

# INDEX

- Abramson, S., 43
- Abuse and neglect proceedings, 271–273, 285–286
- Access
- to attorneys, 199, 200, 202, 210
  - authorization of, 264
  - to child and information relating to child, 282
  - provision of, 261
  - to records, 264–265
- Accommodation of child's wishes, 38, 62–63
- ACF (Administration for Children and Families), 37
- Actively Evaluate Needs (skill)
- described, 67
  - implementation of, 102, 165–166
  - in Six Core Skills Training, 79–81
- Adams, Lauren, 27, 54
- Adequacy of compensation, 131, 157, 158, 162, 263–264
- Adjudication, 206, 207
- Adjusted caseload, 222
- Administration, in Best Practice Model, 53
- Administration for Children and Families (ACF), 37
- Administrative data, 119–120, 164, 180
- Administrative support, 132
- Adoption 2002* program, 11
- Adoptive homes, identifying, 134
- Advance Case Planning (skill)
- described, 67
  - implementation of, 102–103, 166
  - in Six Core Skills Training, 86–89
- Advice, 238
- Advocacy. *See also* Child advocates
- appellate, 240–241
  - attendance of outside meetings for, 52
  - for child's wishes, 182–183
  - dimensions of, 67, 68
  - in multidisciplinary teams, 190
  - needs and corollaries of, 83–84
  - on other legal matters, 134–135, 141
  - service, 134–136, 141, 183
- Advocate Effectively (skill)
- described, 68
  - implementation of, 104–105, 166
  - in Six Core Skills Training, 83–84
- Advocating for the Child in Protection Proceedings* (Don Duquette), 9
- Age
- of attorney, 125
  - of child client, 116–118, 154, 155, 160, 177
- Agenda, Six Core Skills Training, 69–70
- Aging out, 89–90
- Alternative theories of case, 82–83
- Alving, M., 43
- American Bar Association (ABA), 291.
- See also Model Act Governing the Representation of Children in Abuse, Neglect, and Dependency Proceedings* (ABA) (2011 Model Act); Standards of Practice for Lawyers Who Represent Children in Abuse and Neglect Cases (ABA) (1996 ABA Standards)
  - in child protection cases, 267
  - child welfare law specialty in, 5
  - guidance on child representation from, 9
  - Juvenile Justice Standards Relating to Counsel for Private Parties, 9, 244, 259, 267
  - Lund & Renne risk assessment model, 75–77
  - Model Act of 2009, 19
  - Model Rules of Ethics, 19
  - Model Rules of Professional Conduct, 19–20, 22–25, 75, 192, 288
  - policies related to representation of abused and neglected children from, 266–267
  - Resolutions on Foster Care and Adoption, 31
  - on role of children in dependency proceedings, 28
  - Section on Litigation, 13, 221n.16
  - on training programs for attorneys, 33
- American Humane Association Conference, 40–41
- Appeals, 241, 258
- Appell, Annette, 16, 21n.70
- Appellate advocacy, 240–241
- Appointment
- 2011 Model Act on, 272–275
  - ABA Standards of 1996 on, 260–262
  - age of child at, 116–118
  - duration of, 275
  - eligibility for, 261
  - order of, 274
  - in QIC Best Practice Model, 52, 235–236
  - state laws on, 112
  - timing of, 115–117, 175–177, 260–261
- Arkansas, 220n.15
- Assertiveness, of child representative, 52
- Assess Child Safety (skill)
- described, 67
  - implementation of, 100–102, 166
  - in Six Core Skills Training, 75–77
- Assignment, timing of, 176–177
- Associated costs, 264
- Assumed-responsibility scale, 157, 158, 161
- Attitudes, of attorneys, 225–226
- Attorney engagement, 186–188
- Attorney-level characteristics, activities and, 156–158, 161–162
- Attorney samples, QIC-ChildRep research, 113–114
- Attorney surveys, 120–121
- baseline, 120, 123, 133
  - child-specific, 120–121, 146, 164, 166–167
  - milestone, 120–121, 147, 166–167
- Attorneys. *See also* Behaviors of attorneys
- access to, 199, 200, 202, 210
  - collaboration of social workers and, 192–193, 198–199, 211, 224
  - in multidisciplinary team study, 190
- Attorneys representing children
- ABA standards for, 244–258
  - activities of (*See* Child representation activities)
  - caseloads for, 31–32, 222–223
  - certification for, 226–227
  - child representation experience of, 126–128, 139–140
  - CLE courses taken by, 128, 129
  - compensation for, 130–132, 140
  - critiques of, 15–17
  - demographics of, 124–125, 156
  - duties and characteristics of, 26
  - employment settings for, 124, 142–143
  - on implementation of Six Core Skills (*See* Six Core Skills implementation)

- Attorneys representing children (*cont.*)  
 job satisfaction and impact ratings  
 by, 138–139, 140  
 in Michigan law, 62  
 models for, 17–25  
 organizational supports for, 132–133, 140  
 other types of law practiced by, 128–130  
 recruitment of, 220–222  
 responsibilities of, 133–136, 140–141  
 on *Six Core Skills*, 95–108  
 task importance for, 136–138, 141  
 training programs for, 33–34, 224–226
- Attorneys representing children study, 123–142  
 child representation experience in, 126–128, 139–140  
 compensation in, 130–132, 140  
 continuing legal education courses in, 128, 129  
 demographics in, 124–125  
 employment settings in, 124, 142–143  
 job satisfaction and impact ratings in, 138–139, 140  
 organizational supports in, 132–133, 140  
 other types of law practiced in, 128–130  
 task importance in, 136–138, 141  
 view of responsibilities in, 133–136, 140–141
- Atwood, Barbara, 19, 19n.63, 21n.70  
 Australia, 211  
 Authorization, of lawyer access, 264  
 Availability, of representation, 39  
 Average monthly rates of activities, 148  
 Average treatment effect on permanency, 176
- Baby Court, 200  
 Baseline attorney surveys, 120, 123, 133  
 Batson, A., 44  
 Behaviors of attorneys  
 after *Six Core Skills Training*, 68, 169–173  
 change logic model for, 66–67  
 in concentrated practices, 218  
 measuring, 166–169, 179–180  
 quality of, 180  
 Belonging, need for, 80  
 Berliner, L., 43  
 Best interest advocates, 18–19, 271  
 Best interests approach  
 child's wishes in, 60–62  
 client-directed vs., 10, 11, 17, 46, 56–63  
 determining capacity to direct counsel in, 58, 59  
 in Georgia, 113  
 Needs Assessment data on, 46  
 problems with, 19–20  
 in QIC Best Practice Model, 56–63  
 responsibilities of attorney in, 141  
 role of attorney in, 17–20  
*Six Core Skills Training* in jurisdictions with, 75  
 stated interests of child vs., 10  
