

Microlearning Script #1 – Getting Ready for Your First Interview

(Duration: 5–7 minutes)

Title Slide / Hook

- Text on screen: *“Your first interview sets the tone. Preparation builds confidence.”*
- Narration:

“As a volunteer guardian ad litem, interviewing is one of your most important duties. Before you meet with a child, caregiver, or other adult, let’s walk through the steps to prepare.”

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Identify the **legal duties and limits** for interviewing under RCW 13.34.105 and RCW 13.50.100.
2. Use a **checklist** to prepare your first interview.

3. Apply **bias checks** before asking your first question.

Section 1: Why Preparation Matters (1 min)

- Narration:

“RCW 13.34.105 directs GALs to ‘meet with, interview, or observe the child.’ This is not optional — it’s a duty. Preparation ensures that what you collect is reliable, trauma-informed, and usable in court. Without preparation, interviews risk leading questions, missed details, or cultural missteps.”

Section 2: The Interview Checklist (3 min)

On screen: A visual checklist (pulled from Job Aid #1).

- Narration:

“Here’s the step-by-step checklist you’ll use each time you prepare for an interview. Let’s walk through it.”

1. Review the case file

- Confirm authority, review age and developmental stage, note safety concerns.

2. Plan neutral questions

- Write open-ended stems: *'Tell me about...'* or *'What happened next?'*

3. Arrange logistics

- Safe, private location; interpreter if needed.

4. Bias self-check


- Ask: *"Am I assuming? Am I judging? Am I leading?"*

5. Bring tools

- Note-taking grid; copies of Job Aid #1.

Interactive option: click-to-reveal each step with short explanation.

Section 3: Watch Out For... (1 min)

- On screen:  icons with quick warnings.
- Narration:

"Three common pitfalls:

1. Leading with yes/no questions too early.

2. Ignoring cultural cues like eye contact or food offered.
 3. Mixing observations with interpretations in your notes.
You'll avoid these by using the checklist every time."
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Section 4: Practice Prompt (1 min)

- Narration:

"Imagine you're preparing to meet a 10-year-old. Which of these is the better opening question?"

- On screen:
 - Option A: *'Do you like your foster home?'*
 - Option B: *'Tell me about your day after school.'*

- Correct answer highlight: Option B.

- Narration:

"Open-ended, neutral questions like Option B invite fuller responses without judgment."

Wrap-Up (30 sec)

- Narration:

“Preparation is your foundation. Use the Interview Checklist before every interview. It keeps you neutral, respectful, and ready to hear the child’s voice clearly.”

- Call to action:


“Next, we’ll explore how to build rapport in those first few minutes.”

Assessment (Quick Quiz)

- Q1: Which RCW requires GALs to interview or observe children? (*Answer: RCW 13.34.105*)
- Q2: What is one strategy to check your bias before an interview? (*Answer: Self-questioning, e.g., “Am I assuming?”*)
- Q3: Which is more neutral? ‘*Do you like living here?*’ vs. ‘*Tell me about your morning routine.*’ (*Answer: second option*)

Storyboard For Microlearning

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Title: “Getting Ready for Your First Interview” Background: Child silhouette + notebook icon	“Your first interview sets the tone. Preparation builds confidence.”	Fade-in text, calm intro music.
Learning Objectives (0:30)	Text bullets: • Identify legal duties & limits (RCW 13.34.105, 13.50.100) • Use a checklist to prepare • Apply bias checks	“By the end of this lesson, you will be able to...”	Static slide, highlight objectives one by one.
Section 1: Why Prep Matters (1:00)	Quote callout: “GALs must meet with, interview, or observe the child” (RCW 13.34.105b)	“RCW 13.34.105 directs GALs to interview or observe the child. Preparation ensures reliability, trauma-informed practice, and cultural respect. Without it, you risk leading questions, missed details, or missteps.”	Text fades in as narration plays.
Section 2: Checklist Step 1 (Case File) (0:30)	Checklist icon. Text: “Review the case file”	“First, review the case file: confirm authority, age, developmental stage, and safety concerns.”	Click-to-reveal checklist part 1.

Checklist Step 2 (Neutral Questions) (0:30)	Checklist item highlighted. Example: “Tell me about...” “What happened next?”	“Plan neutral, open-ended questions.”	Click-to-reveal checklist part 2.
Checklist Step 3 (Logistics) (0:30)	Icon: Safe space / interpreter symbol	“Arrange logistics: safe, private location; interpreter if needed.”	Click-to-reveal checklist part 3.
Checklist Step 4 (Bias Self-Check) (0:30)	Text: Self-reflection prompts: “Am I assuming?” “Am I judging?”	“Pause for a bias self-check before starting.”	Click-to-reveal checklist part 4.
Checklist Step 5 (Bring Tools) (0:30)	Icon: notebook, grid, Job Aid #1 handout	“Bring your note-taking grid and copies of Job Aid #1.”	Click-to-reveal checklist part 5.
Section 3: Watch Out For... (1:00)	 icons. Text: • Leading yes/no questions • Ignoring cultural cues • Mixing observations with interpretations	“Three common pitfalls to avoid:...”	Animated warning icons appear with each point.
Section 4: Practice Prompt (1:00)	On screen: Option A: “Do you like your foster home?” Option B: “Tell me about your day after school.”	“Imagine you’re preparing to meet a 10-year-old. Which is the better opening question?” (Highlight Option B)	Multiple-choice click interaction. Correct answer shows green highlight.

