



# Child Law Practice

Vol. 25 No. 10

December 2006

Helping Lawyers Help Kids

## IN PRACTICE

### Seen and Heard: Involving Children in Dependency Court

by Andrea Khoury

All I ever wanted was to be heard and not just dismissed.

—Youth in foster care

Every significant decision in the child's life, from entry into until exit from foster care, is in the hands of the court. Yet in many parts of the country, these vulnerable children have only limited opportunity, if any, to participate in court proceedings that so profoundly affect their future.

—Miriam Krinsky, Executive Director, Home At Last

Major national child welfare organizations agree that youth should participate to some extent in their child welfare hearings. However, little guidance exists to help professionals involve children in court proceedings in meaningful ways. This article addresses the following issues:

- How and to what extent should children participate.
- How attorneys, judges, and other child welfare professionals should encourage and facilitate children participating.
- How the system, made up of courts, agencies, and other child welfare professionals, should change to make it possible for children to participate.
- How to make the child welfare legal system more meaningful to youth by involving them in court.

This article includes an overview of national policies addressing children's participation in court,

followed by discussion of the benefits of such participation. It then offers concrete suggestions for reforming practice, policy, and systems to better engage youth in the court process.

### Policies of National Judicial and Bar Associations

National judicial and bar associations addressing this issue have uniformly emphasized the importance of youth appearing in court in child abuse and neglect cases. For example:

- The National Council of Juvenile and Family Court Judges published *Resource Guidelines Improving Court Practice in Child Abuse and Neglect Cases* in spring 1995. These *Guidelines*, which were also endorsed by the ABA and the Conference of Chief Justices, discuss who should and may be present during each major type of hearing in a child abuse and neglect case.<sup>1</sup>

- The American Bar Association (ABA) approved standards for representing children in abuse and neglect cases<sup>2</sup> that suggest children should be present at significant court hearings. For example, the commentary explains that having a youth in court emphasizes for the judge and all parties that this hearing is about a child.<sup>3</sup>
- The National Association of Counsel for Children (NACC) adopted similar standards in 1999. Their standard for children's participation in court mirrors that of the ABA. At significant court hearings, children in most circumstances should be present.<sup>4</sup>
- The Pew Commission on Children in Foster Care report, *Fostering the Future: Safety, Permanence and Well-Being for Children in Foster Care*, recommends that courts should be organized to enable children and parents to

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permanency, and termination of parental rights hearings.<sup>18</sup>

In the New York City Family Court, the administrative judge issued a policy requiring that youth 10 years of age and older appear in court regularly.<sup>19</sup> The policy leaves many of the details up to the trier of fact, but makes clear that the general rule is children 10 years of age and older make regular appearances (at least once a year) in court.<sup>20</sup> The policy also allows exceptions based on the case and the individual needs of the youth and family.

### Benefits when Youth Participate

Attending court benefits both youth and the court. Youth have the opportunity to understand the process by seeing firsthand the court proceeding. They also develop a sense of control over the process when they actively participate. The court learns more about children than simply what is presented in reports.

### Sense of control

When a youth is removed from his home, he generally has little control over when or why that occurs, where he goes, and what happens to his parents. Important things in his life are taken away, including his ability to make decisions. He generally is placed in a new home, goes to a new school, has to develop new friends, and has new parents and new siblings. All of these events are beyond

his control. He is told there will be a court hearing at which a judge, whom he may never have met, will decide if he will return home. Sometimes a child advocate identifies his needs and conveys his best interests to the court. If he is not in court, he may simply be told the outcome and either continue in his foster home or go back home.

If the goal of the child welfare system is to do what is in the best interests of the child, the child should have input. When a youth has adequate representation, she is informed of the process and her role. When a youth attends a court hearing, she senses the judge who is deciding her best interests has listened to her. Regardless of the outcome, youth have reported that simply being heard by the decision maker empowers them and gives them a sense of control over what is happening to them. They feel they have a part to play and can influence the outcome.

### Understanding the process

In an ideal situation, the youth has good representation, the social worker regularly communicates with the youth, the birth parents are honest with the youth about the situation, and the foster parents are present in court and openly discuss the case with the youth. However, a youth may not fully understand what is happening without seeing it firsthand. The youth is told that critical decisions are made by a judge in court. Yet, in most instances

the youth is not involved in that component of the case.