 Biological fathers, 152, 154, 159  
 Bright-line age limits, 13, 22, 59–60  
 Broad scope orders, 265  
 Budd, Jonathon, 224  
 Buss, Emily, 17, 17n.49, 25n.87, 27, 29
- CACs (Child Advocacy Centers), 191–192  
 CAI. *See* Children's Advocacy Institute  
 Caliber Associates, 44  
 Calkins, C., 44  
 Capacity  
 decision-making, 236–237  
 determinations of, 57–60, 75, 183  
 diminished, 23–25, 54, 59–62  
 “dimmer switch” of, 61  
 Capacity to direct counsel, 57–60, 75  
 CAPTA. *See* Child Abuse Prevention and Treatment Act  
 Caregivers, 134–136, 169. *See also* *specific types*  
 Carry-over effects, 195  
 CASA. *See* Court Appointed Special Advocate Association  
 CASAs. *See* Court Appointed Special Advocates  
 Case planning. *See* Advance Case Planning (skill)  
 Case planning meetings, 134  
 Case plans  
 reviews of, 169, 170  
 safety plans vs., 76  
 SMART criteria for, 86, 87  
 Case resolution  
 in multidisciplinary teams, 201, 203–207, 224  
 non-adversarial, 84–86, 173, 185  
 in QIC-ChildRep research studies, 185  
 Case theory. *See also* Develop Case Theory (skill)  
 activities to develop, 169, 170  
 preliminary, 82  
 in trial law, 81  
 Case time, activity level and, 159–160  
 Caseloads  
 ABA Standards of 1996 on, 265  
 attorney activity level and, 156, 157, 161, 162  
 for attorneys representing children, 31–32, 222–223  
 for child representatives, 29  
 empirical research on, 44  
 Needs Assessment data on, 38, 46  
 in QIC Best Practice Model, 242  
 Caseworkers, 85–86, 154, 159. *See also* Child welfare agency workers
- Center for Children & Youth Justice (CCYJ), 114  
 Center on Children and the Law, 13, 70  
 Certification, 226–227  
 Cessation, of representation, 241, 258  
 CFRs (Child and Family Service Reviews), 4, 39  
*A challenge for change* (G.A. Lukowski and H.J. Davies), 44  
 Challenges to testimony, 256  
 Change logic model, 66–67  
 Chapin Hall, 122n.13. *See also* *specific studies*  
 QIC Best Practice Model evaluation by, viii–ix  
 QIC-ChildRep research studies by, 109, 119–120, 214, 227  
*Six Core Skills* implementation evaluation by, 96
- Child. *See also* Wishes of child  
 attorney characteristics and contact with, 156–158  
 child characteristics and contact with, 154–156  
 defined, 271  
 equal dignity for, 14–15  
 Needs Assessment data on contact with, 38–41  
 questioning of, 255–256  
 rate of contact with, 149–150, 159  
 right to council for, 8, 14  
 role of, in dependency proceedings, 28–29  
 service advocacy for, 134, 141  
*Six Core Skills* and contact with, 182  
 with special needs, 239, 253  
 timing of contact with, 152, 153  
 understanding, 26–28  
 wellbeing of, 201
- Child abuse cases, 191–192, 214  
 Child Abuse Prevention and Treatment Act (CAPTA)  
 and 2011 Model Act, 290  
 and current state of child representation, 2, 3  
 enforcement of, 36  
 federal leadership from, 216–217  
 in history of child representation, 8–9, 12  
 and successful child representation, 28  
*The Child Abuse Prevention and Treatment Act—Promoting the Unauthorized Practice of Law* (Gerald F. Glynn), 21n.70, 26n.87
- Child Advocacy Centers (CACs), 191–192  
 Child Advocacy Law Clinic, vii  
 Child advocates. *See also* Attorneys representing children; Court Appointed Special Advocates (CASAs)  
 best interest, 18–19, 271  
 in Children's Bureau *Guidelines*, 11–12  
 consensus on need for, 50

- duties of, ix, 8–9
- importance of, 2–3
- rates of children in court without, 217
- role of, vii, 6
- systemic pressures on, 30
- Child and Family Service Reviews (CFSRs), 4, 39
- Child development
  - attorney's competence in, 27–28
  - in QIC Best Practice Model, 54–55
  - as topic in Six Core Skills Training, 72–73
- Child engagement, 182
- Child-level characteristics, attorney activities and, 154–156, 160–161
- Child-level outcomes
  - measures of, 164–165
  - in research studies by QIC-ChildRep, 185–186
  - and Six Core Skills Training, 173–177
- Child protection
  - ABA policies on cases of, 267
  - public health model of, 214–216
- Child representation
  - academic and policy discussions on, 7–34
  - benefits of good, 181
  - caseloads in, 222–223
  - certification in, 226–227
  - and constitutional arguments for child's right to council, 14
  - and critiques of attorneys for children, 15–17
  - current state of, 1–6
  - early models of, 7–9
  - empirical research on type of, 44
  - enhancing judicial role in, 259–265
  - and equal dignity for children in judicial process, 14–15
  - federal leadership on, 216–217
  - future improvements for, ix–x, 213–227
  - holistic approach to, 31
  - launching of QIC-ChildRep project, 5–6
  - legal role in, 5–6
  - literature on, 34
  - milestones in development of, 9–13
  - models for role of attorney in, 17–25
  - multidisciplinary approaches to, 223–224
  - organization of, 218–220
  - practices in successful, 25–31
  - with public health model of child protection, 214–216
  - reasonable caseloads in, 31–32
  - recruitment of attorneys for, 220–222
  - research agenda for, 227
  - state legal structures for, 217–218
  - training programs in, 33–34, 224–226
  - and U.S. Children's Bureau, 1–5
- Child representation activities, ix
  - and attorney characteristics, 156–158, 161–162
  - and child characteristics, 154–156, 160–161
  - in concentrated practices, 218
  - effect of attitudes on, 225–226
  - frequency and rates of, 149–152
  - future research on, 227
  - in QIC Best Practice Model, 56
  - successful, 25–31
  - time spent on, 184
  - timing of, 152–154, 159–160
  - variability in, 158–159
- Child representation activities study, 145–162
  - analysis approach in, 148–149
  - attorney-level characteristics in, 156–158, 161–162
  - child-level characteristics in, 154–156, 160–161
  - frequency and rates of activities in, 149–152
  - importance of, 145–147
  - milestone surveys in, 121
  - sampling for, 147–148
  - timing of activities in, 152–154, 159–160
  - variability in activities in, 158–159
- Child representatives. *See also* Attorneys representing children
  - as best interest advocates, 18–19
  - non-lawyer, 8
  - roles of, 5–6, 9–13, 30
  - systemic pressures on, 29–31
  - U.S. Children's Bureau on, vii
- Child samples