Wrap-Up (0:30)	Text overlay: “Preparation = Neutral, Respectful, Ready”	“Preparation is your foundation. Use the checklist before every interview. It keeps you neutral, respectful, and ready to hear the child’s voice clearly.”	Fade-out with calm outro music.
Assessment (Quick Quiz)	Q1. Which RCW requires interviews? Q2. One bias self-check? Q3. Which is more neutral?	Learners answer short multiple-choice / true-false quiz.	Interactive quiz; instant feedback with correct RCW reference.

Microlearning Script #2 – Starting the Conversation: Rapport Basics

(Duration: 5–7 minutes)

Title Slide / Hook

- On screen: A calm image of two people talking at eye level.
- Narration:

“The first few minutes of an interview matter most. Rapport builds trust — and trust opens the door to honest conversation.”

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Use plain language to explain your role as a GAL/VGAL.
2. Apply age-appropriate rapport strategies with children and adults.
3. Recognize cultural considerations in early interactions.

Section 1: Explaining Your Role (1.5 min)

- On screen: Sample script in large text.
- Narration:

“Always start with who you are and why you’re here. For children, keep it simple:

‘My name is Alex. I’m here to listen to what you think and tell the judge what you say.’

Avoid jargon like ‘guardian ad litem.’ For adults, you can expand slightly, but stay neutral:

‘I’m appointed by the court to gather information and share what I hear. I’m not here to take sides.’”

Section 2: Building Comfort with Children (2 min)

- On screen: Icons for toys, drawings, and small talk.
- Narration:

“Children open up when they feel safe. Build comfort before asking big questions:

- Start with small talk: *‘Tell me about your favorite game.’*
- Use their environment: *‘I see you have a poster of dinosaurs — what’s your favorite one?’*
- Give choice when possible: *‘Would you like to sit here or over there?’*

These small steps give children a sense of control.”

Section 3: Rapport with Adults (1.5 min)

- On screen: Two speech bubbles with balanced dialogue.
- Narration:

“With parents or caregivers, rapport comes from respect. Acknowledge their stress without judgment:

‘I know this process can feel overwhelming. My role is to listen and report fairly.’

Stay neutral, even if emotions run high. Listening without reacting defensively builds credibility.”

Section 4: Cultural Considerations (1 min)

- On screen: World icons, handshake, food.
- Narration:

“Rapport also means respect across cultures. In some families, refusing food is rude — in others, it may not be safe to accept. When in doubt, politely explain: *‘Thank you for offering, but I can’t eat while I’m working. I appreciate your kindness.’* With eye contact, adapt: if direct eye contact is uncomfortable in a culture, show attentiveness through body language instead.”

Section 5: Practice Prompt (1 min)

- On screen: Scenario question.
- Narration:

“You’re meeting a 14-year-old for the first time. Which opening builds better rapport?”

- Options:
 - A: *‘So, do you want to live with your mom or dad?’*
 - B: *‘Tell me about what you like to do after school.’*

- Correct answer: B.
- Narration:

“Rapport begins with safe, open questions — not big decisions.”

Wrap-Up (30 sec)

- Narration:

“Rapport is the bridge to meaningful interviews. Explain your role clearly, start small, and respect cultural differences. Next, we’ll dive into questioning techniques that keep your interviews neutral and effective.”

Assessment (Quick Quiz)

- Q1: Why is it important to explain your role in plain language?
- Q2: Give one example of building comfort with a child.
- Q3: How should you respond if offered food during an interview?

Storyboard v1

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Background: Calm image of two people talking at eye level (child + adult silhouette). Text: <i>"Rapport builds trust. Trust opens the door to honest conversation."</i>	"The first few minutes of an interview matter most. Rapport builds trust — and trust opens the door to honest conversation."	Soft background music; fade-in text.
Learning Objectives (0:30)	Bullet points: • Use plain language to explain your role • Apply age-appropriate rapport strategies • Recognize cultural considerations	"By the end of this lesson, you will be able to..."	Each bullet animates in sequence.
Section 1: Explaining Your Role (1:30)	On screen: Sample script text in large font. For child: "My name is Alex. I'm here to listen to what you think and tell the judge what you say." For adults: "I'm appointed by the court to gather information and share what I hear. I'm not here to take sides."	"Always start with who you are and why you're here... Avoid jargon like 'guardian ad litem.'"	Click-to-reveal toggle: "Child script" vs. "Adult script."

