



**forecast**

# A Snapshot and Invitation

**UMSL**

A PARTNER IN  
**NCTSN**

The National Child  
Traumatic Stress Network





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**NCTSN**

The National Child  
Traumatic Stress Network



NATIONAL  
CHILDREN'S  
ALLIANCE®

**UMSL**



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NATIONAL CHILD  
PROTECTION TRAINING CENTER



# The Vision?

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

# The Mission?

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

# Key Elements

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- Empowering facilitators to train students and existing workforce members to:
  - **KNOW-** *The 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families* (NCTSN)
  - **DO-** Trauma-Informed Experiential and Reasoning Skills (TIERS)
  - **THROUGH-** Problem-Based Learning Simulations

# FORECAST Facilitator Expectations/Commitments:

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- Attend both FORECAST Learning Sessions:
  - San Diego State, August 7-9
  - San Diego State, January 23-24
- Participate in monthly web-based video consultations
- Train using PBL-S techniques twice annually until Fall 2021
- Support participant completion of the FORECAST evaluation measures
- Share basic data for quarterly reports

# What you will be able to do:

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- Facilitate one of four simulations with university students or existing workforce members
- Simulations focus on:
  - Responding to a Disclosure of Abuse
  - Risk Assessment and Safety Planning
  - Child Abuse and Neglect Investigation
  - Legal Process and Investigation after a Disclosure



# Child Abuse and Neglect Investigation: Introduction

## Instructional Aims

○ rient the participants to the characters of the simulation and the initial cause for concern.

## Learning Objectives

- Participants will learn to review professional documentation and distill information that would contribute to investigation planning.
- Participants will demonstrate critical thinking skills to generate hypotheses pertaining to available case information.
- Participants will identify anticipated child protection processes relevant to the case.


## Primary Core Concepts Addressed

### **Core Concept #4: Wide reaction range**

Due to the variety of functional difficulties Hailey is described as experiencing (i.e., attentional difficulties, enuresis, academic difficulties, and timidity), this core concept is primary during this section of the simulation. It is important to facilitate awareness of how these difficulties could be indicative of exposure to child abuse and neglect.

clothing and hair), Hailey's current safety is of critical importance. Facilitators need to direct attention to how these safety concerns may inform investigation planning and influence CPS response to the situation. Facilitators should also encourage participants to consider how Hailey might be viewing her safety in the current situation and how CPS response could influence her sense of safety.


## Secondary Core Concepts


 **Core Concept #11: Social contract**  
By disclosing her physical abuse to the school nurse, Hailey has placed a significant amount of trust in how the nurse will address the situation. Once the nurse made the hotline report, the keeping of that trust has been passed on to CPS. Facilitators should encourage participants to consider how Hailey will perceive subsequent school and/or CPS responses through the lens of this perceived social contract.

### **Core Concepts #12: Providers in distress**

Staff at Hailey's school have experienced a potentially traumatizing experience due to their interactions with Hailey. They have had to confront the possibility that a child in their school

## Primary TIERS Addressed

 **TIER #2 Trauma-informed knowledge**  
The background information allows participants to apply some of their fund of general knowledge about traumatic stress to the characters within the simulation. Facilitators should encourage participants to consider potential physical, emotional and behavioral indicators of trauma as they generate facts found within the background information. Facilitators can also guide participants to identify relevant risk factors for trauma and generate hypotheses about how those risk factors might have made Hailey vulnerable to abuse.

 **TIER #7 System collaboration**  
As participants familiarize themselves with Hailey's background, facilitators can encourage them to anticipate which child serving systems may have been involved with the Miller family previously. Likewise, participants can predict which multidisciplinary team members may need to be involved and what roles they might play.



# Module 1: Students Review Documents

- Background history, incident, photo
- Child Abuse/Neglect Hotline Report
- Kindergarten Progress Note

Print      **SUSPECTED CHILD ABUSE REPORT**      Reset Form

To Be Completed by **Mandated Child Abuse Reporters**  
 Pursuant to Penal Code Section 11166

CASE NAME: Miller  
 CASE NUMBER: 592-1612

PLEASE PRINT OR TYPE

<b>A. REPORTING PARTY</b>	NAME OF MANDATED REPORTER Carol Hathaway		TITLE School Nurse		MANDATED REPORTER CATEGORY Nursing	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Weston Elementary School, Anytown, USA 63123				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ( 314 ) 555-5555		SIGNATURE			
<b>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY Child Protective Services			
	<input checked="" type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS 122 Welfare Lane		DATE/TIME OF PHONE CALL 11:15AM	
	OFFICIAL CONTACTED - TITLE Ms. Weiss, Social Worker				TELEPHONE ( 314 ) 555-6666	
<b>C. VICTIM</b> One report per victim	NAME (LAST, FIRST, MIDDLE) Miller, Hailey			BIRTHDATE OR APPROX. AGE 5-years-old		SEX F
	ADDRESS 115 West Monroe Avenue, Anytown, USA 63123			TELEPHONE ( 314 ) 555-1212		ETHNICITY
	PRESENT LOCATION OF VICTIM Weston Elementary School			SCHOOL Weston Elementary		CLASS
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		GRADE K
	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME    English		
	IN FOSTER CARE? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO			IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE) <input checked="" type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input checked="" type="checkbox"/> SEXUAL <input checked="" type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)
RELATIONSHIP TO SUSPECT Daughter			PHOTOS TAKEN? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> UNK	