  - for Flint multidisciplinary team study, 204
  - for QIC-ChildRep research studies, 114–118
- Child-specific attorney surveys. *See also* Milestone surveys
  - in child representation activities survey, 146
  - in QIC-ChildRep research studies, 120–121
  - in Six Core Skills Training evaluation, 164, 166–167
- Child welfare agency workers, 202, 208–210. *See also* Caseworkers
- Child welfare cases
  - legal representation of children in (*See* Child representation)
  - in legal system, 5–6
- Child Welfare Law and Practice*, Second Edition (Donald N. Duquette and Ann M. Haralambie) (Red Book), 69, 101
- Child welfare law offices
  - advantages of practice in, 218–219
  - attorneys representing children in, 142
  - caseloads in, 222
  - Needs Assessment data from, 41–42
- Child Welfare Law Specialists (CWLs), 5n.18, 33, 224, 226–227
- Child witnesses, 255
- Children at home at case assignment, 206, 207, 209
- Children's Advocacy Institute (CAI), 36–37, 51, 217
- The Children's Law Center, 41–42
- Children's Rights Litigation Committee, 13
- Child's attorney. *See also* Attorneys representing children
  - appointment of, 260–262
  - defined, 11, 244–245
  - independence of, 259
- Child's interests. *See also* Best interests approach
  - ABA Standards of 1996 on, 249–250
  - in QIC Best Practice Model, 236
  - stated, 10
- Child's lawyer. *See also* Attorneys representing children
  - defined, 13, 271
  - duties of, 275–282
  - qualifications of, 273–274
- Child's representative, defined, 51–52, 235. *See also* Child representatives
- CIP. *See* Court Improvement Program
- CIP (Court Improvement Program)
  - Annual Program Assessments, 39
- CLE. *See* Continuing legal education
- Client-directed approach
  - best interests approach vs., 10, 11, 17, 46, 56–63
  - child engagement and, 182
  - child's wishes in, 55, 60–62
  - in Convention on Rights of the Child, 12–13
  - determining capacity to direct counsel in, 58–59
  - Needs Assessment data on, 46
  - problems with, 22
  - in QIC Best Practice Model, 56–63
  - responsibilities of attorney using, 141
  - role of attorney in, 17, 21–22
  - Six Core Skills Training in jurisdictions with, 75
  - task importance for attorneys using, 141
  - in Washington State, 113
- Client explanation, 239, 254
- Client preferences, 237, 247–249
- Climate, for multidisciplinary teams, 200, 202–203, 210, 211
- Clinton, Bill, 11
- Cluster randomized control design, 121
- Coaching contact reports, 93, 96
- Coaching sessions
  - engagement in, 186–188
  - participation in, 165, 186–188
  - Six Core Skills in, 92–93, 95–96

- Collaboration  
   of attorneys and social workers, 192–193, 198–199, 211, 224  
   with child welfare agency, 208–209  
   in multidisciplinary legal offices, 192–193  
   on multidisciplinary teams, 190–191  
   Needs Assessment data on, 41  
   in Non-Adversarial Case Resolution, 84–86
- Colorado, 193
- Communication  
   ABA Standards of 1996 on, 257  
   as child representation activity, 169, 173, 184  
   on multidisciplinary teams, 200, 203
- Community connections, 27–28, 40
- Community of practice, 186–188
- A comparison of types of attorney representation for children in California juvenile court dependency cases* (Goodman, et al.), 44
- Compensation  
   ABA Standards of 1996 on, 263–264  
   adequacy of, 131, 157, 158, 162, 263–264  
   attorney activity levels and, 157, 158, 162  
   for attorneys representing children, 130–132, 140, 222  
   for child representatives, 29  
   for participation in research studies, 114  
   in QIC Best Practice Model, 242  
   uniformity in, 264
- Compensation arrangements, 131–132
- Compensation orders, 261
- Composite monthly rates, 149
- Concentrated practice, 218–220
- Conclusion of appeal, 241, 258
- Conclusion of hearings, 256
- Conferences, pretrial, 172, 185
- Confidentiality  
   in Michigan rules of professional conduct, 194–195  
   in multidisciplinary teams, 191, 198, 209, 210–211  
   for social workers vs. attorneys, 192
- Conflict situations  
   ABA Standards of 1996 on, 246–247  
   in QIC Best Practice Model, 53, 236
- Congregate care, 118, 156
- The Connecticut Center for Child Advocacy, 41–42
- Consulting activities, 169, 170
- Contact  
   attorney characteristics and, 156–158  
   child characteristics and, 154–156, 160  
   frequency of, 149–152, 168  
   rates of, 149–150, 168  
   timing of, 152–154
- Continuing legal education (CLE), 33, 128, 129, 263
- Control, on multidisciplinary teams, 199, 200
- Counsel for children enhancement, ABA policies on, 266
- Counseling, 75, 238
- Court appearances, 239, 254
- Court Appointed Special Advocate Association (CASA), 8, 14, 16, 112
- Court Appointed Special Advocates (CASAs), 9  
   in 2011 Model Act, 291  
   ABA policies on, 266  
   empirical research on, 43–44  
   and implementation of Six Core Skills, 99, 101, 105  
   in Needs Assessment, 37–40  
   Six Core Skills Training and contact with, 169
- Court-appointed special advocates for children in Washington State* (Berliner, Fitzgerald and Alving), 43
- Court Improvement Program (CIP), 3–4, 37, 227
- Court Improvement Program (CIP) Annual Program Assessments, 39
- Court orders, 171, 241, 257–258
- Court(s)  
   appointment of child's attorney by, 260–262  
   and lawyer caseloads, 264–265  
   and lawyer compensation, 263–264  
   and lawyer training, 262–263  
   problem-solving, 31, 41  
   and record access, 264–265  
   state, 3–4, 9  
   structuring of child representation by, 259–260  
   as supervisor of social services, 5–6  
   tribal, 40
- CSR, Inc., 9–10, 44
- CWLSs. *See* Child Welfare Law Specialists
- “Danny’s Case” exercise, 83–84
- Data collection, in Flint MDF study, 196–197
- Data sources, for QIC-ChildRep research studies, 118–121, 147
- Davidson, Howard, 30
- Davies, H.J., 44
- Decision-making capacity, 236–237
- Decision to appeal, 241, 258
- DeKalb County, 32
- Delinquency law, counsel in, 8
- Dependency cases, attorney responsibilities in, 133–136
- Dependency counsel caseload study and service delivery model analysis* (Judicial Council of California), 44
- Dependency proceedings  
   applications of Six Core Skills beyond, 97  
   child's wishes in, 55  
   role of child client in, 28–29
- Develop Case Theory (skill)  