Section 2: Building Comfort with Children (2:00)	Icons: toy, crayon, small talk bubble. On screen bullets: • Small talk: “What’s your favorite game?” • Use environment: “Tell me about your poster.” • Give choice: “Sit here or there?”	“Children open up when they feel safe... These small steps give children a sense of control.”	Each bullet appears with animation. Optional audio effect: child laughter.
Section 3: Rapport with Adults (1:30)	On screen: Two speech bubbles showing balanced dialogue. Example text bubble: <i>‘I know this process can feel overwhelming... I’m here to listen fairly.’</i>	“With parents or caregivers, rapport comes from respect... Listening without reacting defensively builds credibility.”	Learners hover over speech bubbles to see “good” vs “poor” rapport examples.
Section 4: Cultural Considerations (1:00)	Icons: globe, handshake, plate of food. Text callout: “Respect varies: food, eye contact, body language.”	“Rapport also means respect across cultures... With eye contact, adapt to cultural comfort while staying attentive.”	Animated “do/don’t” examples.
Section 5: Practice Prompt (1:00)	On screen: Scenario question with two options: A: “So, do you want to live with your mom or dad?” B: “Tell me about what you like to do after school.”	“You’re meeting a 14-year-old for the first time. Which opening builds better rapport?” (Highlight B)	Interactive multiple-choice. Correct answer triggers green highlight + positive feedback.

Wrap-Up (0:30)	Text overlay: “Rapport = Bridge to Meaningful Interviews.”	“Rapport is the bridge to meaningful interviews. Explain your role clearly, start small, and respect cultural differences.”	Outro music fade.
Assessment (Quick Quiz)	Q1. Why explain your role in plain language? Q2. One example of building comfort with a child? Q3. How should you respond if offered food during an interview?	Learners answer short quiz; each has instant feedback.	Quiz format: multiple-choice or short-response.

Microlearning Script #3 – Ask, Don’t Lead: Questioning Skills

(Duration: 5–7 minutes)

Title Slide / Hook

- On screen: Two question bubbles — one says *“Do you like living here?”* (leading), the other says *“Tell me about your home.”* (open).
- Narration:

“The way you ask a question shapes the answer you get. As a GAL, your questions must stay open, neutral, and fair.”

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Distinguish between **open-ended, closed, and leading questions**.
 2. Formulate **neutral question stems** that reduce bias.
 3. Adjust questioning style for different age groups.
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Section 1: Why Questioning Matters (1 min)

- Narration:

“RCW 13.34.105 requires you to bring the child’s voice into court. How you ask questions can either reveal that voice — or distort it. Neutral, open-ended questions let children and adults share their experiences in their own words.”

Section 2: Types of Questions (2 min)

On screen: 3 columns — *Open-Ended, Closed, Leading.*

- Narration:

“Here are the three main question types:

- **Open-Ended:** Invite full stories. Example: *‘Tell me about what happened at school today.’*
- **Closed:** Limited to yes/no. Example: *‘Did you go to school today?’*
- **Leading:** Suggest an answer. Example: *‘You were scared at school, weren’t you?’*

Open-ended questions give the richest, most reliable information.”

Section 3: Neutral Question Stems (2 min)

- On screen: List of question starters.
- Narration:

“To stay neutral, use question stems like:

- *‘Tell me about...’*
- *‘What happened next?’*
- *‘How did you feel when...?’*
- *‘What do you like most about...?’*

Avoid judgment words like ‘good’ or ‘bad.’ Replace *‘Is your foster home good?’* with *‘What do you like or dislike about where you live?’*”

Interactive option: learners click to sort “neutral” vs. “leading” stems.

Section 4: Age-Appropriate Adjustments (1 min)

- Narration:

“Children’s developmental stages shape how you phrase questions.

- Ages 5–7: Keep it simple and concrete. *‘What games do you like to play here?’*
 - Ages 8–12: Invite detail. *‘Tell me about what happens when you get home from school.’*
 - Teens: Respect autonomy. *‘What do you want the judge to know about your situation?’*”
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Section 5: Practice Prompt (1 min)

- On screen: Scenario.
- Narration:

“You’re talking to a 9-year-old. Which question is better?”

- Options:
 - A: *'Do you like your foster parents?'*
 - B: *'Tell me about the people who take care of you.'*

- Highlight correct answer: B.

- Narration:

“B avoids judgment and leaves room for the child’s own words.”

Wrap-Up (30 sec)

- Narration:

“Your role is to listen, not lead. Ask open, neutral questions that honor the child’s voice. Next, we’ll focus on observing and listening between the words.”

Assessment (Quick Quiz)

- Q1: What's the risk of using leading questions?
- Q2: Give one example of a neutral question stem.
- Q3: How should you adjust a question for a 6-year-old vs. a teen?

Storyboard v1

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Split screen: Two speech bubbles. Left: "Do you like living here?" (in red, marked ✗). Right: "Tell me about your home." (in green, marked ✓).	"The way you ask a question shapes the answer you get. As a GAL, your questions must stay open, neutral, and fair."	Light background music. Animate ✗ and ✓ popping in.
Learning Objectives (0:30)	Bullets: • Distinguish open, closed, leading questions • Formulate neutral question stems • Adjust style for different age groups	"By the end of this lesson, you will be able to..."	Each bullet fades in.

