

APSAC's 28th Colloquium

Tuesday, July 13th

- 0.1 10:45 AM – 12:00 PM **The SAGE Charles T. Hedrix Keynote: Strengthening Families Using a Racial Equity Lens**
1. Attendees will recognize the importance of cultural and racial differences in questioning children.
 2. Attendees will learn how to avoid pitfalls in questioning children about time and number.
 3. Attendees will learn how to avoid pitfalls in questioning children about the mechanics of abuse.
- 1 12:15 PM – 1:45 PM **Reducing Racial Disparities in Child Welfare**
1. Identify different racial equity strategies that are being used within child welfare and driving change across the country.
 2. Recognize the critical role of utilizing disaggregated data as a basis for analysis and decision-making.
 3. Demonstrate knowledge of power differentials and the importance of utilizing people with lived experience in any race equity initiative.
 4. Describe the most effective leadership traits needed to inspire and lead systemic anti-racism efforts.
- 2 12:15 PM – 1:45 PM **Racism and Bias in Child Abuse Medical Diagnosis and Reporting**
1. Review national statistics regarding associations of race and ethnicity with child maltreatment reports.
 2. Describe racism and bias in child abuse medicine including how it can affect pediatric patients, medical diagnosis, and mandated reports.
 3. Discuss case examples and explore potential steps to reduce racism and bias in healthcare for child maltreatment.
- 3 12:15 PM – 1:45 PM **Trauma-Focused Cognitive Behavioral Therapy for Youth with Parental Substance Abuse**
1. Describe how to apply Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for youth with traumatic grief reactions related to parental substance abuse
 2. Describe how to apply TF-CBT for youth with traumatic separation reactions related to parental substance abuse
 3. Describe the potential layering impact of racial trauma for African American youth with parental substance abuse
- 4 12:15 PM – 1:45 PM **Striking a Balance: A Culturally Compassionate Look at Corporal Punishment and How We End It**

1. Identify frequent points of controversy surrounding corporal punishment in the African American community and understand how this community may be disproportionately beleaguered for their disciplinary practices.
2. Recognize the psychological, behavioral, and educational consequences of corporal punishment.
3. Examine alternative discipline strategies and compare their effectiveness.
4. Discuss barriers to implementation of alternative discipline strategies.
5. Adapt outreach efforts to meet specific needs and concerns of the African American community.

5 12:15 PM – 1:45 PM

Affirming Support is Best Practice: Strategies for Forensically Interviewing LGBTQ+ Youth

1. Explain the differences between sexual orientation, gender identity, and gender expression
2. Articulate key considerations for the forensic interview process, from pre-planning to case consultation
3. Present engagement and questioning strategies for obtaining forensically necessary information in a supportive, affirming manner.

6 2:30 PM – 4:00 PM

Reimagining Child Advocacy Centers as Anti-Racist: A Call to Action

1. Identify the necessity of anti-racism work in child advocacy centers
2. Learn about the framework used in New York City's child advocacy centers for advancing inclusion and equity
3. Gain examples of practices that can be implemented in your child advocacy center

7 2:30 PM – 4:00 PM

You can't make this stuff up: unusual, interesting and sometimes bizarre cases of suspected abuse

1. Identify historical and clinical features that are suspicious for child maltreatment.
2. Understand biomechanics of maltreatment injuries.
3. Demonstrate an understanding of the importance of a multidisciplinary approach to child maltreatment.

8 2:30 PM – 4:00 PM

How Racist, Homophobic and Other Targeted Violence Against Children Affects Brain Development and Mental Health

1. To understand how the brain builds and develops with and without targeted violence in childhood and adolescence.
2. To examine how racism, homophobia and other forms of targeted violence impact the three pillars of health (sleep, play and nutrition functioning) that affect brain development and behavior
3. To discover how marginalization and oppression through violence increase risk of loneliness and decrease healthy attachment that both then negatively impact brain development.
4. To apply the brain science of violence and maltreatment to research-informed practice with children and adolescents.
5. To utilize brain science research to argue for anti-oppressive policies in settings beyond the microsystem, such as schools, communities, family service agencies, social welfare systems, law, and policy.