   described, 68  
   implementation of, 103–104, 166  
   in Six Core Skills Training, 79–81, 171–172
- Development, child. *See* Child development
- Developmental level, defined, 272
- Developmentally appropriate, defined, 245
- Differential diagnosis, 82
- Dignity, for child, 14–15
- Diminished capacity  
   determinations of, 23–25, 54, 59  
   legal representation for clients with, 24–25  
   weighting wishes of child with, 60–62
- “Dimmer switch” of capacity, 61
- Directory of Children’s Law Programs, 22 In.16
- Disabilities, clients under, 247
- Discrete time hazard model, 175n.3
- Discussion Guide for Six Core Skills Training, 78
- Disposition, obligations after, 240, 257
- Dispositional hearings, 88–89
- Distal collaterals  
   child characteristics and contact with, 154–156, 160  
   rates of contact with, 149–150  
   timing of contact with, 153
- Document review activities  
   attorney characteristics and, 156–158  
   rate of, 151, 152  
   timing of, 153, 154, 160
- Driving the bus, 68, 78, 103–105
- Due process, for child clients, 180–181
- Duquette, D.N., 9, 17, 22, 26n.87, 44, 69, 101
- Early interventions, by multidisciplinary teams, 209–210
- Early permanency, 176–177
- Edelstein, R.S., 44
- Education level, of attorneys representing children, 124, 125
- The effectiveness of CASAs in achieving positive outcomes for children* (P. Litzelfelner), 44
- The effectiveness of court appointed special advocates to assist in permanency planning* (C. Calkins and M. Millar), 44
- Emergency placement and removal, 77–79
- Empirical research, in QIC Needs Assessment, 42–45

- Employment setting(s)  
and attorney activity level, 156–158, 161–162  
of attorneys representing children, 124, 142–143
- Engagement  
attorney, 186–188  
child, 182  
with family, 27–28
- Enter the Child's World (skill)  
described, 67  
and determining capacity to direct counsel, 58  
implementation of, 98–100, 165–166, 181–183  
in Six Core Skills Training, 70–71, 73  
and understanding child development, 55
- Equal dignity, for children, 14–15
- Esteem needs, 80
- Ethical Issues in the Legal Representation of Children Conference, 10, 289
- Ethnicity. *See* Race and ethnicity
- Evaluation of CASA representation* (Caliber Associates), 44
- Evaluation of the guardian ad litem system* (Pitchal, Freundlich and Kendrick), 44
- An evaluation of the North Dakota guardian ad litem project* (Hess, Swanke and Batson), 44
- Evidence, presentation of, 240, 254
- Exit status, 175–178
- Expediting Permanency* (A.E. Zinn and J. Slowriver), 45
- Expenses, 285
- Experience  
and attorney activity level, 156, 157, 161  
of attorneys representing children, 126–128, 139–140
- Explanation, client, 239, 254
- Expressed wishes model. *See* Client-directed approach
- External validity, 113
- Families, of attorneys representing children, 125
- Families of clients. *See also* Parents attorney characteristics and contact with, 157, 158  
child characteristics and contact with, 154–156  
engagement with, 27–28  
rates of contact with, 149–150  
service advocacy for, 183  
timing of contact with, 152, 153
- Family-based care, 118
- Family connections, 203–207, 224
- Family Educational Rights and Privacy Act (FERPA), 80
- Family unification, 30
- FAMLINK data system, 120
- Fathers, 152, 154, 159, 169
- Federal government  
leadership on child representation from, 216–217  
state reports to, 39
- Federle, Katherine Hunt, 14
- Feedback, from child clients, 28
- Fees, 285. *See also* Compensation
- Fegert, J.M., 45
- FERPA (Family Educational Rights and Privacy Act), 80
- Final report on the validation and effectiveness study of legal representation through guardian ad litem* (CSR, Inc.), 44
- Financial support, 92
- First Star, 33, 36–37, 51, 217
- Fitzgerald, M., 43
- Flint multidisciplinary team (MDT)  
study, ix, 189–211, 224  
and creation of MDT approach, 197–203  
and current understanding of MDTs, 191–193  
factors in MDT impact from, 208–210  
goals of, 189–190  
limitations of, 205–206  
methodology of, 193–197  
primary findings from, 203–207  
weaknesses of MDTs from, 210–211
- Florida, 217
- Focus groups, 39–41
- Fordham II Conference, 12
- Foster care, clients in, 89–91, 156
- Foster care alumni, 41
- Foster care cases, number of, 1–2
- Fostering Connections to Success and Increasing Adoptions Act (2008), 33, 90, 103
- Frequency, of contact, 149–152, 168
- Freundlich, M.D., 44
- GALs. *See* Guardians ad litem
- Gender of client, attorney activity level and, 155, 156, 160
- Genesee County Court, 194. *See also* Flint multidisciplinary team (MDT) study
- Genesee County Department of Health and Human Services, 208
- Georgia. *See also specific studies*  
attorney samples from, 113–114  
child samples from, 114–118  
data sources for research from, 119–121  
evaluation of Best Practice Model in, ix  
lack of representation in, 216  
local jurisdictional samples from, 110, 111  
pod meetings and coaching sessions in, 93  
research findings from, 179–188  
research samples from, 110–118  
Six Core Skills Training in, 69, 75
- Georgia Department of Human Services, 120
- Georgia Supreme Court Committee on Justice for Children Court Improvement Program (J4C), 114
- Glynn, Gerald F., 21n.70, 26n.87
- Goals  
of case, 83  
case planning to meet, 87  
of child clients, 182–183  
of Flint MDT study, 189–190  
intermediate, 83–84  
for parents, 135
- Goodman, G.S., 44
- Group reflection, 77
- Guardians ad litem (GALs)  
ABA Standards of 1996 on, 11  
in CAPTA, 2, 3, 8  
as child representatives, 217  
in early child welfare cases, 7  
effectiveness of, 9–10  
empirical research on, 44–45  
in Georgia, 112, 113, 141  
NCJFCJ report on, 12  
previous ABA policies on, 266
- Guggenheim, Martin, 15–16, 21n.70, 30
- Guidelines for Public Policy and State Legislation Governing Permanence for Children* (U.S. Children's Bureau), 11–12, 56
- Gupta-Kagan, Josh, 214, 216
- Haralambie, Ann, 21n.70, 27, 54, 69, 101
- Health Insurance Portability and Accountability Act (HIPAA), 80
- Hearings  
ABA Standards of 1996 on, 254–257  
dispositional, 88–89  
with multidisciplinary teams, 199, 201  
in QIC Best Practice Model, 240
- Helfer, Ray, 215
- Helping professionals, 132, 133
- Hess, C., 44