When a youth attends court, he can ask his advocate questions about what is happening. He hears what the social worker says about his home, school, visitation with parents, etc. He hears what his parent(s) say about their progress. When the judge makes a ruling and discusses why she orders something, the youth hears it firsthand and can ask questions.

### Information for the court

Many questions that the court will have about the case may be addressed by the child welfare agency's and child advocate's reports, the parent(s)' testimony, and other service providers' input. However, if the youth is present and the court has a question about how often the youth has seen her mother or how the youth is doing in school, the youth can provide the answer.

The youth makes the case more real and vivid for the judge. For example, the court may be deciding whether it is time to change the permanency plan to adoption because the parents haven't complied with the agency's family service plan. If the youth is in court, the court doesn't have to rely on the reports to see how long the child has been in care. The court can see that the child is getting older and needs permanency in her life. Indeed, the youth may say this directly to the judge. Even if the youth is not verbal, the court can observe how the youth appears and interacts with others.

If the youth is very young and cannot speak to the judge, being present in court will bring the case to life and help show the case is about a human being with wants, needs, desires, and hopes that should be considered.

When youth attend the hearing, the court is less likely to focus excessively on the parents' circumstances as opposed to the youth's

The best approach to children's participation in court is to have excellent representation of the child, whether it's by GAL, attorney, CASA or some combination. There must be a representative who will talk to the child before court, develop a relationship with the child, ensure that the voice of the child is heard in court, and if the child wants to attend make sure the child is present. The discussion of whether youth should be included in court hearings should be done on a case-by-case approach led not by a rule but by an interview with child and informed decision by counsel.

—Judge Leonard P. Edwards. (ret.)

needs. When only the parents attend court, the focus is on what they have and or have not accomplished. When the youth is present, there is equal attention on the youth and what the youth needs.

## Policy and Practice Considerations

Regardless of how your jurisdiction views children's participation in court, a clear policy should be in place about when and how youth should attend court hearings. This policy should provide enough flexibility to accommodate the individual needs of each child, not impose rigid requirements.

### Key issues to address

#### *What are the youth's wishes?*

Most youth have definite feelings about whether they want to attend court.

*How old is the youth?* Some states place age restrictions on youth attending hearings. If the youth is an infant, the court will gain insight from her demeanor, appearance, and personal interaction with her parents. An older youth can be an information resource for the judge.

*What is the developmental level of the youth?* Will the youth understand what is happening during the hearing?

*Will attending court upset the youth?* Abuse and neglect hearings can contain graphic details of abuse that may be troubling for the youth to hear. A youth may hear a judge reprimanding her parents for their behavior. They may hear things that they don't understand. Youth may be afraid of abusive parents and may suffer additional trauma if forced to confront them. Youth may be frightened to take a position contrary to their parents. The youth may also feel responsible for what the court orders. On the other hand, it may be therapeutic for youth to be

It's important to remember that we empower youth by including them in court hearings. They feel more invested and more involved and more likely to be successful. Even if the final order is contrary to what the youth wants, they feel that their voice was heard and have a better understanding of why a particular decision was made. Everything in foster care is taken out of their control (school, home, friends). In court and with their lawyer, they have a say in what happens. They have some control over their future and their life.

—Melanie Klein, Maryland Legal Aid Bureau

exposed to the realities of the situation.

*Will attending court disrupt the youth's routine?* Generally court proceedings occur during regular school hours. The youth may have to miss school. If hearings are postponed, the youth may have to miss multiple days. Youth may have sports and other extracurricular activities that may be disrupted. Yet this concern is not insurmountable. If one values youth participation, scheduling issues and conflicts can be addressed the same way we juggle other commitments in a youth's life, such as doctor or dentist appointments.

*Will court be confusing or boring to the youth?* Often multiple cases are scheduled for one day. Youth have to wait until their cases are called, sometimes for hours. Most courtrooms do not have child-friendly waiting areas and the youth have to bring something to do while they wait. Also, there must be supervision for the youth while waiting. During the hearing, attorneys and judges use words and talk about concepts that the youth may not understand. Youth have to remain quiet and attentive during hearings that can be long and boring to them if they do not understand what is happening.

*Who will transport the youth?* Most courts rely on the child welfare agency to transport the youth to and from court. In some jurisdictions,

youth are placed far from the courthouse and transporting youth can be time consuming and inconvenient.

