

APSAC's 28th Colloquium

Thursday, July 15th

- 40.6 10:45 AM – 12:00 PM **Explicit Bias and Racism - Be A Child Advocate and Antiracist**
1. Participants will define examples of generational trauma based upon systemic racism and present discriminatory practices.
 2. Participants will learn of the consequences of discrimination against children of color.
 3. Participants will learn of inequities in healthcare and juvenile justice systems that demonstrate explicit bias.
 4. Participants will discuss steps that can be taken by professionals to stand up for children and families who fear retaliation by therapeutic or educational systems.
- 41 12:15 PM – 1:45 PM **The Role of eLearning in Keeping Children Safe: A case study on developing online sexual abuse prevention education**
1. Audience members will gain important knowledge based on recent research to directly apply to their practice.
 2. Audience members will be able to describe some of the most important research in the child maltreatment, child welfare, and mental health fields and why it is important.
 3. Audience members will describe at least one research-supported strategy for improving diversity and equity in their practice.
- 42 12:15 PM – 1:45 PM **Why Colorblindness Does Not Work: Creating and Sustaining Culturally Competent Interpersonal and Sexual Violence Program**
1. Participants will be able to differentiate between typical, concerning and problematic sexual behavior.
 2. Participants will recognize the impact that systematic racism has had on children with problematic sexual behavior and their families.
 3. Participants will be able to identify appropriate, evidence-based treatment for children with problematic sexual behavior.
 4. Participants will learn about current myths surrounding children with problematic sexual behavior and be able to differentiate those from the truth about this population. This will lead to a greater understanding of equitable treatment for these children versus a focus strictly on punishment.
 5. Participants will be able to identify qualities within their community that will indicate readiness to move toward supporting this population."
- 43 12:15 PM – 1:45 PM **We're Just Going to Talk: Presenting Your Case in Opening Statements and Closing Arguments in Cases of Child Abuse**

- 44 12:15 PM – 1:45 PM **Youth with Problematic Sexual Behaviors: Making Decisions Based on Facts Rather Than Misconceptions**
1. Participants will learn common misconceptions about child sexual abuse prevention efforts.
 2. Participants will learn of short game (immediate) prevention strategies that work to prevent child sexual abuse.
 3. Participants will learn of long game (generational change) prevention strategies that can create lasting change in safety for children.
 4. Participants will strategize how to be equitable and inclusive in both the short and long-range strategies.
- 45 12:15 PM – 1:45 PM **Trauma in Testing: Accounting for Trauma and Marginalization in Psychological Evaluations**
1. Participants will be able to identify common symptom patterns that arise on commonly used assessment measures, including the Personality Assessment Inventory- Adolescent, Rorschach-Performance Assessment System, Pediatric Behavior Rating Scale, Behavior Assessment Scale for Children, and Beck Youth Inventories, in children with trauma.
 2. Participants will be able to discuss the scales on the Trauma Symptom Checklist for Children.
 3. Participants will be able to discuss the overlap between trauma symptoms and diagnoses such as attention-deficit/hyperactivity disorder, oppositional defiant disorder, conduct disorder, bipolar disorder, disruptive mood dysregulation disorder, and developmental delays.
- 46 2:30 PM – 4:00 PM **Why We Must Have a Long Game in Child Sexual Abuse Prevention**
1. Articulate contraindications and clinical issues to consider before using mindfulness-based interventions when treating traumatized adolescents.
 2. Describe several mindfulness exercises used in ITCT-A.
 3. Explain three personal benefits of practicing mindfulness for therapists.
- 47 2:30 PM – 4:00 PM **You Can Trust Me! How Child Molesters Groom Caregivers and Children**
- 49 2:30 PM – 4:00 PM **Creating Community Through the Power of Story, Becoming a Part of the Change**
1. Participants will be able to explain the unique complexities and risks for child sexual abuse in competitive sports.
 2. Participants will be able to identify gaps in child safety knowledge among coaches and staff who work in youth sports.
 3. Participants will be able to apply best practices in child sexual abuse prevention to working with local sports clubs.
- 50 2:30 PM – 4:00 PM **Development, Memory and Trauma: A Trifecta**
1. Participants will understand the connection between racism, oppression and the multidimensional aspects of trauma.

2. Participants will understand the connection between marginalized communities and the increased risk for child abuse, sexual violence, domestic violence and ensuing trauma.
3. Participants will understand how institutions such as the criminal justice system, the educational system and the mental health systems can contribute to the trauma of oppressed and marginalized communities.
4. Participants will learn how to utilize a more oppression-informed approach when providing assessments, treatment plans and interventions.
5. Participants will learn how a 'Social Liberation Framework' for working with victims of marginalized communities can bring better outcomes when working with victims of trauma from family, relationship and sexual violence.

| | | |
|----|-------------------|---|
| 51 | 4:15 PM – 5:15 PM | <p>Athletes are Children First: A pilot project to prevent child sexual abuse in the sport of gymnastics</p> <ol style="list-style-type: none"> 1. Participants will identify three treatment components and related interventions of ITCT that focus on trauma and attachment/relational processing with children and adolescents impacted by complex trauma. 2. Participants will identify at least three ways interventions to increase affect regulation skills and facilitate more secure attachments in traumatized children, adolescents, and their caretakers. 3. Participants will identify three ways to facilitate greater racial diversity, equity, and inclusion in utilizing ITCT with underserved, marginalized populations. |
| 52 | 4:15 PM – 5:15 PM | <p>Understanding and Implementing the Indian Child Welfare Act: Lessons from the Last Frontier</p> <ol style="list-style-type: none"> 1. Identify four areas in which MDTs and CACs can enhance professional response to children with PSB and their families. 2. Learn how to use assessment and treatment to support an integrated response to cases of children with PSB by MDTs and CACs. 3. Discuss common misperceptions about PSB that can lead to bias in approaching and assessing these cases; and 4. Provide available resources that support MDTs and CACs to provide a comprehensive response to children with PSB, recipient children, and their families. |
| 53 | 4:15 PM – 5:15 PM | <p>Integrative Treatment of Complex Trauma in Children and Adolescents: Adaptations for Challenging Times</p> |
| 54 | 4:15 PM – 5:15 PM | <p>Children with Problematic Sexual Behavior: Recommendations for the MDT and CAC Response</p> |
| 55 | 4:15 PM – 5:15 PM | <p>Interview and Interrogation of Child Abuse Suspects</p> |