- HIPAA (Health Insurance Portability and Accountability Act), 80
- Holistic approach to child representation, 31
- Hollander, Scott, 224
- Humility and Child Autonomy in Child Welfare and Custody Representation of Children* (Ann Haralambie), 21n.70
- Huntington, Clare, 215, 216
- Identity Circle Exercise, 71
- Impact ratings  
attorney activity level and, 158, 161  
for attorneys representing children, 138–139

- Impact ratings (*cont.*)  
and effectiveness of attorneys,  
221–222
- Impaired clients, 23n.84
- In-court actions, in QIC Best Practice  
Model, 53, 239–240
- In re Gault*, 8, 14
- Independence, of child's attorney, 259
- Independent living, preparedness for,  
165
- Indian Child Welfare Act, 128,  
290n.11
- Individuals to discuss cases with,  
availability of, 132, 133, 140
- Informality, of child welfare proceed-  
ings, 31
- Initial surveys, 147
- Intelligent consumer model, 88
- Interests, of child. *See* Child's interests
- Intermediate goals, 83–84
- Interview outcomes, 73
- Interview techniques, 74
- Interviewing, 73–74, 169, 170
- Investigation activities  
ABA Standards of 1996 on, 250–  
252  
attorney characteristics and,  
156–158  
in child protection system, 215  
in multidisciplinary teams, 191  
need for, 45  
at outside meetings, 52  
in QIC Best Practice Model, 237  
rate of, 151, 152  
timing of, 153, 154
- Investigative staff, 132, 133, 140
- J4C (Georgia Supreme Court Commit-  
tee on Justice for Children Court  
Improvement Program), 114
- Job satisfaction, 138–140, 201
- "Journey to New Earth" exercise, 81
- Judges  
Needs Assessment data from, 39–40  
role of, in child representation,  
259–265
- Judicial Council of California, 32, 44,  
223
- Jurisdiction, attorney activities and,  
158–159
- Jurisdictional samples, for research  
studies, 110–113
- Jury selection, 256
- Justice, procedural, 180–181
- Juvenile Justice Standards Relating to  
Counsel for Private Parties (ABA),  
9, 244, 259, 267
- Kendrick, C., 44
- Kenny A. ex rel. v. Perdue*, 31–32,  
223
- Kid's Voice, 41–42
- Kinship placement rates, 174–175
- Kothekar, Aditi, 21n.70
- L-GALs. *See* Lawyers-guardians ad  
litem
- Language acquisition, 72
- Lassiter (case), 14
- Late permanency, 176–177
- Law  
applicability and relationship to  
other, 272  
practiced by attorneys representing  
children, 128–130
- Law in practice, in QIC Needs Assess-  
ment, 36, 37–42
- Law schools, child welfare law in, 221
- Lawyer training, 241–242, 262–263
- Lawyers. *See also* Attorneys represent-  
ing children; Child's lawyer  
basic obligations of, 52, 236, 246  
collaboration of caseworkers and,  
85–86  
eligibility for appointment of, 261  
and other court connected personnel,  
260  
permission to retain, 262  
"Two Distinct Lawyer Roles" model,  
22  
vigorous and active participation  
of, 56  
work product of, 284–285
- Lawyers for Children (organization),  
41–42, 197n.36
- Lawyers-guardians ad litem (L-GALs)  
ABA Standards of 1996 on, 245  
in Michigan, 61–62, 194
- Learning communities, 186
- Legal Aid Society's Juvenile Rights  
Practice, 41–42, 197n.36
- Legal Aid's Foster Children's Project,  
45
- Legal case preparation activities  
and attorney characteristics,  
156–158  
and child characteristics, 156  
rate of, 151, 152  
timing of, 153
- Legal matters, advocating on other,  
134–135, 141
- Legal professionals, communication  
with other, 154, 169
- Legal representation of children in  
child welfare cases. *See* Child  
representation
- Legal representatives. *See also* Child  
representatives  
for clients with diminished capacity,  
24–25  
duties of, 235–236
- Legal research databases, 132, 133, 140
- Lehrman, Debra, 19
- Liberty, protecting child's, 180, 181
- Litzelfelner, P., 44
- Local judicial jurisdiction samples, for  
research studies, 110–113
- Longer cases, child outcomes in,  
185–186
- Love, need for, 80
- Lukowski, G.A., 44
- Lund & Renne risk assessment model,  
75–77
- Marco's Case Exercise, 74, 75, 77–79,  
88–89, 91–92
- "Marco's Choice" video, 75
- Maslow's hierarchy of needs, 79–80
- Massachusetts Committee for Public  
Counsel Services, 32, 223
- MDLOs (multidisciplinary legal of-  
fices), 193
- MDTs. *See* Multidisciplinary teams
- Meetings  
case planning, 134  
with the child, 52, 237, 250  
outside, 52  
pod, 92–94, 165, 186–188  
team, 172, 173, 185
- Mentorship, 263
- Michigan. *See also* Flint multidisci-  
plinary team (MDT) study  
lawyer-guardian ad litem in, 194  
weighting of child's wishes in, 61–62
- Midwest Child Welfare Tribal Gather-  
ing, 40
- Milestone surveys. *See also* Child-  
specific attorney surveys  
for child representation activities  
study, 147  
in QIC-ChildRep research studies,  
120–121  
in Six Core Skills Training evalua-  
tion, 166–167
- Millar, M., 44
- Mitchell, E.B., 44
- Model Act Governing the Representa-  
tion of Children in Abuse, Neglect,  
and Dependency Proceedings*  
(ABA) (2011 Model Act), 9,  
270–292  
access to child and information relat-  
ing to child in, 282  
applicability and relationship to  
other law in, 272  
appointment in abuse or neglect  
proceeding in, 272–273  
on child development, 27  
child's right of action in, 285  
on clients with diminished capacity,  
60–61  
definitions in, 271–272  
determinations of capacity in, 58–59  
development of, 13  
duration of appointment in, 275  
duties of child's lawyer and scope of  
representation in, 275–282  
effective date of, 286  
fees and expenses in abuse or neglect  
proceedings in, 285  
lawyer work product and testimony  
in, 284–285  
order of appointment in, 274



- participation in proceedings in, 283–284
- and QIC Best Practice Model, 50–56
- qualifications of child's lawyer in, 273–274
- report on, 287–291
- state adoption of, 217
- Model Act of 2009 (ABA), 19
- Model Rules of Ethics (ABA), 19
- Model Rules of Professional Conduct (ABA), 19–20, 22–25, 75, 192, 288
- Monitoring
  - of attorneys, 39
  - of child well-being, 89–91
- Monthly rates of activities, 148–149
- Mothers, 169
- Motions
  - ABA Standards of 1996 on, 254
  - in QIC Best Practice Model, 239–240
  - and Six Core Skills Training, 171
- Multidisciplinary legal offices (MDLOs), 193
- Multidisciplinary teams (MDTs), 51.
