

APSAC's 28th Colloquium

Wednesday, July 14th

- 20.5 10:45 AM – 12:00 PM **Language and Child Interviewing: A Tribute to Anne Graffam Walker**
- 21 12:15 PM – 1:45 PM **Sex Trafficking: Current Trends in Technology**
- 22 12:15 PM – 1:45 PM **Take a Deep Breath: Stamina for Child Protection Professionals during Covid-19**
1. Attendees will identify barriers to participation in supervised visitation services, including safety concerns, scheduling challenges, and cultural considerations.
 2. Attendees will learn about child perceptions of safety at various stages of the supervised visitation process.
 3. Attendees will learn concrete strategies for creating a safe and supportive environment for visitation between children and their noncustodial parents.
- 23 12:15 PM – 1:45 PM **Recognizing and Responding to Children's COVID-19-Specific Traumatic Stress Reactions**
1. Attendees will be able to describe potential COVID-19-specific traumatic impacts on children and adolescents, including traumatic stress reactions to pandemic reminders; traumatic separation; and traumatic grief responses
 2. Attendees will be able to describe behavioral health disparities of the COVID-19 pandemic and how these may impact traumatic stress responses among children of color
 3. Attendees will be able to describe the core Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) PRACTICE components and how these may be useful in addressing COVID-19-specific traumatic stress reactions
- 24 12:15 PM – 1:45 PM **News You Can Use about Hot Trauma Mental Health Research**
- 25 12:15 PM – 1:45 PM **Child-Centered Forensic Interviewing Strategies: How to Help Children Tell What They Know**
1. Describe and list evidence-based ways to elicit accurate reports from children during forensic interviews.
 2. Identify inappropriate interviewing techniques.
 3. Compare and contrast child-led versus interviewer-led forensic interviews"
- 26 2:30 PM – 4:00 PM **How to Write, Review and Edit for Child Maltreatment**

- 27 2:30 PM – 4:00 PM **When Parents and Systems Cause Harm: Healing Parent-Child Relationships in Therapeutic Supervised Visitation**
1. Attendees will learn about the potential impact of child abuse, neglect and domestic violence on parent-child relationships.
 2. Attendees will learn about the potential impact of systemic racial bias on parent-child relationships in families of color.
 3. Attendees will learn about the role parent and system accountability play in healing and how to use a trauma-informed, child-centered, strengths-based, and racial justice approach to support healing in the context of therapeutic supervised visitation.
- 28 2:30 PM – 4:00 PM **Mitigating the Impact of Covid-19 as an ACE (Adverse Childhood Experience) with Positive Childhood Experiences**
1. Recognize the components of a potentially traumatic event
 2. Identify co-occurring events and circumstances that may increase stress and trauma
 3. Examine disparities and inequities in income, food insecurity, academic achievement and access, physical and mental health since Covid-19
 4. Discover ways to promote positive childhood experiences
 5. Demonstrate strategies for increased positive connection for youth and adults
- 29 2:30 PM – 4:00 PM **Human Dignity and Childhood: Connecting Diversity, Inclusion and Primary and Secondary Education**
1. To describe connection between human dignity and childhood
 2. To discover connections between human dignity in childhood and templates for diversity, inclusion and equity
 3. To apply human dignity to educational processes in primary and secondary schools
- 30 2:30 PM – 4:00 PM **Communicating with Children with Disabilities**
1. Participants will have increased understanding of adaptations and considerations for communicating with children with disabilities.
 2. Participants will have increased knowledge of common biases regarding investigating cases with children with disabilities.
 3. Participants will be introduced to skills on interviewing children who are considered “non-verbal” or do not speak.
- 31 4:15 PM – 5:15 PM **The Vulnerability Trap**
- 32 4:15 PM – 5:15 PM **Trauma-Informed Care Training: Evidence and Tools to Promote Staff Well-being and Culture Change**

1. Participants will describe the impact of trauma on human services professionals and organizations.
2. Participants will identify systemic approaches to trauma informed care that includes direct and non-direct service staff and leaders.
3. Participants will practice safety and emotional management tools that increase emotional intelligence of individuals, teams and organizations.

33 4:15 PM – 5:15 PM

Global Child Psychological Maltreatment Summit-Vision, Recommendations & Progress

1. Describe major issues and priority themes for combatting child psychological maltreatment globally.
2. Describe the rationale for and major components of a recommended model framework for child psychological maltreatment definitions and standards applicable for child protection intervention.
3. Describe organizational and educational strategies for ending psychological maltreatment.
4. Describe the relevance of psychological maltreatment for understanding and combatting racism and other forms of prejudice-based mistreatment and conditions.
5. Describe rationale and a strategy for social system monitoring and promotion of child safety, resiliency and wellbeing to establish social norms for eliminating child maltreatment and its harm.
6. Describe the value of and strategies for achieving cooperation and harmony across societal sectors and intervention tiers to advance child safety and wellbeing.

34 4:15 PM – 5:15 PM

Trauma, Abuse and the Intersection of Race and Risk

- Part 1: Identify and examine the science of presenting evidence in a forensic interview through providing pre-interview preparation strategies, including but not limited to the selection of evidence, preparing the evidence to present, and exploring the fundamental of the HSI Prepare and Predict Method.
- Part 2: Identify and examine the art of presenting evidence in a forensic interview by means of acquiring skills with regard to how and when to present evidence (both tangible and externally verifiable) in a forensic interview, while taking into account the individual being interviewed, their trauma, culture, life experiences and victimization.