# PBL Cycle

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## PBL Worksheet Grid

<p><b>Important Facts</b></p> <p>A list of salient (most important) information. Add to the list as you move through each section of the case.</p>	<p><b>Hunches &amp; Hypothesis</b></p> <p>Your clinical impression drawn from available facts. Add or remove hypotheses from this list as you learn more facts that either support or "rule out" your initial hunches.</p>
<p><b>Next Steps</b></p> <p>Describe what you would want to do next based on evidence currently available and the meaning you draw from it thus far.</p>	<p><b>Learning Issues</b></p> <p>Things you would like to research, learn more about. (The goal: to foster healthy scientific curiosity &amp; to foster the habit of regularly updating one's knowledge and skills.)</p>

# Module 2: Documentation Review #2

- Previous CPS Records
- Exposure to professional documentation
- Practice identifying pertinent facts
- Discuss in small groups

STATE DEPARTMENT OF SOCIAL SERVICES CHILDREN'S DIVISION Safety Assessment		Case Name: Miller	Safety Threshold Criteria			
		Case/Call Number: 573-1598	s p e c i f i c o b s e r v a b i l e	o u t o f c o n t r o l	l i k e l y s e r i o u s h a r m	p r e s e n t o r n e a r f u t u r e
		Date completed:				
Participant being assessed: Eve and Alan Miller		Children involved: Jonah Miller; Hailey Miller				
<p><b>Safety Factor Identification:</b> Based on an analysis of the identified threat of danger to each vulnerable child and the caregiver's capacity to keep the child safe check "unsafe" when the household conditions meet the <i>Safety Threshold Criteria</i></p>						
1. Child(ren) is in danger because parent/caregiver's behavior is violent or out of control. List Vulnerable Children:		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
2. Parent/caregiver describes or acts toward child(ren) in predominantly negative terms or has extremely unrealistic expectations. List Vulnerable Children: Jonah Miller-- mother describes Jonah as "wild child" who refuses to sleep when she sleeps and "escapes" when she naps		<input type="checkbox"/> Safe <input checked="" type="checkbox"/> Unsafe				
3. Parent/caregiver caused serious physical harm to the child(ren) or has made a plausible threat to cause serious physical harm. List Vulnerable Children: Mild bruising consistent with spanking was observed on back of Jonah's thighs		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
4. The parent/caregiver's explanation of an injury to a child(ren) is inconsistent with the nature of the injury and/or there are significant discrepancies between explanations given by parent/caregiver, other household members, or collateral contacts. List Vulnerable Children: NA		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
5. Parent/caregiver is currently refusing access to child(ren) or has refused access to child(ren) on prior interventions. List Vulnerable Children: NA		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
6. Parent/caregiver has not, will not, or is unable to provide supervision necessary to protect child(ren) from potentially serious harm. If "yes," is the parent/caregiver's lack of supervision due to: <input type="checkbox"/> Parent/caretaker's physical, mental health or cognitive incapacity <input type="checkbox"/> Child's physical, mental health or cognitive incapacity <input checked="" type="checkbox"/> Alcohol or other drug use <input type="checkbox"/> Hospitalization <input type="checkbox"/> Incarceration <input checked="" type="checkbox"/> Domestic Violence <input type="checkbox"/> Other _____ Mother reports father "passes out drunk" regularly and has been violent to her and threatened children List Vulnerable Children: Jonah Miller, Hailey Miller		<input type="checkbox"/> Safe <input checked="" type="checkbox"/> Unsafe				
7. Parent/caregiver is unwilling, or is unable, to meet the child(ren)'s imminent needs for food, clothing, shelter, and/or medical or mental health care. If "yes," are the child(ren)'s basic needs unmet by the parent/caregiver due to: <input type="checkbox"/> Parent/caretaker's physical, mental health or cognitive incapacity <input type="checkbox"/> Child's physical, mental health or cognitive incapacity <input type="checkbox"/> Alcohol or other drug use <input type="checkbox"/> Hospitalization <input type="checkbox"/> Incarceration <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Other _____ List Vulnerable Children:		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
8. Child(ren) is fearful of parent/caregiver, other family members, or other people living in or having access to the home. List Vulnerable Children:		<input checked="" type="checkbox"/> Safe <input type="checkbox"/> Unsafe				
9. The child(ren)'s physical living conditions are hazardous and immediately threatening						

# Module 3: Home Visit





# Module 4: Interview the Parents

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- Students play professional role of Law Enforcement and Children's Division who interview the "parents"
- Parents are typically played by actors, with extensive background information provided
- Students listen for information and look for trauma-informed skills
- Always end with a "de-role"



# Next Steps

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1. Questions?
2. Develop your teams (ideally a minimum of 2 university instructors and 2 community trainers)
3. Let us know if you would like an application
4. Reach out to us with any follow-up questions ([forecast@umsl.edu](mailto:forecast@umsl.edu))