  - See also* Flint multidisciplinary team (MDT) study
  - benefits of, 189–190
  - case outcomes for, ix
  - caseloads in, 32
  - creation of, 197–203
  - current understanding of, 191–193
  - in future of child representation, 223–224
  - impact-related factors in, 208–210
  - weaknesses of, 210–211
- Multistate Foster Care Data Archive, 119–120
- Myers, J.E.B., 44
- NACR. *See* Non-Adversarial Case Resolution
- National Association of Counsel for Children (NACC)
  - and 2011 Model Act, 291
  - caseload recommendations by, 32, 222–223
  - certification by, 5, 33, 226–227
  - goal of, vii
  - on multidisciplinary practices, 224
  - practice infrastructure recommendations by, 219
- National Association of Social Workers
  - Code of Ethics, 195
- National Council of Juvenile and Family Court Judges (NCJFCJ)
  - appointment survey from, 12
  - Needs Assessment data from, 39–40
  - Resource Guidelines* of, 10, 244, 259
- National Data Archive on Child Abuse and Neglect, 110n.2, 227
- National Quality Improvement Center on the Representation of Children in the Child Welfare System Best Practice Model of Child Representation (QIC Best Practice Model), 49–63. *See also* Six Core Skills
  - and ABA Model Act of 2011, 50–53
  - and ABA Standards of 1996, 10, 51–53
  - accommodation of child's wishes in, 62–63
  - and child welfare law offices, 219
  - client-directed vs. best-interests representation in, 56–63
  - development of, vii–viii
  - as developmentally sophisticated approach, 54–55
  - effectiveness of, viii–ix
  - organizational and administrative supports in, 241–242
  - overall value of, 96–98
  - QIC Needs Assessment as basis for, 49–50
  - relevance of child's wishes in, 55
  - state adoption of, 217, 218
  - text of, 235–242
  - on training, 224
  - vigorous and active participation of lawyer in, 56
- National Quality Improvement Center on the Representation of Children in the Child Welfare System (QIC-ChildRep)
  - assessment of multidisciplinary representation by, 223–224
  - creation of, vii–viii, 5
  - empirical research for, 42
  - launching of, 5–6
  - national needs assessment by (*See* QIC Needs Assessment)
  - research studies by (*See* Research studies by QIC-ChildRep)
  - website, 70
- NCJFCJ. *See* National Council of Juvenile and Family Court Judges
- Needs of child. *See also* Actively Evaluate Needs (skill); QIC Needs Assessment
  - and activities of attorneys, 160
  - and advocacy corollaries, 83–84
  - consensus about, 45–46
  - developmentally sophisticated approach to, 54–55
- Neglect cases, number of, 214
- Negotiating activities, 169, 170, 253
- Nevada Law Journal, 12
- New Hampshire, 217
- New York State, 32, 223
- 1996 ABA Standards. *See* Standards of Practice for Lawyers Who Represent Children in Abuse and Neglect Cases (ABA)
- Non-Adversarial Case Resolution (NACR), 84–86, 173, 185
- Nonprofit agencies, 142, 156, 157, 161–162
- North Carolina, 217
- Objections, 239–240, 254
- OCLA (Washington Office of Civil and Legal Aid), 114
- Office of Juvenile Justice and Delinquency Prevention, 291n.22
- Office of Public Defender, 131
- Ohio, 217
- Orders of appointment, 274
- Organizational settings. *See* Employment settings
- Organizational supports, for attorneys, 132–133, 140
- Out of court actions, 52, 237–239
- Out-of-home care placements, 114–115
- Outside meetings, 52
- Oversight, for attorneys, 39, 41
- Paralegals, availability of, 132
- Parental fault paradigm, 215
- Parental rights, termination of, 206, 207
- Parenting, enhancing, 215
- Parents
  - communication with, 169
  - contact between attorneys and, 152, 154, 159
  - establishing goals for, 135
  - services advocacy for, 135, 136
  - social workers, agency workers and, 208–210
- Participation in appeal, 241, 258
- Payment requests, 264
- Pennsylvania, 32, 223
- Performance, attorney, 38, 226
- Permanency outcomes
  - for multidisciplinary teams, 206, 207
  - in QIC-ChildRep research studies, 185–186
  - and Six Core Skills Training, 175–178
- Permanency plans, 55, 91–92
- Permission to retain lawyer, 262
- Persuasion, at outside meetings, 52
- Peters, Jean Koh, 12, 17, 21n.70, 26–27, 54, 61, 72
- Pew Commission on Children in Foster Care, 3, 31, 33
- Physiological needs, 80
- PIPs (Program Improvement Plans), 4n.15
- Pitchal, E.S., 14n.29, 44
- Placement(s)
  - changes in, 174–175, 199
  - emergency, 77–79
  - types of, 155, 156, 206, 207
- Pleadings
  - ABA Standards of 1996 on, 252
  - in QIC Best Practice Model, 238
  - and Six Core Skills Training, 169, 171
- Pod meetings
  - engagement in, 186–188
  - participation in, 165, 186–188
  - on Six Core Skills, 92–94

- Post-hearing activities  
 ABA Standards of 1996 on, 257–258  
 in QIC Best Practice Model, 240
- Pott, Robbin, 214
- Power estimates, 122
- The Practice of Law for Children* (Marvin Ventrell), 16n.41
- Preferences, client, 237, 247–249
- Preliminary theory of case, 82
- Presentation of evidence, 240, 254
- Pretrial conferences, 172, 185
- Prevalence of activities, calculating, 148–149
- Private practice  
 activity levels of attorneys in, 156–158, 161–162  
 profile of attorneys representing children in, 124, 132, 133, 142–143
- Privileges, protection for, 210–211. *See also Confidentiality*
- Problem solving. *See also Non-Adversarial Case Resolution (NACR)*  
 Needs Assessment data on, 38, 45  
 in QIC Best Practice Model, 240
- Problem-solving courts, 31, 41
- Procedural justice, 180–181
- Proceedings  
 abuse and neglect, 271–273, 285–286  
 dependency, 28–29, 55, 97  
 participation in, 283–284
- Process observation, 193–195
- Professional development, 225
- Professional evaluations, of clients, 80
- Program Improvement Plans (PIPs), 4n.15
- Progressive Era reform movement, 7
- Protective actions, 24
- Protective capacities (Lund & Renne model), 76
- Provision of access, 261
- Proximate collaterals  
 attorney characteristics and contact with, 156–158  
 child characteristics and contact with, 154–156  
 rates of contact with, 149–150  
 Six Core Skills Training and communication with, 169  
 timing of contact with, 153, 154
- Psychiatrists, consulting, 132, 133
- Psychologists, consulting, 132, 133
- Public health model of child protection, 214–216
- QIC Best Practice Model. *See National Quality Improvement Center on the Representation of Children in the Child Welfare System Best Practice Model of Child Representation*
- QIC-ChildRep. *See National Quality Improvement Center on the Representation of Children in the Child Welfare System*
