

*Children's Bureau ~ 100 Years*



**CELEBRATING THE PAST~IMAGINING THE FUTURE**  
*18th National Conference on Child Abuse & Neglect*

April 16 – 20, 2012  
Washington Hilton Hotel  
Washington, DC

**Conference Program Book**

## Conference at a Glance

### Monday, April 16, 2012

8:00 a.m. - 5:30 p.m.	Registration
8:00 a.m. - 6:00 p.m.	Exhibit Hall Open
8:30 a.m. - 5:30 p.m.	Adjunct/Grantee Meetings
9:00 a.m. - 12:00 p.m.	Pre-Conference Offerings - Session A - Session B
12:00 p.m. – 1:30 p.m.	Lunch on Own
1:30 p.m. - 4:30 p.m.	Pre-Conference Offerings - Session C - Session D

### Tuesday, April 17, 2012

8:00 a.m. - 5:30 p.m.	Registration
8:00 a.m. - 6:00 p.m.	Exhibit Hall Open
8:30 a.m. - 5:30 p.m.	Adjunct/Grantee Meetings
9:00 a.m. - 12:00 p.m.	Pre-Conference Offerings - Session E - Session F
12:00 p.m. – 1:30 p.m.	Lunch on Own
1:30 p.m. - 4:30 p.m.	Pre-Conference Offerings - Session G - Session H
5:45 p.m. - 7:30 p.m.	Plenary I, Opening Session
7:30 p.m. - 9:00 p.m.	Opening Night Networking Reception

### Wednesday, April 18, 2012

8:00 a.m. - 5:30 p.m.	Registration
8:00 a.m. - 6:00 p.m.	Exhibit Hall Open
8:00 a.m. - 9:00 a.m.	Networking
9:00 a.m. - 10:30 a.m.	Plenary II
10:30 a.m. --11:00 a.m.	Break
11:00 a.m. - 12:30 p.m.	Breakout Sessions   1 – 29
11:00 a.m. - 2:00 p.m.	Learning Excursions: - Safe Shores - Hubert H. Humphrey Building
12:30 p.m. - 2:00 p.m.	Lunch on Own
2:00 p.m. - 3:30 p.m.	Breakout Sessions   30 – 58

### Wednesday, April 18, 2012, continued

3:30 p.m. - 4:00 p.m.	Break
4:00 p.m. - 5:30 p.m.	Breakout Sessions   59 – 87
5:30 p.m. - 6:30 p.m.	Poster Presentation and Networking Reception
6:00 p.m. - 9:00 p.m.	Special Events: <ul style="list-style-type: none"><li>- DC Harbor Cherry Blossom Cruise</li><li>- Cherry Blossom Experience</li><li>- Discover Georgetown Neighborhood Visit</li></ul>

### Thursday, April 19, 2012

8:00 a.m. - 5:30 p.m.	Registration
8:00 a.m. - 6:00 p.m.	Exhibit Hall Open
8:00 a.m. - 9:00 a.m.	Networking
9:00 a.m. - 10:30 a.m.	Plenary III, Town Hall Event
10:30 a.m. - 11:00 a.m.	Break
11:00 a.m. - 12:30 p.m.	Breakout Sessions   88 – 114
11:00 a.m. - 2:00 p.m.	Learning Excursions: <ul style="list-style-type: none"><li>- The Fishing School</li><li>- Hubert H. Humphrey Building</li></ul>
12:30 p.m. - 2:00 p.m.	Lunch on Own
2:00 p.m. - 3:30 p.m.	Breakout Sessions   115 — 141
3:30 p.m. - 4:00 p.m.	Break
4:00 p.m. - 5:30 p.m.	Breakout Sessions   142 – 167
6:00 p.m. - 9:00 p.m.	Special Events: <ul style="list-style-type: none"><li>- Washington Nationals vs. Houston Astros</li><li>- Cherry Blossom Experience</li><li>- Discover Georgetown Neighborhood Visit</li></ul>

### Friday, April 20, 2012

8:00 a.m. - 11:00 a.m.	Registration
8:00 a.m. - 1:00 p.m.	Exhibit Hall Open
8:00 a.m. - 9:00 a.m.	Networking
9:00 a.m. - 10:30 a.m.	Plenary IV
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:15 p.m.	Breakout Sessions   168 – 192
12:15 p.m. - 12:30 p.m.	Break
12:30 p.m. - 1:30 p.m.	Plenary V, Closing Session



