



Sources of Information

CHILD	
<p style="text-align: center;">Child Meetings</p> <p style="text-align: center;"><i>(Please note that it is not your role as a CASA volunteer to interview a child about the allegations or to bring up past trauma; many children have been interviewed many times and additional interviews may be harmful to the child and to any potential criminal prosecution. Also, please do not expect to gather all of this information on your first visit.)</i></p> <p>If the child is verbal:</p> <ul style="list-style-type: none"> • Information about relationships: parents, family placement, siblings, peers) • Wishes and desires for the future • Educational Needs • Cultural Needs • Other challenges/needs • Likes/dislikes • Information regarding visits with parents, siblings, other important people 	<p style="text-align: center;">Child Observations</p> <p style="text-align: center;"><i>(Visits with parents, visits with siblings, child in placement, child at school or daycare, etc. Please note, parents have limited visitation time with their children in care, your observations should only be a small portion of their visit time and should not be distracting. Observations in a school setting should only be done if it is not distracting or upsetting to the child's learning.)</i></p> <ul style="list-style-type: none"> • Interactions • Strengths/concerns of the interaction • Behavioral or developmental concerns that might need further evaluation
PARENTS & FAMILY	
<p style="text-align: center;">Parents</p> <p style="text-align: center;"><i>(You should not set up one on one meetings with the parents, but you may have other opportunities to interact with the parents during team meetings, Court, or before/after visits.)</i></p> <ul style="list-style-type: none"> • Their child's developmental milestones, joys, fears, etc.. • Cultural traditions and practices that are important to their family • Their concern regarding their child's needs • Challenges and barriers they see in the case • Their accomplishments regarding the service goals • Services they feel would benefit themselves or their child 	<p style="text-align: center;">Family</p> <p style="text-align: center;"><i>(DCS must approve contact with family members who are not legal parties to the case.)</i></p> <ul style="list-style-type: none"> • Cultural traditions and practices that are important to the family. • Support they can offer to the parents or child • Community resources that may be available to the child or family

PROFESSIONALS AND PROVIDERS

Department of Child Safety Case Managers

(This is the legal guardian for the child. When trying to gather information from the case manager, please remember they have large case loads and may need time to respond.)

- Where the child is placed
- Case plan
- Case file
- Names and contact information for other parties in the case
- Services offered
- Progress of case plan
- Safety issues, if any
- Medical status of the child
- Educational status of the child

Child’s School or Childcare Provider

- Child’s behavior at school
- Educational problems or delays
- Child’s strengths
- Changes in behavior
- Observations about child’s appearance
- Peer relationships
- Grades
- Parental involvement
- Likes/dislikes
- Attendance prior to/post removal
- School nurse reports
- School counselor reports
- Copy of IEP or 504 (if applicable)
- Any testing/assessment reports
- For high school age youth- are they on track to graduate?

Other Providers

(Most information from service providers (medical, behavioral health, visitation supervisors, independent living coordinators, etc.) will come from provider reports. Most of those reports you will obtain from the DCS case manager. You may occasionally also gain information during team meetings.)

- Current goals for service
- Progress towards service goals
- Recommendations/opinions

PLACEMENT

(This could be a relative or kinship placement, licensed foster home, group home staff, or other congregate care setting staff. For a placement in a treatment facility or treatment home there should be goals for the service, so you can ask about the current goals and progress towards those goals)

- Specific information about the child's daily life and about the child's behaviors related to:
 - Visits and contact with parents and siblings
 - Adjustment in school/ school performance
 - Strengths
 - Concerning behaviors or statements
 - Medical and developmental concerns
 - Child's daily functioning
 - Adjustment to the placement (relationship with foster parents, staff, or other children in the home.
- Any new services the help them meet the child's needs
- Any shared parenting or contact with the parents

TRIBAL SOCIAL WORKER AND/OR ATTORNEY

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

- Relevant cultural information
- Potential service resources
- Extended family or members of the tribe who may be potential placement options or sources of support for the family *(if given any placement options than provide this to the DCS case manager to look into).*