- QIC Needs Assessment, viii, 35–47  
 as basis for QIC Best Practice Model, 49–50  
 consensus in, 45–47  
 existing empirical research in, 42–45  
 of law in practice, 37–42  
 state law in, 35–47  
 and weighting of child's wishes, 60
- Qualification standards, for attorneys, 46
- Questioning of child, 255–256
- Race and ethnicity  
 of attorneys representing children, 124  
 of clients, and activity rates of attorneys, 155, 156, 160–161
- Ramsey, S.H., 31, 44
- Randomized control trials, 194–196
- Rapport, 27, 85
- Recall bias, 146
- Recommendations of the UNLV Conference on Representing Children in Families* (UNLV Recommendations), 20n.65, 20n.66  
 and 2011 Model Act, 289  
 and developmentally sophisticated approach to child representation, 55  
 on holistic representation of children, 31  
 on implementation of training programs, 33  
 on role of child in dependency proceedings, 28  
 on understanding child client, 27
- Reconsidering the Need for Counsel for Children in Custody, Visitation and Child Protection Proceedings* (Martin Guggenheim), 21n.70
- Record access, 264–265
- Recruitment, of attorneys, 220–222
- Red Book. *See Child Welfare Law and Practice*, Second Edition (Donald N. Duquette and Ann M. Haralambie)
- Refocusing the Lens of Child Advocacy Reform on the Child* (Aditi Kotheekar), 21n.70
- Relationship building, with child clients, 27, 45
- Relationships, of lawyers and other court-connected personnel, 260
- Relatives, identifying, 52
- Removal, emergency, 77–79
- Rephrasing Exercise, 72
- Report and Working Draft of a Model Act Governing the Representation of Children in Abuse, Neglect, and Dependency Proceedings*, 20n.66
- Report Cards, by CAI and First Star, 36–37, 51
- Representation of children in child abuse and neglect cases* (D.N. Duquette and S.H. Ramsay), 44
- The representation of the legal interests of children and adolescents in Germany* (M. Stotzel and J.M. Ferget), 45
- Representation rules, 241
- Representing Children* (Barbara Atwood), 19n.63
- Representing Children In Child Protective Proceedings* (Jean Koh Peters), 12, 21n.70
- Representing Children Representing What?* (Annette Appell), 21n.70
- Research studies by QIC-ChildRep, 109–122  
 attorney compensation in, 222  
 attorney samples, 113–114  
 attorneys' receptivity to training in, 224–225  
 on attorneys representing children, 123–143  
 caseload in, 222  
 child client samples, 114–118  
 child outcomes in, 185–186  
 on child representation activities, 145–162  
 community of practice as factor in, 186–188  
 data sources for, 118–121  
 implementation of Six Core Skills in, 181–185  
 limitations on, 179–180  
 local judicial jurisdiction samples, 110–113  
 methodology of, 121–122  
 on multidisciplinary team approach, 189–211  
 practice and policy implications of, 188  
 procedural justice as outcome in, 180–181  
 reflections on findings of, 179–188  
 samples used in, 110–118  
 on Six Core Skills Training, 163–178  
 and statewide systems for child representations, 219–220  
 subjects of, 109–110
- Residential placements, 156, 160
- Resolutions on Foster Care and Adoption (ABA), 31
- Resource Guidelines* (National Council of Juvenile and Family Court Judges), 10, 244, 259
- Respect, in multidisciplinary teams, 208
- Responsibilities  
 attorney activities and assumed-responsibility scale, 157, 158, 161  
 identified by attorneys representing children, 133–136, 140–141
- Review surveys, 147
- Reviews, of court orders, 240, 257
- Right of action, 285



- Right to council, 8, 14  
*Roper v. Simmons*, 60  
 Ross, Nicola M., 141  
 Rotational lists, 121–122  
 Rubber stamping, by judiciary, 30  
 Rule 1.14 (ABA Model Rules of Professional Conduct), 22–25, 75
- “Safe runs,” with coaches, 99  
 Safety assessment activities, 169–171  
 Safety needs, 80  
 Safety plan, 76–77  
 Samples  
   for child representation activities study, 147–148  
   for research studies by QIC-ChildRep, 110–118  
 Satisfaction, job, 138–140, 201  
 SCOMIS database, 119  
 Scope of representation  
   2011 Model Act on, 275–282  
   ABA Standards of 1996 on, 256–257  
   in QIC Best Practice Model, 240  
 Section on Litigation (ABA), 13, 221n.16  
 Self-actualization, need for, 80  
 Service advocacy  
   for children, 134, 141  
   for parents/family members, 135, 136, 183  
 Service requests  
   ABA Standards of 1996 on, 252–253  
   in QIC Best Practice Model, 238–239  
 Services  
   in case planning, 87–88  
   in QIC Best Practice Model, 52–53  
 Settlements, negotiating, 253  
 Sexual behavior, 28  
 SHINES data system, 120  
 Sibling groups, of child clients, 118  
 Sibling placements, 164–165  
 Six Core Skills  
   described, 65–68, 67–68  
   measuring implementation of, 165–166  
   pod meetings and coaching on, 92–94  
   in QIC Best Practice Model, 55  
   QIC Best Practice Model as basis for, 65–67  
   state adoption of, 217  
 Six Core Skills implementation, 95–108  
   actively evaluating needs, 102  
   advance case planning, 102–103  
   advocating effectively, 104–105  
   assessing child safety, 100–102  
   developing case theory, 103–104  
   entering the child’s world, 98–100  
   local systemic challenges in, 105–107  
   method of evaluating, 96  
   and overall value of QIC approach, 96–98  
   in QIC-ChildRep research studies, 181–185  
   research on (*See* Research studies by QIC-ChildRep)  
   as topic in coaching sessions, 95–96  
 Six Core Skills Training, ix, 69–94  
   on actively evaluating needs, 79–81  
   on advance case planning, 86–89  
   on advocating effectively, 83–84  
   agenda and materials for, 69–70  
   on assessing child safety, 75–77  
   attorney behavioral changes after, 169–173  
   and child-level outcomes, 173–177  
   child’s development and effects of trauma in, 72–73  
   constraints on, 66  
   on developing case theory, 79–81  
   emergency placement and removal in, 77–79  
   evaluation of, 92  
   group reflection in, 77  
   Identity Circle Exercise in, 71  
   interviewing and counseling child clients in, 73–75  
   introduction in, 70–71  
   Marco’s Case Exercise in, 77–79, 88–89, 91–92  
   monitoring well-being in, 89–91  
   Non-Adversarial Case Resolution in, 84–86  
   and permanency outcomes, 177–178  
   permanency planning in, 91–92  
   pod meetings and coaching to reinforce, 92–94  
   wrap-up of, 92  
 Six Core Skills Training evaluation study, 163–178  
   attorney behavioral changes in, 169–173  
   child-level outcomes in, 173–177  