## Table of Contents

Presidential Proclamation	6
Letter from the Acting Assistant Secretary of ACF	7
Letter from the Commissioner of ACYF	8
Letter from the Director of the Office on Child Abuse and Neglect	9
Letter from a National Child Abuse and Neglect Conference Pioneer	10
Acknowledgements	11
Conference Sponsors	12
Conference Supporters	14
Adjunct Meetings	15
Social Media	16
New Technology   “Going Green”	17
Conference Information	19
General Information	22
Continuing Education	23
About Washington, DC	25
Getting Around Washington, DC	26
Learning Excursions	27
Evening Special Events: Wednesday, April 18, 2012	29
Evening Special Events: Thursday, April 19, 2012	30
Pre-Conference Offerings	31
<b>TUESDAY, APRIL 17, 2012</b>	<b>35</b>
PLENARY I   Opening Session & Networking Reception   5:30 – 7:30 p.m.	35
Parents Anonymous® Inc. Jolly K. Award	37
Parents Anonymous® Inc. Juanita Chávez Award	38
<b>WEDNESDAY, April 18, 2012</b>	<b>39</b>
PLENARY II   9:00 – 10:30 a.m.	39
Sessions   1 – 29   11:00 a.m. – 12:30 p.m.	41
Sessions   30 – 58   2:00 – 3:30 p.m.	56
Sessions   59 – 87   4:00 – 5:30 p.m.	71
Poster Presentations and Networking Reception   5:30 – 6:30 p.m.	86



## Table of Contents Continued

<b>THURSDAY, APRIL 19, 2012</b>	<b>92</b>
Plenary III   Town Hall Event   9:00 a.m. – 10:30 a.m.	93
Sessions   88 – 114   11:00 a.m. – 12:30 p.m.	95
Sessions   115 – 141   2:00 – 3:30 p.m.	109
Sessions   142 – 167   4:00 – 5:30 p.m.	123
<b>FRIDAY, APRIL 20, 2012</b>	<b>137</b>
PLENARY IV   9:00 – 10:30 a.m.	138
2012 Ray E. Helfer, M.D. Award	138
Sessions   168 – 192   10:45 a.m. – 12:15 p.m.	139
Plenary V   Closing Session   12:30 – 1:30 p.m.	152
The Vincent De Francis Award	153
Film Forum	154
Featured Speaker Bios	159
Exhibitors	163
Primary Presenter Contact List	167



NATIONAL CHILD ABUSE PREVENTION MONTH, 2012  
BY THE PRESIDENT OF THE UNITED STATES OF AMERICA  
A PROCLAMATION

As parents, as communities, and as a Nation, the work of raising our children stands among our greatest responsibilities and our most profound blessings. The support we give and the examples we set form cornerstone for their success, and by teaching our children to trust in themselves, we equip them with confidence, hope, and determination that can last a lifetime. Tragically, neglect and abuse erode this fundamental promise for too many young Americans. During National Child Abuse Prevention Month, we renew our commitment to break the cycle of violence, strengthen support for all who have been affected, and empower our young people with the best we have to offer.

Over half a million American children suffer neglect or abuse every year. A strong and well-informed family unit is the surest defense against child abuse, and parents and caregivers who have support from relatives, friends, neighbors, and their communities are more likely to provide safe and healthy homes for their children. Trusted friends and active community members can help ensure families get the support they need by offering their time and resources, taking an active role in children's lives, and fostering a safe environment for young people to learn and grow. By coming together in service to our communities, we do more to meet our obligation to do right by the next generation.

My Administration continues to prioritize the health and well being of children across our country. With partners at every level of government and throughout the private sector, we are supporting services that protect young Americans from abuse and neglect and extend help to those who have been affected. We are investing in early learning programs and supporting initiatives that promote positive outcomes for children and families. And we are connecting parents and professionals to new tools to identify, treat, and prevent abuse. I encourage all Americans to learn more about what they can do at: [www.ChildWelfare.gov/Preventing](http://www.ChildWelfare.gov/Preventing).

Every child deserves the opportunity to grow up with the promise and protection of a loving family. This month, we recommit to that vision, and to providing care, stability, and a brighter future for our sons and daughters.

NOW, THEREFORE, I, BARACK OBAMA, President of the United States of America, by virtue of the authority vested in me by the Constitution and the laws of the United States, do hereby proclaim April 2012 as National Child Abuse Prevention Month. I call upon all Americans to observe this month with programs and activities that help prevent child abuse and provide for children's physical, emotional, and developmental needs.

IN WITNESS WHEREOF, I have hereunto set my hand this second day of April, in the year of our Lord two thousand twelve, and of the Independence of the United States of America the two hundred and thirty-sixth.

BARACK OBAMA



**Letter from the Acting Assistant Secretary, Administration for Children and Families**

**DEPARTMENT OF HEALTH AND HUMAN SERVICES**

Administration for Children and Families  
Administration on Children, Youth and Families  
1250 Maryland Avenue, S.W.  
Washington, D.C. 20024

Dear Participants:

Welcome to Washington, D.C. and the 18th National Conference on Child Abuse and Neglect, our nation's foremost training event for policy makers, practitioners, and researchers involved in promoting child safety and well-being.

