Our Simulations:

Katie Anderson (Disclosure)

This simulation focuses on best practices (e.g., minimal facts interviewing, mandated reporting, and investigative interviewing) following an accidental disclosure of sexual abuse in a school setting.

Caleb Perez (Emergency Medical)

This simulation focuses on developing best practices pertaining to a child abuse and neglect investigation, starting with initial observations made by a nurse during an Emergency Room visit and subsequent investigative activities by MDT members.

Hailey Miller (Investigation)

This simulation focuses on processes involved in a child abuse and neglect investigation, starting with a mandated report and ending with simulated investigation activities (i.e., home visit, interview with family members).
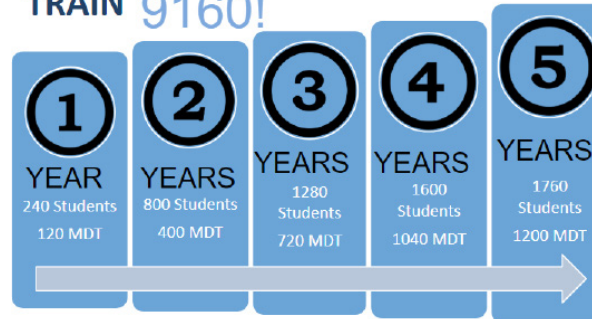
Sammi Green (Forensic Process)

This simulation focuses on the forensic investigation process in more depth, exploring the multidisciplinary team and their roles within the legal process, including how forensic interviews conducted at a Child Advocacy Center contribute to the investigation.

Our Goals:

TRAIN 9160!

1 YEAR	2 YEARS	3 YEARS	4 YEARS	5 YEARS
240 Students 120 MDT	800 Students 400 MDT	1280 Students 720 MDT	1600 Students 1040 MDT	1760 Students 1200 MDT

How to Become a Facilitator:

- Participate in an informational webinar.
- Gather or join a local team of educators and trainers
- Submit an application with your team
- Attend two in-person learning sessions (a total of five days)
- Join monthly consultation calls for one year.
- Facilitate two simulations per year with fidelity in courses and/or community trainings.
- Implement FORECAST evaluations in courses and trainings.

NCTSN — The National Child Traumatic Stress Network

CHILDREN'S ADVOCACY SERVICES of GREATER ST. LOUIS

UIS

SAMHSA — Substance Abuse and Mental Health Services Administration
www.samhsa.g...

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forecast

FOUNDATIONS FOR OUTREACH THROUGH EXPERIENTIAL CHILD ADVOCACY STUDIES TRAINING

Project FORECAST

Creating a Trauma-Informed Workforce

August 7th-9th, 2019 January 23rd-24th, 2020

Hosted at San Diego State University

Informational Webinar Registration:

http://bit.ly/FORECASTWebinar6

For questions regarding Project FORECAST please don't hesitate to reach out to us via email (forecast@umsl.edu) or via phone (314-516-6798).

Vision:

Project FORECAST will create a child-serving workforce capable and competent at responding to trauma in a manner that promotes resiliency and reduces further trauma.

Mission:

Project FORECAST will provide simultaneous training to undergraduate university students and community professionals in Problem-Based Learning Simulations (PBL-S) to develop the workforce's Trauma Informed Experiential Reasoning Skills (TIERS).

As a Facilitator you will:

Implement Problem-Based Learning Simulations in either:

- Existing higher education courses such as:
  - Perspectives on Child Maltreatment
  - Foundations of Sociological Practice
  - Doctoring Skills
  - Understanding Trauma in the Classroom
  - Human Growth and Development
- Community trainings for individuals in child serving professions such as:
  - Child Protection
  - Law Enforcement
  - Education and Early Education
  - Juvenile Justice
  - Medicine
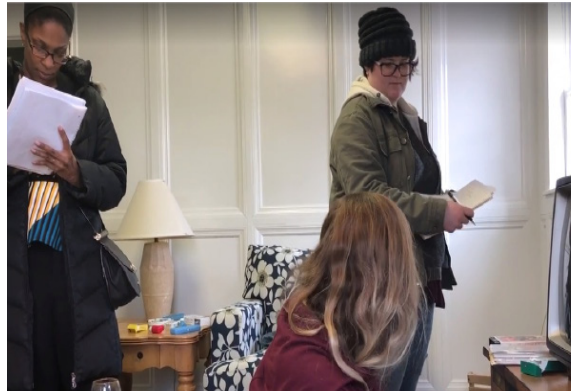
"The students were very engaged and asked that we do more simulations in classes...I am so excited about the opportunities gained from the FORECAST training."
-FORECAST Facilitator

"I'm really glad I learned more about the investigation process as a whole. Additionally, it was awesome to see where my skills can come to life... I couldn't imagine any other method being nearly as effective in helping me learn the core concepts."
-Student Trainee

"Given that we were able to put into practice what was taught initially, I would say this is likely THE most effective way to help someone grasp the learning objectives."
-Community Trainee

The 12 Core Concepts:

The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families were developed by the NCTSN Core Curriculum Task Force during an expert consensus meeting in 2007. The concepts provide a breadth of coverage regarding conceptual points that should be carefully considered by providers and systems working to assess, understand, and support trauma-exposed children, families, and communities using trauma-informed approaches.

TIERS:

When the objective is to create communities that respond effectively to and prevent further childhood trauma, it is essential to equip the child serving workforce with skills necessary to accomplish that goal. The Trauma-Informed Experiential Reasoning Skills (TIERS) outline aspirational competencies for multidisciplinary team members across many professional sectors.

Problem-Based Learning:

PBL is a learner-centered approach in which participants learn about a subject by working in groups to solve open-ended problems. Rather than lecturing on material and then having participants apply the information to a problem, participants are provided with the problem first. A PBL facilitator then guides the participants through a series of steps designed to help them examine and define the problem, identify relevant information, develop hypotheses about the nature and cause of the problem, identify and evaluate possible solutions, and determine what further information they need to address the problem effectively.