Section 1: Why Questioning Matters (1:00)	Callout: <i>“RCW 13.34.105 – Bring the child’s voice into court”</i>	“RCW 13.34.105 requires you to bring the child’s voice into court. How you ask questions can either reveal that voice — or distort it. Neutral, open-ended questions let children and adults share their experiences in their own words.”	Highlight key words: “Reveal” vs. “Distort.”
Section 2: Types of Questions (2:00)	On screen: 3 columns with examples. Column 1: Open-Ended (green highlight). Column 2: Closed (gray). Column 3: Leading (red).	“Here are the three main question types... Open-ended questions give the richest, most reliable information.”	Hover or click over each example to hear explanation.
Section 3: Neutral Question Stems (2:00)	On screen: List of neutral stems: • Tell me about... • What happened next? • How did you feel when...? • What do you like most about...? Example comparison: ‘Is your foster home good?’ ❌ → ‘What do you like or dislike about where you live?’ ✅	“To stay neutral, use question stems like these... Avoid judgment words like ‘good’ or ‘bad.’”	Interactive drag-and-drop: learners sort question stems into “Neutral” vs. “Leading.”

Section 4: Age-Appropriate Adjustments (1:00)	Icons for child, pre-teen, teen. Text examples: • 5–7 yrs: Simple & concrete. • 8–12 yrs: Invite detail. • Teens: Respect autonomy.	“Children’s developmental stages shape how you phrase questions... For teens, respect autonomy by asking what they want the judge to know.”	Learners hover/click each age group to reveal example.
Section 5: Practice Prompt (1:00)	Scenario text: “You’re talking to a 9-year-old. Which question is better?” Options: A: ‘Do you like your foster parents?’ B: ‘Tell me about the people who take care of you.’	“Which question is better?” (Highlight B) “B avoids judgment and leaves room for the child’s own words.”	Multiple-choice click interaction; correct answer turns green.
Wrap-Up (0:30)	Text overlay: “Ask, Don’t Lead.” Subtitle: “Your role is to listen, not lead.”	“Your role is to listen, not lead. Ask open, neutral questions that honor the child’s voice. Next, we’ll focus on observing and listening between the words.”	Outro music fade.
Assessment (Quick Quiz)	Q1: What’s the risk of using leading questions? Q2: One example of a neutral stem? Q3: How would you adjust a question for a 6-year-old vs. a teen?	Learners answer; immediate feedback provided.	Quiz can be built as multiple-choice + short-response.

Microlearning Script #4 – Listening Between the Lines: Observing & Listening Skills

(Duration: 5–7 minutes)

Title Slide / Hook

- On screen: A split screen of two scenes — one child saying “I’m fine” with arms crossed, another relaxed and smiling.
- Narration:

“Words don’t always tell the full story. As a GAL, you must listen between the lines — noticing tone, body language, and context.”

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Identify **nonverbal cues** that may signal comfort, distress, or hesitation.
2. Use **active listening techniques** to build understanding.

3. Document observations neutrally, separating fact from interpretation.

Section 1: Why Observation Matters (1 min)

- Narration:

“Children and adults may hold back information in words — but their body language, tone, or environment often reveal important context. As a GAL, your job is to record what you *see and hear*, not what you assume it means.”

Section 2: Nonverbal Cues to Notice (2 min)

On screen: icons for eyes, posture, hands, environment.

- Narration:

“Pay attention to:

- **Eye contact** — avoidance may signal discomfort, but don’t assume guilt.
- **Posture and movement** — slouching, fidgeting, withdrawal.
- **Tone of voice** — changes in speed, pitch, or hesitation.
- **Environment** — is the child’s room clean, safe, and age-appropriate?

Remember: describe, don’t diagnose. Write *‘Child avoided eye contact when discussing school,’* not *‘Child is lying about school.’*”

Section 3: Active Listening Techniques (2 min)

- On screen: Ear icon + speech bubble.
- Narration:

“Active listening helps interviewees feel heard. Use techniques like:

- **Reflecting back:** *‘You said it was scary — can you tell me more?’*
- **Pausing:** silence gives children space to answer.
- **Minimal encouragers:** small nods, *‘I see,’ ‘Go on.’*
- **Clarifying:** *‘When you said they were mean, what did you mean by mean?’*

These strategies invite deeper responses without judgment.”

Section 4: Documenting What You Observe (1 min)

On screen: Note-taking grid (Quotes | Observations | Interpretations).

- Narration:

“Use your documentation template to separate what you *hear* from what you *see*. Always log:

- Direct quotes.

- Observations of nonverbal cues.
- Your neutral clarifications.

Keeping these separate prevents bias from creeping into your reports.”

Section 5: Practice Prompt (1 min)

- Scenario on screen: A caregiver says, *“Everything’s fine,”* while arms are crossed and voice is tense.
- Question to learner: *“How should this be documented?”*
- Correct Answer: *Observation — ‘Caregiver crossed arms, spoke in tense tone while saying everything was fine.’*
- Narration:

“Describe what you observed, not what you think it means.”