During this event we are also celebrating the centennial anniversary of the Children's Bureau. This milestone is not simply a recognition of the passage of time or the longevity of the Children's Bureau. Rather, it is a commemoration of our 100 year commitment to the welfare of all children. From the prevention of maltreatment, to child protection, to family preservation and support, to adoption and foster care, the Children's Bureau has provided leadership and a steady hand guided by best practices, standards for effectiveness and accountability, and critical research to promote child welfare and improved outcomes for our nation's children and families.

This conference provides us with an opportunity to celebrate past achievements in child welfare, and to draw on 100 years of experience in charting a future course for ensuring the continued safety and well-being of America's children. The issues involved in protecting children and preventing child maltreatment are complex, and demand solutions that can only be achieved through collaboration, coordination, and shared responsibility. The Obama Administration remains committed to ensuring that the future for all of America's children remains bright and full of possibility.

On behalf of the Administration, thank you for your commitment and the extraordinary work you do on behalf of children and families.

Sincerely,

/s/

George Sheldon  
Acting Assistant Secretary for Children and Families  
Administration for Children and Families



## Letter from the Commissioner, Administration on Children, Youth and Families

### DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families  
Administration on Children, Youth and Families  
1250 Maryland Avenue, S.W.  
Washington, D.C. 20024

Dear Colleagues:

On behalf of the Administration on Children, Youth and Families, it is my great pleasure to welcome you to our Nation's capital for the 18th National Conference on Child Abuse and Neglect.

This year, we are Celebrating the Past ~ Imagining the Future. As many of you know, 2012 marks the 100th anniversary of the Children's Bureau—the oldest Federal agency for children. The Children's Bureau is responsible for matters related to child welfare, including child abuse and neglect, child protective services, family preservation and support, adoption, foster care, and independent living. It is fitting that we reflect, at this time and during this national conference, on our achievements over the past century in protecting children, preventing child maltreatment, supporting at-risk families, and promoting permanency and well-being for all children.

This National Conference on Child Abuse and Neglect also provides us with an opportunity to look forward—to reflect on lessons learned, to consider cutting-edge research and its implications for policy and practice, and to articulate a course of action that will steer the child welfare field towards an ever improving future.

Over the past 100 years, through dedication, innovation, and collaboration, we have made great strides in achieving our goals in protecting and supporting our nation's most vulnerable children and families. With the commitment that you continue to demonstrate toward this end, I am confident that the future for prevention, protection, permanency, and well-being will be as distinguished as the past. I thank each of you for the work you do every day to transform our vision into reality.

Sincerely,

/s/

Bryan Samuels  
Commissioner  
Administration on Children, Youth and Families  
Administration for Children and Families



## Letter from the Director of the Office on Child Abuse and Neglect

### DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families  
Administration on Children, Youth and Families  
1250 Maryland Avenue, S.W.  
Washington, D.C. 20024

Dear Colleagues and Friends:

It is my great pleasure to welcome you to the 18th National Conference on Child Abuse and Neglect, Celebrating the Past ~ Imagining the Future. This biennial Conference is the premier training and technical assistance event for the Children's Bureau's Office on Child Abuse and Neglect (OCAN). It brings together diverse parents, volunteers, and professionals from a variety of disciplines who are committed to ensuring the protection of children.

This year's theme, Celebrating the Past ~ Imagining the Future, highlights our desire to embrace our successes, to learn from our challenges, and to move forward with a shared vision for realizing our dream of safety, security, and well-being for all children. The centennial anniversary of the Children's Bureau provides us with a unique opportunity for celebration and reflection. I hope you join the Children's Bureau in commemorating this important milestone.

The program for the 18th National Conference offers an exciting combination of prevention, intervention, and research sessions. We have learning clusters that highlight engaging parents and youth, developing the workforce, reaching underserved populations, building a research agenda, creating partnerships, and advancing systems change. Our speakers and presenters are experts and leaders in the field and include practitioners, policy makers, researchers, and advocates. I hope you will take full advantage of this unique opportunity to expand your knowledge and skills, network with your peers, and share your experiences.

A great deal of work goes into planning the National Conference. I want to thank my colleagues at OCAN and members of the National Planning Committee for their support and guidance in developing a top-notch program featuring outstanding speakers and presenters who represent the diversity of our field. I also want to extend my sincere thanks to Dorothy V. Harris, Kristin Zagar, and their colleagues at Paltech, Inc., who have ensured the planning and implementation of this event is seamless and substantive. As always, their support has been invaluable.

I hope you enjoy the conference and all it has to offer. As always, I look forward to talking with you and would encourage you to say hello and share your thoughts with me. I wish you a productive week and a pleasant stay in our nation's capital.

Sincerely,

/s/

Catherine M. Nolan  
Director, Office on Child Abuse and Neglect



## Letter from a National Child Abuse and Neglect Conference Pioneer

Dear Colleagues and Friends:

Welcome to the 18th National Conference on Child Abuse and Neglect! It gives me great pleasure to extend this welcome on behalf of both the National Planning Committee and our Conference staff.