*Will the court need additional time for the hearings?* When a youth is actively involved in her hearing, the hearing may be longer. The youth may want to update the court on her status and express any concerns. The judge may also want to spend extra time interacting with the youth who has taken the time to attend court.

*What type of hearing is scheduled?*<sup>21</sup> Some hearings lend themselves to youth participation more than others. If there is a hearing dealing with a legal issue that has little impact on the youth, it may make more sense for the youth to not attend. However, if the hearing concerns visitation with parents or long-term permanency plans, the youth's attendance will be vital.

### Tips for involving youth in court proceedings

There is no single rule or process that governs a youth's presence and participation in court. Several variables must be considered. The following suggestions offer different ways to involve children in court proceedings that consider the factors outlined above.

*Have the youth present throughout the hearing.* In many hearings, it will be appropriate to have a youth present for the whole hearing,

The presence of children in court proceedings that affect them is invaluable, even when they are too young to express themselves. The child's presence alone can give a face to what would otherwise be simply words on paper. Nothing can substitute for personally observing and engaging a child.

—Judge William G. Jones (ret.)

without restricting testimony and information that she may hear. This occurs when the judge and parties feel the testimony will not harm the youth and the youth's input is vital.

***Present the youth's testimony in-chambers.*** Bring the youth into chambers with the judge and lawyers to discuss the case. This can occur during the hearing. Most jurisdictions allow in-chambers meetings between the judge and the youth. All lawyers and a court reporter can be present, and all discussions can be on-the-record. This provides the youth with a voice directly to the judge and protects him from any potential damage from seeing abusive parents or hearing negative information about his parents. Recording the interaction protects the parties who are not permitted in chambers (i.e., the parents) by informing them what information the youth has shared.

***Arrange an advance visit to the courthouse.*** Bring the youth to the courthouse when hearings are not occurring. Introduce the youth to the judge who makes the decisions in their case. Show the youth the courtroom and explain where everyone sits and what everyone does. It is not necessary to discuss the specific case. Simply meeting everyone involved helps the youth feel included. It also may spark the youth's curiosity, so that she begins asking questions and playing a larger role in the case. This is especially useful with a preschool-aged youth who may not benefit from being present during the hearing. The judge will have the

benefit of meeting the youth and the youth can meet some of the participants.

***Have the youth wait in a waiting area for the hearing.*** When the youth's input is required, bring the youth into court. The attorneys and judge can ask the youth questions and the youth can provide critical information about what is happening in her life. The youth would not be present for any other part of the hearing. This allows the youth to have input into decisions made on her behalf while protecting her from information provided or discussed during other parts of the hearing.

***Exclude the youth from court during harmful testimony.*** Have the child present for all of the hearing except parts that may be harmful. All parties should have the opportunity to be heard on whether an issue is harmful to the youth. If the judge finds it would not be in the best interests of the youth to hear or see something, the child would be excused. For example, if the judge is going to hear graphic testimony about the sexual abuse of a sibling, the youth can be asked to leave the courtroom for that part of the hearing. This allows the youth to participate in the hearing, even when the youth's input is not required, and have similar protections as the previous two options.

***Present the child's hearsay statements in court,*** without the youth present. Allow the child's guardian ad litem to have access to the child at an offsite location or by telephone. Check with your state and local rules for procedural require-

ments when introducing hearsay evidence (e.g., provide all parties with notice of intent to introduce youth's statements). In all cases, the child should be accessible in case the court determines the child's presence is needed.<sup>22</sup>

### **Systemic changes to increase youth participation in court**

A majority of jurisdictions, either because they lack statutory guidance or because of common practice, work with the presumption that youth should *not* be present in court except in certain circumstances. Changing years of practice may be challenging, but the more comfortable lawyers, judges, and other child welfare professionals become with it, the more common it will become. Changing the system to include youth in their hearings starts with the following steps:

#### ***Statutes and court rules***

Each state should have a state statute or court rule identifying who should be present at dependency hearings. The statute or court rule should state a presumption favoring youth appearing in court and criteria for exceptions. Such criteria should include age, the youth's wishes about court participation, the youth's cognitive ability to understand the court hearings, the youth's emotional stability, the case facts, and other factors. A mental health professional's opinion may be needed, particularly if a youth is to be excluded from the hearing. There should, however, be a presumption that the youth be present in court unless the court finds it is not in the youth's best interest to attend. A court rule should require notifying the child via foster parents or other caregivers.