   implementation of intervention in, 165–166  
   measuring attorney behavior for, 166–169  
   milestone surveys in, 121  
   permanency outcomes in, 177–178  
   scope and methods used in, 164–165  
 Slowriver, J., 45  
 SMART criteria, for case plans, 86, 87  
 Social desirability bias, 146  
 Social services, court as supervisor of, 5–6  
 Social work, in QIC Best Practice Model, 107–108  
 Social workers  
   agency workers, parents and, 208–210  
   availability of, 132, 133, 140  
   collaboration of attorneys and, 192–193, 198–199, 211, 224  
   contributions of, to MDT teams, 199–200, 201–202, 208  
   in multidisciplinary team study, 190, 197  
   respect for skillset of, 208
- Solo practitioners  
   activity levels of, 156, 157  
   profile of attorneys representing children as, 124, 132, 133, 136, 142–143  
 Special needs, children with, 239, 253  
*Special Populations*, 20n.69  
 Speculative risks, 77  
 Staff attorney offices  
   advantages of, 218–219  
   profile of attorneys representing children at, 124, 132, 133  
   profile of attorneys representing children in, 142  
 Stakeholders, Needs Assessment data from, 37–38  
 Standards of Practice for Lawyers Who Represent Children in Abuse and Neglect Cases (ABA) (1996 ABA Standards), 3, 9, 244–267  
 and 2011 Model Act, 287–290  
 adoption of, 10–11  
 on best interests vs. client-centered approach, 46  
 child law offices’ use of, 42  
 duties and characteristics of attorneys in, 26  
 for enhancing the judicial role in child representation, 259–265  
 policy statement of, 50  
 previous ABA policies related to representation of abused and neglected children, 266–267  
 and QIC Best Practice Model, viii, 51–56  
 standards for child’s attorney, 244–258  
 state adoption of, 217  
 on training, 224  
 training programs in, 33  
 State courts, 3–4, 9  
 State law  
   on attorney appointment in child welfare cases, 112  
   on child representation, 217–218  
   in QIC Needs Assessment, 35–47  
 State reports, to federal government, 39  
 State-wide systems of child representation, 219–220  
 Stated interests, 10  
 Statewide contracting model, 220  
 “Still face” video, 72–73  
 Stotzel, M., 45  
 Support personnel, 30  
 Supportive caseload actions, 265  
 Support(s)  
   administrative, 132  
   financial, 92  
   on multidisciplinary teams, 200  
   Needs Assessment data on, 38, 40, 46  
   organizational, 132–133, 140  
 Substitute-judgment role, 113  
 Swanke, S., 44

- Task importance, 136–138, 141
- Team meetings, 172, 173, 185
- Termination of parental rights, 206, 207
- Testifying, by child, 254–255
- Testimony  
in 2011 Model Act, 284–285  
challenges to, 256
- Theory of case. *See* Case theory
- Threats (Lund & Renne model), 76–77
- Time spent, calculating, 184
- Timing  
of appointment, 115–117, 175–177, 260–261  
of assignment, 176–177  
of child representation activities, 152–154, 159–160  
of contact, 152–154
- Training. *See also* Six Core Skills  
Training  
ABA Standards of 1996 on, 241–242  
for attorneys representing children, 33–34, 224–226  
empirical research on, 44  
in multidisciplinary teams, 197–198  
Needs Assessment data on, 38–40, 46  
in QIC Best Practice Model, 241–242
- Trauma, effects of, 72–73
- Tribal court system, 40
- Trust, building, 27, 85
- “Two Distinct Lawyer Roles” model, 22
- Two Distinct Roles/Bright Line Test* (Donald N. Duquette), 26n.87
- Uniform Law Commission (ULC), 291
- Uniform Representation of Children in Abuse, Neglect, and Custody Proceedings Act* (Barbara Atwood), 21n.70
- Uniform representation rules, 259–260
- United Nations Convention on the Rights of the Child (CRC), 12, 28
- University of Michigan, 196n.34
- University of Michigan Law School, vii, 5
- University of Nevada Las Vegas (UNLV) Conference on child welfare, 12–13, 26, 289, 291.
- See also Recommendations of the UNLV Conference on Representing Children in Families* (UNLV Recommendations)
- U.S. Children’s Bureau, 56, 63, 227  
on child representation, 1–5  
on child representatives, vii  
Child Welfare Information Gateway of, 42  
creation of *QIC-ChildRep* by, vii–viii, 6  
and federal leadership on child representation, 216, 217  
testing of QIC Best Practice Model in, viii–ix
- U.S. Department of Health and Human Services, 290
- U.S. Department of Justice, 291n.22
- U.S. Health and Human Services, 37
- U.S. Supreme Court, bright-line age limits drawn by, 60
- Use of court-appointed advocates to assist in permanency planning for minority children* (S. Abramson), 43
- Validity, external, 113
- Ventrell, Marvin, 16n.41
- Vigorous and active participation of lawyer, 56
- Vulnerabilities (Lund & Renne model), 76
- Wald, Michael, 214, 216
- Walsh, Tamara, 193
- Washington Office of Civil and Legal Aid (OCLA), 114
- Washington State. *See also specific studies*  
attorney samples from, 113–114  
child client samples from, 114–118  
child representation experience of attorneys in, 127–128  
CLE courses of attorneys representing children in, 128  
compensation for attorneys in, 131–132  
data sources for QIC-ChildRep research from, 119–121  
demographics of attorneys in, 125  
evaluation of QIC Best Practice Model in, ix  
job satisfaction and impact ratings by attorneys in, 138  
lack of representation in, 216  
local jurisdictional samples from, 110, 111  
organizational supports for attorneys in, 133  
other types of law practiced by attorneys in, 130  
pod meetings and coaching sessions in, 93  
research findings from, 179–188  
research samples from, 110–118  
responsibilities of attorneys in, 136  
Six Core Skills Training in, 69, 75  
task importance for attorneys in, 136, 138
- Washington State Department of Social and Health Services Children’s Administration, 120
- Weighting, of child’s wishes, 60–62
- Wellbeing, of child, 201
- Wishes of child  
accommodation of, 38, 62–63  
advocacy for, 182–183  
in QIC Best Practice Model, 55  
weighting of, for child with diminished capacity, 60–62
- Withdrawal, of appeal, 241, 258
- Within-subject study design, 195, 196
- Witnesses, child, 255
- Women, Infant and Children program, 216
- Work product, lawyer, 284–285
- Working Group on the Best Interests of the Child and the Role of the Attorney, 12
- Working relationships, strong, 85
- “*You’re My What?*”: *The Problem of Children’s Misperceptions of Their Lawyer’s Roles* (Emily Buss), 17n.49, 25n.87
- Youth Council Meeting, 41
- Zealous attorney representation for children, 11
- Zinn, A.E., 45