As the Conference theme suggests, this week we are Celebrating the Past ~ Imagining the Future. In addition to the Centennial Celebration of the Children's Bureau, it has been nearly 40 years since the first National Conference on Child Abuse and Neglect was held in 1974. In the ensuing years, we have made great strides in forging collaborative, interdisciplinary relationships; promoting research; and developing evidence-based strategies for preventing child maltreatment and providing responsive treatment and services when needed. We know that each of you plays a key role in supporting vulnerable children and families in your local communities and for that we are also celebrating you.

Many people have been involved in bringing this 18th National Conference to fruition. We are most grateful to Catherine M. Nolan, Director of the Office on Child Abuse and Neglect (OCAN) and her colleagues, including Federal Project Officers Tia Gilbert and Melissa Lim Brodowski, for their guidance and unwavering support throughout the planning process. They worked hard to ensure that the Conference program reflects the diversity of our field and opens the door to emerging leaders and innovative approaches to practice. It has also been a privilege to work with the co-sponsoring organizations, so many of which have worked with us in the past. Their involvement, and that of their staffs and volunteers, speaks volumes about their dedication to the field, and to these national training conferences.

Our gratitude goes also to Kristin Zagar, Paltech, Inc. Project Manager, whose knowledge of the child welfare field and whose commitment to best possible outcomes for children and their families have been essential to the planning, organization, and implementation of this Conference. To all members of the Conference staff, and to the management of Paltech Inc, our thanks for your unwavering support.

It has been an honor to serve as the Project Director for the 18th National Conference on Child Abuse and Neglect. I hope you will take full advantage of the opportunities available at the Conference, and that it will serve as a source of information and inspiration as you continue your efforts to improve the lives of children and families and the communities in which they live.

With warm regards,

/s/

Dorothy V. Harris, ACSW/LCSW-C  
Project Director



## **Acknowledgements**

A conference of this scope and size demands significant collaboration. Many thanks to all the national and local

Conference staff who made this event possible, with special thanks to:

**Children’s Bureau, Office on Child Abuse and Neglect**

**Catherine M. Nolan**, Director

**Melissa Lim Brodowski**, Federal Project Officer

**Planning and Learning Technologies (Paltech), Inc.**

**Dorothy V. Harris**, Senior Vice President for Special Projects for Children, Youth, and Families, and Project Director

**Kristin Zagar**, *Project Manager*

**Tara Goushas**, *Conference Coordinator*

**Angella Brown**, *Logistics Coordinator*

**Tiffany Balmer**, *Project Assistant*

**Barbara Schmitt**, *Writer*

**Mary Campbell-Hutzler**, *Volunteer Coordinator*

**Special Events Committee**

**Tia Gilbert**, *Office of the Deputy Mayor for Planning & Economic Development*

**Michele Booth Cole**, *Safe Shores—The DC Children’s Advocacy Center*

**Pam Johnson**, *Crittenton Services of Greater Washington*

**Pamela Bell-Peyton**, *PAE Consulting, Inc.*

**Roxanna Torrico Meruvia**, *National Association of Social Workers*

**Coyan Lewis**, *Office of the Deputy Mayor for Planning & Economic Development*



## Conference Sponsors

For nearly two years, representatives from the agencies identified below contributed to the planning of the 18th National Conference by participating in meetings to ensure a meaningful Conference program, providing reviewers to thoughtfully evaluate abstract submissions, advertising the Conference to ensure attendance, as well as lending overall support. We express our appreciation to the National Planning Committee—a partner that shares the Children’s Bureau’s commitment to child safety and well-being and to presenting an enlightening 18th National Conference on Child Abuse and Neglect. Thank you to all:

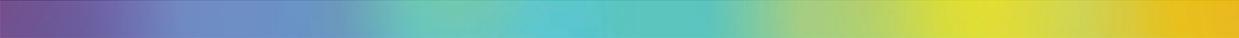
### National Sponsors

Office on Child Abuse and Neglect, Children’s Bureau, Administration on Children, Youth and Families,  
Administration for Children and Families, U.S. Department of Health and Human Services