Wrap-Up (30 sec)

- Narration:

“Listening between the lines means watching, hearing, and recording carefully. Separate fact from interpretation — your neutrality protects the child’s voice and the court’s trust.”



Assessment (Quick Quiz)

- Q1: Give one example of a nonverbal cue to observe.
- Q2: What is one active listening technique?
- Q3: Rewrite this interpretation into a neutral observation: *'Child was lying.'*
 - Correct: *'Child avoided eye contact, spoke softly when asked about school.'*

Storyboard v1

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Split screen: Left child says <i>"I'm fine"</i> with arms crossed (closed body language). Right child relaxed & smiling.	"Words don't always tell the full story. As a GAL, you must listen between the lines — noticing tone, body language, and context."	Light background music. Crossfade between the two children.
Learning Objectives (0:30)	Bullets: • Identify nonverbal cues • Use active listening techniques • Document neutrally (fact vs interpretation)	"By the end of this lesson, you will be able to..."	Each bullet animates in.

Section 1: Why Observation Matters (1:00)	<p>On screen: Magnifying glass icon over child silhouette. Text: “Record, don’t assume.”</p>	<p>“Children and adults may hold back information in words — but their body language, tone, or environment often reveal important context. Your job is to record what you see and hear, not what you assume it means.”</p>	<p>Emphasize “record vs assume” in bold callout.</p>
Section 2: Nonverbal Cues to Notice (2:00)	<p>Icons: 👁️ (eye contact), 🧑 (posture), ✋ (hands), 🎵 (tone), 🏠 (environment). Side text examples: • Eye contact: avoidance may signal discomfort • Posture: fidgeting, withdrawal • Tone: speed, pitch, hesitation • Environment: clean, safe, age-appropriate</p>	<p>“Pay attention to... Remember: describe, don’t diagnose. Write ‘Child avoided eye contact when discussing school,’ not ‘Child is lying about school.’”</p>	<p>Learners hover over each icon to reveal explanation.</p>
Section 3: Active Listening Techniques (2:00)	<p>On screen: Ear icon + speech bubbles. Text examples: • Reflecting back: “You said it was scary — can you tell me more?” • Pausing: (silence) • Minimal encouragers: “I see.” “Go on.” • Clarifying: “What did you mean by mean?”</p>	<p>“Active listening helps interviewees feel heard. Use techniques like...”</p>	<p>Each technique reveals with click-to-reveal cards.</p>

Section 4: Documenting What You Observe (1:00)	<p>On screen: Note-taking grid with 3 columns: • Quotes • Observations • Interpretations. Example row: Quote: “Everything’s fine.” Observation: Crossed arms, tense tone. Interpretation: [leave blank].</p>	<p>“Use your documentation template to separate what you hear from what you see. Keeping these separate prevents bias from creeping into your reports.”</p>	<p>Learners drag sample notes into the correct column.</p>
Section 5: Practice Prompt (1:00)	<p>Scenario: Caregiver says “Everything’s fine” with arms crossed & tense voice. Question on screen: “How should this be documented?” Options: A: “Caregiver is hiding something.” B: “Caregiver crossed arms, spoke in tense tone while saying everything was fine.” </p>	<p>“Describe what you observed, not what you think it means.”</p>	<p>Multiple-choice click interaction. Correct answer shows  highlight.</p>
Wrap-Up (0:30)	<p>Text overlay: “Listen. Observe. Stay Neutral.”</p>	<p>“Listening between the lines means watching, hearing, and recording carefully. Separate fact from interpretation — your neutrality protects the child’s voice and the court’s trust.”</p>	<p>Outro fade with calm background music.</p>

Assessment (Quick Quiz)	Q1: Name one nonverbal cue to observe. Q2: One active listening technique? Q3: Rewrite: 'Child was lying' → Neutral observation.	"Child avoided eye contact, spoke softly when asked about school." (Correct answer)	Quiz format: multiple-choice + short-response.
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Microlearning Script #5 – Respectful Interviewing Across Cultures

(Duration: 5–7 minutes)

Title Slide / Hook

- On screen: Montage of families from different cultural backgrounds.
- Narration:

"Every family has its own ways of showing respect, care, and communication. As a GAL, cultural sensitivity keeps interviews fair and builds trust."

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Recognize how cultural differences affect interviewing.
2. Apply strategies for handling food, eye contact, greetings, and personal space.
3. Use respectful language that avoids bias or assumptions.

Section 1: Why Cultural Sensitivity Matters (1 min)

- Narration:

“RCW 13.34.105 requires GALs to bring the child’s perspective to court. To do that, you must connect across cultures. Misinterpreting a family’s norms — like refusing offered food or misreading silence — can harm rapport and reduce accuracy in your report.”

Section 2: Common Cultural Considerations (2.5 min)

On screen: icons for food, eye contact, greetings, personal space.

- Narration:

“Here are four common areas where cultural misunderstandings happen:

- **Food & Drink:** In many cultures, refusing food is rude. You may decline politely: *‘Thank you — I can’t eat while I’m working,*

but I appreciate your kindness.'