#### ***Court administrative policies***

Absent a statute or court rule, a court can implement an administrative policy describing when youth should be present in court. The New

York City Family Court has such an administrative policy. Courts' policies should ensure that youth do not have to attend court during school hours. If that is not possible, the court should hear these cases before others so the youth can be excused and return to school. In most cases, courts should establish specific times for hearings so youth do not have to spend many hours waiting for their cases to be called. The New York City Family Court policy directs the court to call cases where a youth is present in a "timely fashion so the child does not remain in the courthouse unnecessarily."<sup>23</sup>

The court should make clear who is responsible for transporting the youth to the hearing. In most cases, it makes sense to have the youth's custodian responsible for transportation. A youth should also be able to have a trusted support person accompany her to court.

If a youth is not present at a hearing, the court should routinely inquire about the youth's whereabouts. This helps the parties understand that the court expects the youth to attend the hearings.

### *Youth's representative practices*

The youth's representative plays a major role in his client's court attendance and participation. Rarely does a youth attend a court proceeding if the youth's representative does not want his client to be there. Often the only way a youth will be brought to court is when the representative requests it. It is important for the youth's representative to be informed of the benefits of court participation and the ways youth can participate.

As the person speaking for the youth, the youth's representative's first priority should be quality representation. Regardless of whether the youth attends court, the youth's representative should at a minimum:

- Be appropriately trained in child welfare law, child development,

and child psychology.

- Be familiar with child interviewing techniques and children's communication skills.
- Have a caseload that permits him to establish a personal relationship with every client.
- Explain his role to his client.
- See his client, at minimum, before every court hearing in a setting familiar to the child (e.g., school, home, park, etc). Meeting the youth in the courthouse is not conducive to developing a trusting relationship.
- Complete an independent investigation of the case, including speaking with parents, relatives, therapists, teachers, and anyone with significant information about the youth.
- Ensure the youth's voice is heard in every proceeding.

When deciding whether the youth should attend court, the youth's representative should consider the factors listed in the prior section. When appropriate, he should encourage the youth to attend the hearing. He should inform the court whether there should be an in-chambers discussion, whether the youth would like to meet the judge in advance, or whether there are some issues the youth should be excluded from during the hearing.

If the youth's representative decides, after meeting and talking with the youth, that she should be present during the hearing, he should prepare her. He should explain who will be present (and what their roles are), what will be discussed, and what decisions will be made. Above all, he should discuss with the youth what she would like to the court and the other parties to know. The representative could even do a mock hearing so the youth is comfortable. If the youth would like to speak, he should assist her in deciding what to say. He should ensure that the youth

will be transported to the hearing.

During the hearing, the youth's representative should ensure the youth is aware of what is happening and consult with her when questions arise. If the youth would like to speak, he should ensure that she is given that opportunity. He should then spend time with the youth after the hearing to discuss what occurred and allow the youth to ask questions and express any concerns. If necessary, he should request therapeutic services to help the youth more thoroughly process the court experience. He should praise her for attending and participating.<sup>24</sup>

If after meeting and talking with the youth, the representative thinks she should not attend the hearing, he should also have a way to contact the youth during the hearing if something unexpected occurs. He should contact the youth directly after the proceeding and let her know what occurred, answer any questions, and let the youth know when the next hearing is scheduled.

In some jurisdictions, the representative is required to submit a report about the youth to the court. This report should bring the youth "to life" for the court.<sup>25</sup> It should discuss the youth's physical appearance and personality, strengths and needs, relationships with significant people, and results from medical and educational assessments. It should also include a picture.<sup>26</sup> This report is especially important for a very young youth. During court proceedings, the representative should continually refer to the youth described in the report to help the judge and parties understand her unique needs.

### *Accommodations for youth in court*

The national, nonpartisan Pew Commission on Children in Foster Care recommends that children under court supervision and their parents must have an informed voice in decision-making related to whether a child enters foster care,

It's important for kids to be in court so they can understand the process. I wanted to be there so that the judge would know what my plan was for my future. I should have a say in what the plans are for me. I think the judge liked me being in court because it showed that I cared about my case and what was happening to me.