9	2:30 PM – 4:00 PM	<p>The People in Your Neighborhood: Victimization and Sexual Minority Youth</p> <ol style="list-style-type: none"> 1. Participants will understand what puts sexual minority victims at greater risk for victimization 2. Participants will discuss reasons why sexual minority youth may fail to disclose their abuse 3. Participants will learn skills to improve their response to sexual minority youth
10	2:30 PM – 4:00 PM	<p>Forensic Interviewing: Variations on the single interview model</p> <ol style="list-style-type: none"> 1. To apprise participants of new research supporting more than a single interview. 2. To describe case and child characteristics where more than one interview is warranted; these include child characteristics such as being a child of color, a child of a different ethnicity from the interviewer, and a child who has had adverse experiences with the child protection/child welfare system. 3. To present four models for conducting forensic interviews/evaluations of children suspected of abuse.
11	4:15 PM – 5:15 PM	<p>Keeping Your Child Exploitation Investigation Victim-Centered</p> <ol style="list-style-type: none"> 1. To explore the history leading up to and since the passage of the Indian Child Welfare Act. 2. To analyze ICWA's main tenets and their application in child welfare cases. 3. To discuss additional ways to reduce the disproportionate rates of Native American/Alaska Native children in child dependency cases.
12	4:15 PM – 5:15 PM	<p>Using a Racially Diverse Abusive Head Trauma Prevention Program Across Disciplines</p> <ol style="list-style-type: none"> 1. The audience will gain knowledge about the Period of PURPLE Crying program model and how to deliver the program with fidelity. 2. Attendees will understand the research supporting the effectiveness of delivering shaken baby syndrome prevention education. 3. Participants will recognize the program is ideal for all families no matter their race, socio-economic status or geographical location.
13	4:15 PM – 5:15 PM	<p>Resilience: Implementing protective factors with individuals and culturally adapted groups following trauma.</p> <ol style="list-style-type: none"> 1. Define and discuss resilience definitions and protective factors across the child and their cultural environment. 2. Explore the processes of resilience across cultures and stressors, including COVID-19. 3. Learn implementation of interdisciplinary resilience group techniques to address complex PTSD in clinical and group settings following severe childhood trauma with African American youths.
14	4:15 PM – 5:15 PM	<p>Embedding DEI onto Organizational DNA - Taking a Closer Look within the Child Protection Sector</p> <ol style="list-style-type: none"> 1. Examine how DEI supports prevention in the child sexual abuse prevention sector 2. Investigate how integrating DEI is transforming the work at Darkness to Light

3. Discuss measures to build capacity for DEI activities within an organization

15.1 4:15 PM – 5:15 PM

Building the Capacity of Child Welfare Systems to Serve Immigrant Families during COVID-19

1. Identify relevant immigration policies that impact family unity and child well-being and welfare in the U.S.
2. Describe the unique challenges that the COVID-19 pandemic has created for immigrant families and immigrant-serving agencies.
3. Identify individual, organizational, and policy level strategies that can be implemented to improve service provision to child welfare system-involved immigrant families and mitigate the challenges posed by COVID-19 to promote equity and inclusion of this population in child welfare practice.

15.2 4:30 PM – 4:45 PM

Navigating the child welfare system in the United States: Experiences of sub-Saharan African immigrant parents

1. Attendees will be able to identify how the intersectional identities of sub-Saharan African immigrant parents, including race and immigration, influence their “relationship” with the child welfare system in the United States.
2. Attendees will be able to examine the unalienable roles that cultural beliefs and practices, as well as other inhibiting factors, play in sub-Saharan African immigrant parents’ struggles to comply with child protective policies and laws in the United States.
3. Attendees will discover sources of strength and empowerment for sub-Saharan African immigrant parents to guard against any entanglements with the U.S. child welfare system.

15.3 4:45 PM – 5:00 PM

Supervised Visitation after Trauma: Assessing a Novel Custodial Parent Support Program and Children's Feelings of Safety

1. Attendees will learn about the needs of custodial parents in court ordered visitation that have experienced domestic violence and other trauma.
2. Attendees will learn about the impact of mandated visitation on children - their self-reported feelings of safety and decision to participate in visits with their non-custodial parent.
3. Attendees will learn why further research is critical to the safety and stability of under-served, system involved families within the justice system, specifically regarding mandated supervised visitation.