- **Eye Contact:** Direct eye contact may be seen as disrespectful. Show attentiveness with body language instead.
- **Greetings & Names:** Some families prefer titles and formal greetings. Wait to be invited before using first names.
- **Personal Space & Touch:** Respect different boundaries; avoid touching children unless culturally expected and clearly welcomed."

Section 3: Language & Interpreters (1 min)

- Narration:

"Always use professional interpreters if language is a barrier. Never rely on a child to interpret. Keep questions short and neutral when using interpreters, and pause often to let them translate accurately."

Section 4: Self-Check for Bias (1 min)

- On screen: Mirror icon.
- Narration:

"Before and after each interview, ask yourself:

- Did I assume anything about this family?
- Did I apply my own cultural 'normal' to their behavior?

- Did I respect their way of showing care and respect?
Practicing cultural humility means staying curious and open, not assuming expertise.”
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Section 5: Practice Prompt (1 min)

Scenario on screen: You’re visiting a home where the caregiver insists you take off your shoes at the door.

- Question: *“What’s the best response?”*
- Options:
 - A: *“That’s not necessary — I’ll keep them on.”*
 - B: *“Of course, thank you for letting me know.”*
- Correct: B.
- Narration:

“Respecting small cultural practices builds big trust.”

Wrap-Up (30 sec)

- Narration:

“Cultural sensitivity protects relationships and the child’s voice. Ask respectfully, adapt when needed, and check your own biases. Next, we’ll look at how to adapt interviews to different developmental stages.”


Assessment (Quick Quiz)

- Q1: Why should you avoid using a child as an interpreter?
- Q2: Give one culturally respectful way to respond if offered food.
- Q3: What’s one question to ask yourself in a cultural self-check?

Storyboard v1

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Montage: families from diverse cultural backgrounds (different clothing, settings, greetings). Text overlay: <i>“Respect builds trust.”</i>	“Every family has its own ways of showing respect, care, and communication. As a GAL, cultural sensitivity keeps interviews fair and builds trust.”	Gentle world-music intro.

Learning Objectives (0:30)	Bullets: • Recognize cultural differences in interviewing • Apply strategies for food, eye contact, greetings, personal space • Use respectful language avoiding bias	“By the end of this lesson, you will be able to...”	Bullets animate one by one.
Section 1: Why Cultural Sensitivity Matters (1:00)	On screen: Quote callout: <i>“RCW 13.34.105 – Bring the child’s perspective to court”</i> . Background: split image — handshake misunderstood vs. handshake respected.	“RCW 13.34.105 requires GALs to bring the child’s perspective to court. To do that, you must connect across cultures. Misinterpreting norms — like refusing offered food or misreading silence — can harm rapport and reduce accuracy in your report.”	Bold highlight: “Connect across cultures.”
Section 2: Common Cultural Considerations (2:30)	Icons: 🍲 (food), 👁️ (eye contact), 🙏 (greetings), ↔ (personal space). Each icon linked to sample text.	“Here are four common areas where cultural misunderstandings happen...” Food: “Thank you — I can’t eat while I’m working, but I appreciate your kindness.” Eye contact: Avoid forcing it. Greetings: Use titles until invited otherwise. Space: Respect boundaries, no touching unless welcomed.	Learners click icons to reveal explanation.

Section 3: Language & Interpreters (1:00)	On screen: Interpreter icon. Text: <i>"Never rely on a child to interpret."</i>	"Always use professional interpreters if language is a barrier. Never rely on a child. Keep questions short, neutral, and pause often for accurate translation."	Scenario photo of interpreter at family interview.
Section 4: Self-Check for Bias (1:00)	Mirror icon on screen. Text prompts: • Did I assume? • Did I apply my normal? • Did I respect their way?	"Before and after each interview, ask yourself... Practicing cultural humility means staying curious and open, not assuming expertise."	Optional learner journal prompt: type one self-check question you'd ask yourself.
Section 5: Practice Prompt (1:00)	Scenario text: <i>"You're visiting a home where the caregiver asks you to take off your shoes."</i> Options: A: "That's not necessary — I'll keep them on." B: "Of course, thank you for letting me know." 	"What's the best response? Respecting small cultural practices builds big trust."	Multiple-choice click interaction. Correct answer highlights green.
Wrap-Up (0:30)	Text overlay: "Respect. Adapt. Stay Curious."	"Cultural sensitivity protects relationships and the child's voice. Ask respectfully, adapt when needed, and check your own biases. Next, we'll look at how to adapt interviews to different developmental stages."	Outro music fade.

Assessment (Quick Quiz)	Q1: Why avoid using a child as an interpreter? Q2: Give one respectful way to respond if offered food. Q3: One question for your cultural self-check?	Learners answer; instant feedback provided.	Mix of multiple-choice + short answer.
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Microlearning Script #6 – From Notes to Neutral Court Reports

(Duration: 5–7 minutes)

Title Slide / Hook

- On screen: A scale of justice with two note pages — one messy, one organized.
- Narration:

“Your notes don’t just guide you — they guide the court. A clear, neutral record builds credibility and keeps the child’s voice at the center.”

