetings (e.g., meetings about the situation at school, Child Protective Services, mental health) related to the child.
<input type="checkbox"/>	<input type="checkbox"/>	11.	Determine what, if any, special problems or unmet needs the child has (e.g., counseling, a special school program, transportation, after-school care, medical treatment, etc.).
<input type="checkbox"/>	<input type="checkbox"/>	12.	Assist in developing resources for the child that meet his/her needs, and contact appropriate agencies or persons. This might be for special educational needs (e.g., tutoring), social needs (e.g., a mentor, a sports team, or a scouting opportunity), placement needs, medical or psychological treatment needs, or resources for any other identified need.
<input type="checkbox"/>	<input type="checkbox"/>	13.	Speak with the attorney for the child to discuss the case and your recommendations for the hearing as well as to learn whether or not the child will be present in the courtroom.
<input type="checkbox"/>	<input type="checkbox"/>	14.	Draft and review written recommendations for court through a CASA Court Report.
<input type="checkbox"/>	<input type="checkbox"/>	15.	Inform the child about the outcome of all court hearings and keep the child updated about other aspects of the case, as appropriate to their age and ability to understand.



Section Five

CASA Volunteer Responsibilities Checklist (cont.)

In Progress	Completed		
<input type="checkbox"/>	<input type="checkbox"/>	16.	Continually monitor the case, repeating the above activities to ensure orders of the court are being followed by all parties and current needs of the child are being met. Make a determination as to whether the parents are correcting the situation that led to the petition and/or removal, simply “going through the motions,” or ignoring the requirements for reunification.
<input type="checkbox"/>	<input type="checkbox"/>	17.	Contact the attorney for the child if the child needs an early review.
<input type="checkbox"/>	<input type="checkbox"/>	18.	Appear at all subsequent hearings.
<input type="checkbox"/>	<input type="checkbox"/>	19.	Review the permanent plan to ensure that it complies with ASFA guidelines and is in the best interest of the child.
<input type="checkbox"/>	<input type="checkbox"/>	20.	Keep in touch with your county coordinator for guidance and support.
<input type="checkbox"/>	<input type="checkbox"/>	21.	If parental rights have been terminated, review plans for permanent placement, requesting information and consulting with Child Protective Services so that appropriate placement occurs without delay.



Section Five

Resources

Arizona CASA Program

- ***Court Report Instructions and Templates***
www.supreme.state.az.us/casa/advocate/forms.html
The instructions document explains how to organize and submit a child-focused, fact-based court report. Four different templates are available for download.
- ***Court Report Writing online training module***
www.supreme.state.az.us/casa/prepare/training.html
This module focuses on the correct format of a court report for CASA volunteers in Arizona. Each required section is broken down and explained, with examples.
- ***Interviewing Children online training module***
<http://www.supreme.state.az.us/casa/prepare/training.html>
This module focuses on the uniqueness of interviewing children, emphasizing the important developmental considerations in planning the child interview, and delineating some age-appropriate interviewing techniques.

How to Write a Report

www.howtobooks.co.uk/business/reports/

Just the Facts—Writing a Report You Can Defend

http://www.nationalcasa.org/download/volunteer/0608_report_writing_handout_0036.pdf