15.4 5:00 PM – 5:15 PM

Adapting and implementing a parenting program in diverse community of refugees and immigrants

1. Identify the challenges of implementation evidence-based practices in refugee and immigrant communities including differences in parenting norms.
2. Describe the process by which the SafeCare curriculum was adapted for use in refugee and immigrant communities.
3. Understand how SafeCare will be implemented using a task-shifting approach to facilitate implementation in three diverse communities.

16 5:30 PM – 6:30 PM

Promoting Racially and Ethnically Minoritized Father Involvement in the Child Welfare System

1. Explain the benefits of and barriers to father involvement in the child welfare system and the impact on children and families.
2. Identify community and agency resources and strategies that address barriers to racially and ethnically minoritized father involvement in the child welfare system.
3. Generate ideas and future policy and practice avenues to support racially and ethnically minoritized father engagement in the child welfare system.

17 5:30 PM – 6:30 PM

Female Genital Mutilation/Cutting: Cultural Rite of Passage or Federal Crime?

1. Attendees will develop understanding into what constitutes Female Genital Mutilation/Cutting FGM/C and legal consequences abroad and domestically
2. Attendees will learn historical, cultural context into FGM/C and discuss approaching these investigations while maintaining cultural humility
3. Attendees will demonstrate understanding into uniqueness of FGM/C forensic interviews and investigations and learn practical tips to proceed with cases

18 5:30 PM – 6:30 PM

Racism and Prejudice as Forms of the Psychological Maltreatment of Children

1. Describe relationships between forms of child psychological maltreatment and racism/prejudice-based conditions
2. Describe the historical origins of practices of colorism associated with traumatic racial stereotypes of skin color and hair texture.
3. Identify the colorist-continuum of individual and institutional forms of race-based psychological maltreatment in families and educators in daycare and school settings.
4. Apply the concept of race-based psychological maltreatment to understand individual differences in findings from research using the Recognition of the Impact of Colorism Survey, and Childhood Experiences of Racial Acceptance Rejection measures.
5. Understand the neuroprotective role of affective capitalism and cultural routines and rituals of hair combing interaction for children's outcomes from RPM.

19 5:30 PM – 6:30 PM

Tele-Forensic Interviewing Emerging Research, Policy & Practice

1. To apply tele-forensic interview emerging research, policy and practice to develop or enhance a tele-forensic interviewing program.
2. Identify potential successes and challenges to conducting tele-forensic interviews.
3. Learn applicable situations where tele-FIs may be beneficial beyond the pandemic environment with minority cultures and languages.

20.1 5:30 PM – 5:45 PM

Keeping Kids in Evidence-Based Treatment: Investigation of A Racially and Culturally Sensitive Alliance Building Dropout

1. Describe how race creates risk for dropout in child and adolescent mental health treatment,
2. Apply techniques of a racially and culturally sensitive alliance building and dropout prevention program to increase client engagement
3. Utilize racially and culturally sensitive engagement tools to increase the clinician-client alliance

20.2 5:45 PM – 6:00 PM

Is the Affordable Care Act Medicaid expansion associated with reduced childhood maltreatment rates?

1. Describe the pathways through which access to health care can lead to a reduction in child maltreatment reports.
2. Examine the equitable access to health care as a macrolevel approach to child maltreatment prevention.
3. Generalize how equity in access to health care can help reduce child maltreatment rates in low-income communities.

20.3 6:00 PM – 6:15 PM

Material Hardship and Child Neglect during COVID-19 in Grandparent-headed Families: The Role of Financial Assistance

1. Understand material hardship among kinship families and its relationship with child neglect risk;
2. Examine the role of financial assistance in the relationship between material hardship and child neglect among grandparent-headed kinship families during COVID-19
3. Develop a financial assistance package for kinship families to prevent child neglect during and post COVID-19.

20.4 6:15 PM – 6:30 PM

Grandparents Raising Grandchildren: What Child Welfare Can Learn about Kinship Care from Indigenous Families and Families

1. Define how kinship care is used in state child welfare agencies;
2. Explain the need for enhanced racial diversity and equity in kinship care arrangements in child welfare; and
3. Explore ways to promote the inclusion of the voices of Indigenous Families and Families of Color to enhance diversity and equity in child welfare kinship care support and arrangements.