Learning Objectives (stated to learner)

By the end of this lesson, you will be able to:

1. Separate **quotes, observations, and interpretations** in documentation.
2. Write neutral summaries without bias or judgment.
3. Apply confidentiality rules from RCW 13.50.100.

Section 1: The Importance of Neutral Reporting (1 min)

- Narration:

“The court relies on your reports to make life-changing decisions. If your notes mix facts with assumptions, the child’s voice may be lost. Neutral reporting means letting the child’s words and your factual observations speak for themselves.”

Section 2: The Three Columns of Documentation (2 min)

On screen: Table with columns labeled **Quotes | Observations | Interpretations**.

- Narration:

“Your template has three sections:

- **Quotes** — word-for-word, inside quotation marks. *‘I don’t like going to school.’*
 - **Observations** — what you saw/heard, not what you think. *‘Child avoided eye contact, spoke softly when asked about school.’*
 - **Interpretations** — neutral clarifications or patterns. *‘Interviewee described three school changes in the past year.’*
- Keeping these separate preserves neutrality.”

Section 3: Writing Neutral Summaries (2 min)

On screen: Example of biased vs. neutral phrasing.

- Narration:

“Compare these two sentences:

- Biased: *‘The child is unhappy in foster care.’*
 - Neutral: *‘Child stated, “I don’t like living here,” and appeared tearful during the discussion.’*
- The neutral version reports facts without labeling feelings.”

Section 4: Confidentiality Reminders (1 min)

- On screen: Lock icon + RCW 13.50.100 citation.

- Narration:

“All notes and reports must remain confidential. Do not share with unauthorized people, even in the community. Store securely, and remove personal identifiers unless required by the court.”

Section 5: Practice Prompt (1 min)

Scenario on screen:

- Note says: *‘Mom is neglectful — house was dirty and she didn’t care.’*
- Prompt: *“How should this be rewritten neutrally?”*
- Corrected version: *“Observed kitchen with dishes piled in sink and food on floor. Caregiver stated, ‘I’ll clean later.’”*
- Narration:

“Neutral documentation sticks to what you observed and what was said.”

Wrap-Up (30 sec)

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Assessment (Quick Quiz)

- Q1: Which section of the template holds direct quotes?
- Q2: Rewrite this biased statement into a neutral one: *‘Child seemed manipulative.’*
- Q3: What law governs confidentiality of GAL records? (Answer: RCW 13.50.100)

Storyboard v1

Scene	Visuals / On-Screen Text	Narration / Audio	Interactions / Notes
Title / Hook (0:30)	Visual: Scale of justice balanced between two note pages — one messy, one neat & organized. Text overlay: <i>“Notes become court reports.”</i>	“Your notes don’t just guide you — they guide the court. A clear, neutral record builds credibility and keeps the child’s voice at the center.”	Gentle intro music.
Learning Objectives (0:30)	Bullets: • Separate quotes, observations, and interpretations • Write neutral summaries • Apply confidentiality rules (RCW 13.50.100)	“By the end of this lesson, you will be able to...”	Each bullet animates in sequence.

Section 1: The Importance of Neutral Reporting (1:00)	On screen: Courtroom gavel and open notebook. Text: <i>"Neutral = Child's Voice Heard."</i>	"The court relies on your reports to make life-changing decisions. If your notes mix facts with assumptions, the child's voice may be lost. Neutral reporting means letting the child's words and your factual observations speak for themselves."	Fade emphasis on <i>facts vs assumptions</i> .
Section 2: The Three Columns of Documentation (2:00)	On screen: Table with three columns: Quotes	Observations	Interpretations. Example entries appear as narrator reads.
Section 3: Writing Neutral Summaries (2:00)	Split screen: Left box (red ✖) – <i>"The child is unhappy in foster care."</i> Right box (green ✔) – <i>'Child stated, "I don't like living here," and appeared tearful during the discussion.'</i>	"Compare these two sentences... The neutral version reports facts without labeling feelings."	Learners click to reveal neutral rewrite.

Section 4: Confidentiality Reminders (1:00)	On screen: Lock icon + text: <i>"RCW 13.50.100 – Confidential Records".</i>	"All notes and reports must remain confidential. Do not share with unauthorized people, even in the community. Store securely, and remove personal identifiers unless required by the court."	Flash warning symbol for "Do not share."
Section 5: Practice Prompt (1:00)	Scenario text: <i>'Mom is neglectful — house was dirty and she didn't care.'</i> Options: A (biased): "Mom is neglectful."  B (neutral): "Observed kitchen with dishes piled in sink and food on floor. Caregiver stated, 'I'll clean later.'" 	"How should this be rewritten neutrally? Neutral documentation sticks to what you observed and what was said."	Multiple-choice interaction; correct version highlights green.
Wrap-Up (0:30)	Text overlay: "Neutral Notes = Trusted Reports."	"Your documentation is the bridge between the interview and the court. Keep quotes, observations, and interpretations separate, and always stay neutral. The court — and the child — depend on your accuracy."	Outro fade.