### National Co- Sponsors

#### Non-Federal Organizations

American Academy of Pediatrics	D.C. Child and Family Services Agency
American Bar Association, Center on Children and the Law	ICF International
American Humane Association	Institute for Human Services and the North American Resource Center for Child Welfare
American Nurses Association	Kempe Center for Prevention and Treatment of Child Abuse and Neglect
American Professional Society on the Abuse of Children	National Alliance of Children’s Trust and Prevention Funds
American Psychological Association	National Association of Child Care Resource and Referral Agencies
American Public Health Association	National Association of Children’s Hospitals and Related Institutions
American Public Human Services Association	National Association of Counsel for Children
Annie E. Casey Foundation	National Association of County Human Services Administrators
Association of University Centers on Disabilities	National Association of Public Child Welfare Administrators
Center for the Study of Social Policy	National Association of School Nurses
Chadwick Center for Children and Families	National Association of Social Workers
Chapin Hall at the University of Chicago	National Black Child Development Institute
Child Adolescent and Family Branch	National CASA Association
Child Welfare League of America	National Center for Child Death Review Policy and Practice
Children’s Defense Fund	
Coalition for Asian American Children and Families	
Committee for Hispanic Children and Families	
Council on Social Work Education	
Crittenton Services of Greater Washington	



National Center for Missing and Exploited Children  
National Center for Prosecution of Child Abuse  
National Center on Substance Abuse and Child Welfare  
National Child Abuse Coalition  
National Council of Juvenile and Family Court Judges  
National Council of State Legislators  
National Council on Child Abuse and Family Violence  
National Education Association  
National Exchange Club Foundation  
National Head Start Association  
National Network for Youth  
National Parent Teachers Association

National Resource Center for Child Protective Services  
National Resource Center for Community-Based Child Abuse Prevention Programs (FRIENDS)  
National Respite Coalition  
Parents Anonymous, Inc.  
Parents as Teachers National Center  
Prevent Child Abuse America  
PTA National Office of Programs and Public Policy  
Safe Shores – The DC Child Advocacy Center  
The Washington Children’s Center  
Urban Institute  
Zero to Three National Center for Infants, Toddlers and Families

### **Federal Agencies**

#### *Administration for Children and Families*

Administration on Children, Youth and Families

Children’s Bureau

Family and Youth Services Bureau, Family Violence Prevention and Services Program

Office of Child Care

Office of Head Start

Office of Planning, Research and Evaluation

Office of Refugee Resettlement

Bureau of Indian Affairs

Centers for Disease Control and Prevention

Health Resources and Services Administration, Maternal and Child Health Bureau

National Institute of Child Health and Human Development

National Institute of Food and Agriculture, Department of Agriculture

National Institutes of Health, National Institute on Drug Use

National Institutes of Health, Office of Behavioral and Social Science Research

Office of Juvenile Justice and Delinquency Prevention

Office of the Deputy Under Secretary of Defense

Office of Demand Reduction, White House Office of National Drug Control Policy

Substance Abuse and Mental Health Services Administration

United States Agency for International Development



## Conference Supporters

**Casey Family Programs** is focused on safely reducing the need for foster care and building communities of hope for all of America's children and families. The organization works in support of partners across the nation to prevent child abuse and neglect and to find safe, permanent and loving families for all children. Casey believes every child deserves a family of their own and a community of hope.

**The Annie E. Casey Foundation** The Annie E. Casey Foundation is a private charitable organization, dedicated to helping build better futures for disadvantaged children in the United States. It was established in 1948 by Jim Casey, one of the founders of UPS, and his siblings, who named the Foundation in honor of their mother.

The primary mission of the Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. In pursuit of this goal, the Foundation makes grants that help states, cities and neighborhoods fashion more innovative, cost-effective responses to these needs.

**FRIENDS, the National Resource Center for Community-Based Child Abuse Prevention (CBCAP)**, provides training and technical assistance to Federally funded CBCAP Programs. This site serves as a resource to those programs and to the rest of the Child Abuse Prevention community. FRIENDS is an acronym for Family Resource Information, Education and Network Development Services.

**The National Resource Center for Child Protective Services (NRCCPS)** is committed to improving outcomes for children and families by helping public child welfare agencies improve child protection practice. Through the lens of Implementation Science, we design technical assistance that is tailored and specific to each jurisdiction. The 18th National Conference on Child Abuse and Neglect extends its appreciation to the following national organizations and foundations for their generous support of the Conference.



## **Adjunct Meetings**

All adjunct meetings will take place at the Washington Hilton Hotel.

### **Sunday, April 15, 2012**

4:00 p.m. – 6:00 p.m. Citizens Review Panel Registration Location: Lincoln East/West

### **Monday, April 16, 2012**

7:30 a.m. – 9:00 a.m. Citizens Review Panel Registration

Location: Lincoln East/West

7:30 a.m. – 8:30 a.m. PSSF Grantees Meeting Registration

Location: Columbia Hall 8

7:30 a.m. – 5:00 p.m. Children's Bureau's Grantees Registration

Location: International Terrace

#### *Monday Adjunct Groups*

CJA/SLO Grantees

QIC-DR Grantees

REECAPP Grantees

AIA Grantees

EBHV Subcontractors

Tribal Home Visiting Grantees

CBCAP Grantees

NHV Grantees

PSSF Grantees

Citizens Review Panel

### **Tuesday, April 17, 2012**

7:30 a.m. – 8:30 a.m. RPG Grantees Meeting Registration

Location: Georgetown Foyer

7:30 a.m. - 4:30 p.m. Network for Action Registration

Location: International Terrace

#### *Tuesday Adjunct Groups*

Citizens Review Panel

PSSF Grantees Meeting

CJA/SLO Grantees

Network For Action

EBHV Evaluators

RPG Grantees

REECAPP Grantees

Tribal Home Visiting Grantees



Get Social | Stay Connected

Please follow us on:

**[www.facebook.com/ncocaaan](http://www.facebook.com/ncocaaan)**

**[www.linkedin.com/in/nccan](http://www.linkedin.com/in/nccan)**

**[www.twitter.com/18conf#18thnccan](http://www.twitter.com/18conf#18thnccan)**



## **New Technology | “Going Green”**

On the occasion of the Centennial Celebration of the Children’s Bureau, as we reflect on the past and envision the future, it seems particularly fitting to make use of the technology of the 21st century to enhance our 18th National Conference on Child Abuse and Neglect and, at the same time, join the Go Green effort to protect our environment. Accordingly, we enhance the Conference and go green with several **firsts**, described below.

### **Conference Website**

The Conference Website serves as an information hub. Use the Website to obtain the latest Conference updates, session times and descriptions, as well as to access the Webinar Series, session handouts, session evaluation forms, and the application for Continuing Education Unit (CEU) credits.

### **Virtual Participation**

For those unable to join the Conference on site, we offer an option for virtual participation. This includes a webinar series of all five Conference plenary sessions plus six interactive webinar sessions. If you attend a Workshop session that is also labeled “Webinar,” you will be part of the live audience and have an opportunity to interact with the presenters and the virtual audience.

### **Free WiFi Internet Access**

Free WiFi will be available in all of the Conference meeting spaces for all Conference participants. Username: **NCCAN** | Password: **2012**

### **Phone App 0**

The 18th National Conference on Child Abuse and Neglect Mobile App is available for tablets and smart phones at <http://www.pal-tech.com/web/OCAN/>. In addition, participants can access all of the Mobile App’s features from any computer or laptop at <http://www.pal-tech.com/web/OCAN/mobile/m>. The Mobile App provides complete Conference Program information, including: session descriptions, handouts, and session evaluation forms; presenter and exhibitor information; participant lists; and both general hotel information and a hotel floor plan. Participants can also access these resources using any computer or laptop.

### **Session Handouts**

As part of our effort to go green, we will not provide print copies of handouts at the Conference. However, participants can access handouts, download and print them as needed in a variety of ways:

- At registration, each participant receives a jump drive that contains all session handouts.
- PDF versions of all session handouts are available for download on the Conference Website at <http://www.pal-tech.com/web/OCAN/presenters.cfm>

We encourage participants to review session information and handouts prior to attending the Conference, and to print and take to the Conference any handouts they want in paper form. Conference participants can use their laptops or other mobile devices (e.g., iPad, Kindle, Xoom) to access and download handouts from the Conference Website.

Handouts can also be downloaded and viewed via the 18th National Conference on Child Abuse and Neglect Mobile App described above.



## Cyber Café

The Cyber Café is located in Columbia Hall on the Terrace Level. Participants can access the Internet from m10 different computer kiosks. The Cyber Café will also feature for the first time, cell phone charging stations with the capability to charge most cell phones. Please note: it will take between 8-12 minutes to charge a phone. We invite participants to use the Cyber Café to charge phones, access the Internet to check email, view the Conference Website, download handouts, and network with colleagues.

## Session Evaluation Forms

As always, we appreciate participant input and feedback; it is essential to the Conference planning process. Please remember to complete an electronic evaluation form following each session. Evaluation forms can be accessed at the Cyber Café, or via the Mobile App or Conference Website as described below. A reminder, too, that completion of an online evaluation form is required to receive CEU credit for each session.

### *Via Mobile App*

- Select the session you wish to attend.
- Following the session description, you will see an evaluation tab.
- Click on the evaluation tab, complete the evaluation, and submit ... or
  - Select the evaluation tab on the main menu of the phone app
  - Use the search function to select the specific Conference session
  - Complete the form and submit.

### *Via Conference Website at <http://www.pal-tech.com/web/OCAN/presentations.cfm>*

- Select the session attended.
- Click on the evaluation form button.
- Complete the evaluation and submit ... or
  - Search for the specific session attended
  - Select and complete the form.