—Former foster youth

how a child fares while in care, and what kind of plan is in place to secure a safe, permanent home for that child. The Pew Commission encouraged state court leaders to consider the impact of several factors on the youth's experience in court. These factors include courtroom and waiting area accommodations, case scheduling, use of technology in the courtroom, and translation of written materials to make the process more accessible and meaningful for all participants including children.<sup>27</sup>

Courts around the country are beginning to create child-friendly waiting areas. Courts could solicit donations of toys, reading materials, smaller tables and chairs, and other child-friendly tools to make waiting for court hearings more tolerable for youth. Many courthouses have waiting areas with televisions tuned to news programs. During dependency court days when children may be present, the television can be changed to youth-friendly programs. In one Seattle court, a trained dog from Canine Companions for Independence is placed in the courthouse to comfort the kids.<sup>28</sup> There should also be separate conference rooms for attorneys to meet with youth before court. (See box on special accommodations for kids with disabilities.)

### *Agency policy*

Agency policy and training guidelines should stress that youth must be at all hearings unless the court, agency attorney, or child's attorney says otherwise. There should be an understanding of who is responsible for transportation. It seems reasonable that if the agency has custody,

the youth's social worker or transportation aid should organize transporting the youth to court. Some agencies around the country have transportation units that bring youth to court.

Preparing children for court should also be an agency priority. Discussing what the youth will see, who will be present, and what questions the youth should expect is critical in making the court experience more valuable for the youth. Agencies around the country have created booklets for youth in foster care explaining their rights in age-appropriate language using cartoon characters to explain the players.<sup>29</sup> One of the first rights typically listed is the right to attend court hearings. This tool can be used by social workers and attorneys to begin a dialog with youth about the court experience and how to make it more valuable for youth.

In addition, the social worker should follow up with the youth after court to ensure she understood what happened. If necessary, enlist the assistance of a mental health professional to help the youth process the experience.

### *Court orders*

In addition to the judge asking why the youth is not in court, court orders should have a place to state

whether the child was present. Additionally, the court should note whether the youth is to be transported to the next hearing on each court order and should enforce this requirement.

### *School accommodations*

Schools should not penalize a youth for attending a court hearing. There should be a dialogue and a memorandum of understanding between the schools and the child welfare agency about youth in foster care. The youth should not be sanctioned for any absences for child welfare-related appointments, court hearings, visits, etc.<sup>30</sup>

### *Child and Family Service Reviews*

The Child and Family Service Review (CFSR) is a tool used by the federal Children's Bureau to review states' policies and practices for ensuring safety, permanency, and well-being for youth in foster care. Improving youth's participation in court is linked to an important "systemic factor," contact between youth and caseworker, in the CFSR. Greater contact between youth and caseworkers improves outcomes for youth in foster care.<sup>31</sup> Presence in court should provide this contact. The caseworker will often transport the youth to court and spend time with the youth while waiting for court hearings. This can provide valuable relationship-building time.

Improving youth's participation in court is also linked to an important case outcome, family reunification. Research shows that increased visitation between youth and parents boosts the chances for reunification.<sup>32</sup> Contact between the child and

Judges can choose to exclude young people from court proceedings, but by doing so, they send a message that youth have no meaningful role in the process. Judges are, however, also able to empower young people by providing them with the opportunity to attend and actively participate in court proceedings that affect them.

—Judge William G. Jones (ret.)

parents before or after court contributes to this outcome.

The results from the CFSRs show that most states must improve the thoroughness and quality of the permanency hearings. Youths' presence in court may increase the quality of hearings because the court would take time to interact with the youth. There would also be less chance of short, cursory hearings.

## Conclusion

Child welfare cases are about taking care of youth and doing what is best for them. Youth need and deserve to be a part of that process. A critical component of that process is court hearings. The more guidance attorneys and judges have on incorporating youth into their child welfare proceedings, the more likely the youth will have the opportunity to participate.

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## Endnotes

1. According to the *Guidelines*, a youth should be present at some point for the judge to observe them, at least during the review and permanency planning hearings. If the child is able to present information to the court on their needs and desires or if they have questions or concerns, they should be permitted to address the court. In addition, during the preliminary protective hearings, adjudication, disposition, and termination hearings a youth may be present depending on factors including age, physical and emotional condition of the child, and potential trauma to the child. National Council of Juveniles and Family Court Judges. *Resource Guidelines: Improving Court Practice in Child Abuse and Neglect Cases*. Spring 1995, 69.

2. American Bar Association. *Standards of Practice for Lawyers who Represent Children in Abuse and Neglect Cases*. Approved by the American Bar Association House of Delegates, February 5, 1996.