Assessment (Quick Quiz)	Q1: Which section holds direct quotes? (Answer: Quotes) Q2: Rewrite: "Child seemed manipulative" → "Child changed answers several times during questioning." Q3: What law governs confidentiality of GAL records? (Answer: RCW 13.50.100)	Learners answer with instant feedback.	Quiz format: multiple-choice + short-response.
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Module Framework Using Gagné's 9 Events

Module 1: Basics of Non-Biased Interviewing

1. **Gain Attention** → Short scenario video (NotebookLM-generated): "Two interview notes: one biased, one neutral. Which one is correct?"
2. **Inform Learners of Objectives** → State: "You will learn to separate facts, quotes, and interpretations."
3. **Stimulate Recall of Prior Learning** → Quick H5P Quiz (identify neutral vs biased statement).
4. **Present the Content** → Diagrams chunked: 3 columns (quotes, observations, interpretations).
5. **Provide Learning Guidance** → Downloadable checklist (neutral phrasing tips).
6. **Elicit Performance (Practice)** → H5P drag-and-drop: Sort interview notes into correct columns.
7. **Provide Feedback** → Immediate corrective feedback.
8. **Assess Performance** → End-of-module multiple-choice quiz.
9. **Enhance Retention/Transfer** → Job aid "Neutral Reporting Quick Reference."

Module 2: Cultural Sensitivity in the Home Visit

1. **Gain Attention** → Short “dilemma video”: Shoes off at the door?
2. **Objectives** → “By the end, you will handle cultural differences with respect and impartiality.”
3. **Recall** → Ask: “Think of a time you visited a culturally different household.” (H5P free-text reflection).
4. **Content** → Whiteboard diagrams: Eye contact, shoes, food customs.
5. **Guidance** → Instead of a chatbot: Use **H5P branching scenario hints** (mentor “pop-ups” with guidance text).
6. **Performance** → Branching scenario: Declining food respectfully without offending.
7. **Feedback** → Explanations tied to best practice.
8. **Assessment** → Quiz with situational questions.
9. **Retention** → Printable cultural sensitivity etiquette sheet.

Module 3: Confidentiality & Documentation (RCW 13.34.105 / 13.50.100)

1. **Attention** → Video intro: “Imagine you’re offered confidential records—what do you do?”
2. **Objectives** → Learners will recognize what can/cannot be shared under RCWs.
3. **Recall** → Ask: “What’s your current understanding of confidentiality?”
4. **Content** → Diagrams breaking down confidentiality rules.
5. **Guidance** → **Interactive decision tree** (H5P Course Presentation): Mentor-style text guidance.
6. **Performance** → Drag-and-drop: Sort what info can/cannot be disclosed.
7. **Feedback** → Instant explanation referencing RCWs.
8. **Assessment** → Quiz set (3–4 scenario questions).
9. **Retention** → One-page “Confidentiality Rules at a Glance.”

Module 4: Trauma-Informed Interviewing

1. **Attention** → Short animation: Child avoids eye contact and withdraws. “How would you respond?”
2. **Objectives** → Learners will identify trauma-informed practices.
3. **Recall** → Quick poll: “What makes a child feel safe?”
4. **Content** → Diagrams: Safe environment, choice, empowerment.
5. **Guidance** → Use **voiceover mentor tips** (“Remember: pacing matters, silence is okay.”).
6. **Performance** → H5P branching scenario: Respond to a child avoiding questions.
7. **Feedback** → Corrective + empathetic response tips.
8. **Assessment** → Quiz set: best/worst trauma-informed practices.
9. **Retention** → Job aid: “5 Trauma-Informed Principles.”

Module 5: Working with GAL Mentors & Support Systems

1. **Attention** → Video vignette: New VGAL hesitates to ask mentor for help.
2. **Objectives** → Learners will know how/when to seek support.
3. **Recall** → Ask: “Have you ever hesitated to ask for help?”
4. **Content** → Diagrams: Supervisor, GAL, AI micro-coach (if available).
5. **Guidance** → H5P text pop-up: Example mentor phrases (“Here’s how you might ask your GAL for clarification.”).
6. **Performance** → Role-play (branching): Ask for help in a respectful, efficient way.
7. **Feedback** → Example mentor response with reinforcement.
8. **Assessment** → Quiz: Identify appropriate vs inappropriate times to escalate.
9. **Retention** → Downloadable “Support Pathways Flowchart.”

Module 6: Case Reporting & Court Readiness

1. **Attention** → Video intro: “The judge is about to read your report—how confident are you?”
2. **Objectives** → Learners will write accurate, impartial reports for court.
3. **Recall** → Quick reflection: “What’s the hardest part of writing reports?”
4. **Content** → Diagrams of report structure (facts, child’s voice, compliance with RCWs).
5. **Guidance** → **Embedded example report** with highlighted best practices.
6. **Performance** → H5P fill-in-the-blank: Write one neutral statement based on a scenario.
7. **Feedback** → Compare learner’s statement to model answer.
8. **Assessment** → Quiz: Spot errors in a sample report.
9. **Retention** → Downloadable “Neutral Court Reporting Template.”