## Social Media

For all of the latest updates and chats follow us:

*Facebook:* [www.facebook.com/ncocaaan](http://www.facebook.com/ncocaaan)

*LinkedIn:* [www.linkedin.com/in/nccan](http://www.linkedin.com/in/nccan)

*Twitter:* [www.twitter.com/18conf](http://www.twitter.com/18conf)

Hashtag: #18thnccan



## Conference Information

The 18th National Conference on Child Abuse and Neglect offers participants a broad range of interactive educational sessions that bring together various disciplines and perspectives to discuss policy, research, program, and practice issues concerning the prevention, intervention, and treatment of child abuse and neglect. **Celebrating the Past ~ Imaging the Future**, the Conference theme, emerges as central to all sessions. The Conference provides excellent opportunities for promoting new working relationships, exchanging cutting-edge information on research, and reviewing practice issues and model programs for the diverse professional and volunteer populations who attend.

### Registration

Conference Registration, located on the Terrace Level of the Washington Hilton Hotel, is open during the following hours:

*Sunday, April 15 4:00 p.m. – 6:00 p.m.*

*Monday, April 16 8:00 a.m. – 5:30 p.m.*

*Tuesday, April 17 8:00 a.m. – 5:30 p.m.*

*Wednesday, April 18 8:00 a.m. – 5:30 p.m.*

*Thursday, April 19 8:00 a.m. – 5:30 p.m.*

*Friday, April 20 8:00 a.m. – 11:00 a.m.*

### CONFERENCE OFFERINGS

All sessions reflect the Conference theme, **Celebrating the Past ~ Imaging the Future**, and correspond to one of the seven Learning Clusters identified below. The icon to the left of each session title provides guidance as to the Learning Cluster that best reflects session content.

**Learning Cluster 1:** Partnering to Protect Children, Youth, and Families

**Learning Cluster 2:** Building a Research Agenda to Inform and Improve Practice

**Learning Cluster 3:** Preventing Child Maltreatment while Focusing on Early Intervention

**Learning Cluster 4:** Engaging Parents and Youth

**Learning Cluster 5:** Developing the Workforce

**Learning Cluster 6:** Reaching Underserved Populations

**Learning Cluster 7:** Advancing System Change

### Pre-Conference Sessions

A series of Pre-Conference sessions will highlight critical issues in the field of child maltreatment from multidisciplinary perspectives. They feature several experts and focus on cutting-edge topics in the field. The sessions are 3 hours long, and encourage audience contributions and participation.



## **Conference Information**

### **Learning Excursions**

Attendees have an opportunity to visit local programs to learn firsthand about innovative practices and to participate in alternative methods of serving families and children, supporting program staff, and engaging community representatives. Learning Excursions are scheduled for Wednesday, April 18 and Thursday, April 19, 2012.

### **PLENARY SESSIONS**

As the Conference theme suggests, the centennial celebration of the Children's Bureau affords us a unique opportunity to celebrate the past and imagine the future of our field. The Plenary Sessions have been designed to facilitate these reflections, progressing from a contemplation of past efforts to create safe futures for children, to considering what current evidence tells us and what approaches we might take in our local communities to marshal our strengths in setting a course for the next hundred years. Come prepared to be inspired by our outstanding, thought-provoking keynote speakers.

### **WORKSHOPS**

Conference Workshops focus on specific topics and are designed to increase understanding, convey information, and provide practical applications for a broad range of programmatic issues. Presenters will provide information on a specific topic; the format may combine lecture, panel discussion, focused dialogue, and audience questions and answers.

### **SKILLS SEMINARS**

Skills Seminars provide an opportunity for participants to engage in more intensive training designed to enhance proficiency, develop new strategies, and learn new skills. Presenters will use various formats, including dialogue, role-play, brainstorming, and other active learning modes. Skills Seminars are 3 or 6 hours long and space is limited. Sessions will be listed as Part 1 and Part 2 in the Conference Program.

### **POLICY FORUM INSTITUTES**

Policy Forum Institutes present exciting opportunities to hear from colleagues who have successfully implemented new policies to meet the changing needs of their agencies, programs, communities, and consumers. Discuss strategies, listen to success stories, recognize barriers encountered, and examine proposed solutions. Attend a forum ready to share your experiences and gain valuable feedback. Policy Forum Institutes are 3 or 6 hours long and space is limited. Sessions will be listed as Part 1 and Part 2 in the Conference Program.

### **THINK TANK SESSIONS**

Think Tank Sessions will delve into specific topics and allow participants an opportunity to engage in the session by sharing their views and experiences. With the support of colleagues, participants will brainstorm ideas and solutions, and develop action plans for implementation in their own agency or organization. Think Tank Sessions are 3 hours long and space is limited. Sessions will be listed as Part 1 and Part 2 in the Conference Program.



## **Conference Information**

### **POSTER PRESENTATION and NETWORKING RECEPTION**

Poster presentations illustrate the result of innovative programs, methods, and/or research. Each presenter is available during the Poster Presentation and Networking Reception on Wednesday, April 18, 2012, 5:30 p.m. – 6:30 p.m., to answer questions and provide additional poster details. Please plan to join the presenters and your colleagues in this informative, interactive poster session.