3. In addition, the standards specify criteria for children's attorneys to decide whether to bring a youth to court, including whether the child wants to attend, the child's age, and the potential trauma to the child. The lawyer or child's

representative, in making this decisions is urged to consult with therapists, caretakers, or other persons who have specific knowledge of the youth and whether attending the hearing would be damaging to the youth. *Id.*

4. National Association of Counsel for Children. *American Bar Association Standards of Practice for Lawyers who Represent Children in Abuse and Neglect Cases* (NACC Revised Version). April 21, 1999. D-5, D-6

5. "Recommendations of the UNLV Conference on Representing Children in Families: Child Advocacy and Justice Ten Years After Fordham." *Nevada Law Journal* 6, July 27, 2006, 106.

6. Attorneys should not only encourage and facilitate youth attending dependency proceedings but also encourage the youth to advocate for themselves. Attorneys and judges should promote policies and practices that reflect this thinking on a systemic level. *Ibid.* 117, 122, 130.

7. Home at Last. *My Voice, My Life, My Future Foster Youth Participation in Court: A National Survey*, 2006, 10. <[www.fostercarehomeatlast.org](http://www.fostercarehomeatlast.org)>

8. *Ibid.*, 11

9. *Ibid.*, 13

10. K.S.A. § 38-1570(a)

11. M.S.A. § 260C.163

12. N.M. § 32A-3B-13(c)

13. *Ibid.*

14. Florida Rule of Juvenile Procedure 8.255(b)

15. FL ST 39.701

16. VA 16.1-282

17. CA Welf. & Inst. §16001.9

18. MCL §§ 712A.19(5), 712A.19a(4), and MCL § 712A.19b(2)

19. Memorandum from Judge Joseph Lauria to Judges, JHO's, and Referees. RE: Court Appearance of Subject Children, February 25 2004.

20. *Ibid.*

21. It is worth noting that in delinquency hearings, children are required to attend hearings and they are afforded the same procedural protections as adult offenders.

22. National Council of Juvenile and Family Court Judges, Spring 1995, 34.

23. Judge Lauria's memo, February 25, 2004.

24. Freundlich, Madelyn and Sue Badeau. *Including the Voices of Young Children and Children with Disabilities in their Own Court Proceedings*. In press, June 5, 2006, 25.

25. Freundlich and Badeau. In press, June 5, 2006, 15.

26. *Ibid.*

27. Pew Commission on Children in Foster Care. *Fostering the Future: Safety, Permanency and Well-Being for Children in Foster Care*, May 18, 2004.

28. "How Courthouses Are Accommodating

## Strategies to Help Children with Disabilities Communicate in Court

For helpful tips for involving and accommodating children with disabilities in court, visit CLP Online: [www.childlawpractice.org](http://www.childlawpractice.org) Select "Weblink" from the menu.

Children and Youth." *Children's Voice* 15(1), Jan/Feb 2006. Washington, DC: Child Welfare League of America. <[www.cwla.org](http://www.cwla.org)>

29. For example, The Association for Children of New Jersey published a book entitled *I Can Make It! The Story of Justin and Jenn in Foster Care*, by Mary Coogan and Nancy Parello. The project was funded by a federal Court Improvement Grant.

30. For example, California passed AB 490, which states: "Grades of a child in foster care may not be lowered due to absences from school because of a change in placement, attendance at court hearing or other court related activity." Cal. Educ. Code 49069.5(h).

31. National Conference of State Legislatures. *Child Welfare Caseworker with Children and Parents*, September 2006. [www.ncsl.org](http://www.ncsl.org). This report provides information about the potential of the effective child welfare caseworker visits in achieving positive outcomes for children and families, both those receiving in-home and foster care services.

32. Leathers, Sonja. *Parental Visitation and Family Reunification: Could Inclusive Practice Make a Difference?* Washington, DC: Child Welfare League of America, 2002. <[www.caseyfoundation.org](http://www.caseyfoundation.org)>

## Online Teleconference

### Juvenile Status Offenders: Families and Youth in Critical Need of Assistance

1/18/2007

2:00-3:30 pm EST

Highlights legislative reforms, policies, programs, and practices that have shown promise in intervening with status offenders and their families.

For more information, visit [www.trc.eku/jj/conference.asp?confid=33](http://www.trc.eku/jj/conference.asp?confid=33)

E-mail: [statusoffenses@aol.com](mailto:statusoffenses@aol.com)