35.1 4:15 PM – 4:30 PM

Longitudinal Effects of Membership in Child Maltreatment Classes on Future Psychological Trauma & Depression

1. Investigate the co-occurrence of maltreatment experiences in a sample of racially diverse youth with child welfare experience.
2. Determine the extent to which specific maltreatment profiles may impact future depression and post-traumatic stress in these youth.
3. Examine the ways in which experiences of sexual maltreatment may place these youth at unique risk for subsequent mental illness and evaluate the ways in which specific assessments and interventions can buffer against these risks.

35.2 4:30 PM – 4:45 PM

A Retrospective Review: Understanding Poly-Victimization and Mental Health Among Youth with CSE Histories

1. Demonstrate the link between mental health challenges and victimizations

2. Analyze different mental health challenges across racial groups
3. Describe the importance of intersectional research to address mental health outcomes among youth with multiple victimizations

35.3 4:45 PM – 5:00 PM

Interpretive concerns for the AAPI-2 regarding risk and Hispanic culture

1. Develop an understanding of the AAPI, its development and the utility and limitations of use in parenting risk assessments, especially as related to cultural issues.
2. Understand differential endorsement patterns of items on the APPI within the Hispanic community and its relationship to aggressing against children.
3. Examine how cultural factors such as respeto and familismo, which generally serve as protective factors, may contribute to a perception of deficit and by extension risk in the Hispanic population."

35.4 5:00 PM – 5:15 PM

Dispelling myths about child abuse among indigenous people

1. Recognize that there is no biological or cultural link between Alaska Native/American people and child sexual abuse
2. Describe prenatal risk factors identified that predict future risk of child sexual abuse in this study
3. Identify how this information may be used in their own agencies to recognize families who may be at risk in order to provide primary and secondary prevention services

36 5:30 PM – 6:30 PM

Increasing Equitable System Responses to Minority Adolescents with Problematic or Illegal Sexual Behavior.

1. Describe current understanding about climate for adolescents with PSB and evidence-based treatment options.
2. Examine pathways of adolescents with illegal sexual behavior in the state of Oklahoma utilizing data from an outpatient treatment program, Problematic Sexual Behavior Cognitive Behavioral Therapy for Adolescents (PSB-CBT-A) and compare differences and similarities in adjudication and treatment of minority and majority youth.
3. Disseminate recommendations regarding enhancing systemic collaborations with community stakeholders and in the treatment processes to support minority youth. "

37 5:30 PM – 6:30 PM

Outstanding Article in Child Maltreatment - The Cumulative Prevalence of Termination of Parental Rights for U.S. Children, 2000–2016

1. Recognizing the impact of primary and secondary stress on your physical and psychological functioning and decision-making capabilities
2. Understanding the impact of shared trauma due to Covid-19 and the Social Justice Movement on work and personal life
3. How to use cognitive reframing to change unhelpful patterns in cognitions (e.g., thoughts, beliefs, and attitudes), behaviors, and emotional regulation, to reduce stress
4. Determining if your coping process is adaptive or maladaptive
5. Understand the key components of self-care (physical, psychological, emotional, spiritual and workplace/professional

38 5:30 PM – 6:30 PM

Village Conversations: Translating a Commitment to Cultural Diversity into Action

- 39 5:30 PM – 6:30 PM **Conducting Trauma-Informed Interviews of Children**
1. Recognize the vulnerabilities of children and families in migration
 2. Comprehend the neurobiology of trauma and how it manifests in children
 3. Apply the principles of trauma-informed interviewing
- 40.1 5:30 PM – 5:45 PM **Hospital programs can reduce unsafe sleep deaths**
1. Describe what constitutes unsafe sleep?
 2. Recognize the major causes of child abuse deaths and the need for prevention
 3. Explain how education in the newborn units might reduce the rate of unsafe sleep deaths
- 40.2 5:45 PM – 6:00 PM **Prevention of Child Maltreatment among Families Discharged from the Neonatal Intensive Care Unit (NICU): A Pilot Study**
1. Explain the complex and multilevel stressors that families with infants in the Neonatal Intensive Care Unit (NICU) experience during hospitalization and post-discharge.
 2. Examine the existing interventions for NICU families and assess the current research gap for preventing child maltreatment among NICU infants.
 3. Explain the health disparities that NICU families experience, particularly among racial and ethnic minorities.
 4. Describe the preliminary baseline results of parental beliefs and symptomatology among NICU caregivers in this feasibility study.
- 40.3 6:00 PM – 6:15 PM **The Impact of Pandemic Stress on Secondary Traumatic Stress and Burnout Experiences in Foster Care**
1. Participants will be able to examine potential sources of COVID related stress and consider their impacts on individual mental health and well-being.
 2. Participants will be able to apply a model for understanding how COVID related stressors affect the secondary traumatic stress and burnout experiences of individuals in the child welfare and helping professions who already have high levels of indirect trauma exposure.
 3. Participants will be able to consider recommendations indicated from this study to address STS and BO in helping professionals impacted by COVID related stress, as well as considerations regarding the intersectionality with racial trauma and stress in the U.S.
- 40.4 6:15 PM – 6:30 PM **Examining the Evidence of Kin and Relative Foster Parent Training**
1. Participants will learn about the prevalence, experiences, needs, and strengths of youth and caregiver in kinship/relative foster care arrangements, particularly from a lens of anti-oppressive/antiracist practice.
 2. Participants will learn about the development and level of evidence supporting the training of kin/relative foster caregivers.

3. Participants will learn about the practice, research, and policy implications of kin/relative foster caregiver training, particularly Black/African American kinship families, who are overrepresented in the child welfare system.

40.5 6:30 PM – 6:45 PM

Children's Perception of Safety During Supervised Visitation with Non-Custodial Parents