### **PHOTOGRAPHIC/ARTISTIC RECORD**

Several sessions have been scheduled during the Conference to showcase photos, movies, or other artistic concepts that creatively address one or more of the Learning Clusters.

### **FILM FORUM**

The Film Forum showcases photos, movies, or other artistic concepts that creatively address one or more of the Learning Clusters. The Film Forum is available on closed-circuit television at Washington Hilton Hotel TV channel 58.



## General Information

*PLEASE BE ADVISED THAT THIS IS A NON-SMOKING CONFERENCE.*

Smoking is only permitted outside of the Washington Hilton Hotel. We appreciate your cooperation.

## INFORMATION & MESSAGE CENTER

For the convenience of Conference participants, an Information & Message Center will be located on the International Terrace Level of the Washington Hilton Hotel next to Registration. Message Boards will be available for announcements, messages and networking information. Messages will also be updated on Facebook (18th National Conference on Child Abuse & Neglect) and Twitter (@18conf or #18THNCCAN).

## SPECIAL NEEDS AND SERVICES

The Washington Hilton Hotel is in compliance with the public accommodation requirements of the Americans with Disabilities Act. Conference participants who require special assistance should contact their respective hotel staff or request assistance at the Conference Information & Message Center located on the International Terrace Level of the Hilton.

## LOST AND FOUND SERVICES

Lost and Found items will be stored at the Conference Registration Booth on the International Terrace Level of the Washington Hilton. All unclaimed items will be discarded/donated. Please post messages regarding all items lost or found on the Message Boards.

## CHILD CARE SERVICES

### *White House Nannies*

White House Nannies (WHN) provides travelers visiting the Washington, DC area the comfort of experienced, skilled and fully screened nannies to meet their particular childcare needs. Nannies referred to hotel and temporary clients are the same qualified nannies regularly assigned to long-term engagements with our registered and corporate clients.

For the convenience of 18th National Conference attendees, White House Nannies accepts major credit cards for the payment of the agency referral fees. Nannies should be paid directly at the time of service by cash or check.

**Reservation Fee: \$65 / day (Paid in advance to the agency)**

**Additional hourly: \$16 - \$20 / hour (Paid in cash to the babysitter. This is in addition to the reservation fee.)**

\*Mention that you are with the 18th National Conference on Child Abuse and Neglect to be guaranteed the lowest available agency reservation fee of \$65 per day. Typical reservation fees with WHN range from \$65 - \$85 per day depending on amount of advance notice and the age of the children. For more information, visit the website at <http://www.whitehousenannies.com/services/hotel-services/>



## Continuing Education

To ensure earning credit for each session attended, participants must get their Conference name badge scanned upon entering each session. Badge scanning, which is the responsibility of the participant, will not be provided after the first 30 minutes of each session. The online evaluation form must also be completed for each session attended.

Continuing education credit for this event is sponsored by The Institute for Continuing Education (ICE). The 18th National Conference offers a total of 17.5 contact hours. Credit is awarded on a session-by-session basis, with full attendance required for the sessions attended.

To receive continuing education credit, attendees must:

- Complete an application form for continuing education credit (CEU). Application forms are available at the CEU booth located by Registration on the International Terrace level, and online at: <http://www.pal-tech.com/web/OCAN/index.cfm?p=35>.
- Pay the \$25.00 processing fee per person. Payment is made to ICE at the time the completed Application Form is submitted.
- Confirm attendance by electronic scanning of name badges when entering the sessions.
- Complete the online evaluation for sessions attended.

**PSYCHOLOGY:** ICE is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. ICE maintains responsibility for this program and its content. All clinical sessions are approved for psychology.

**COUNSELING:** ICE is an NBCC–approved continuing education provider and a sponsor of this event. ICE may award NBCC–approved clock hours for programs that meet NBCC requirements. ICE maintains responsibility for the content of this program. NBCC Provider No. 5643.

**SOCIAL WORK:** ICE is approved as a provider for social work continuing education by the Association of Social Work Boards (ASWB), through the Approved Continuing Education (ACE) program. ICE maintains responsibility for the program. Licensed social workers should contact their individual state jurisdiction to review current continuing education requirements for license renewal. ASWB Provider No. 1007.

**California Board of Behavioral Sciences** Provider No. PCE 636.

**Illinois Dept. Professional Regulation** Provider No. 159-000606.

**Ohio Counselor and Social Work** Provider No. RCS 030001.

**Florida Dept. Health, Div. SW, MFT, Counseling** Provider BAP 255, expiration 03/13.

**MARRIAGE-FAMILY THERAPY:** ICE is recognized as a provider of continuing education by the California Board of Sciences Provider PCE 636. This event has NOT been pre-approved for MFTs in MA, RI, KY, LA.



**DRUG-ALCOHOL:** ICE is approved by the National Association of Alcohol and Drug Abuse Counselors (NAADAC) to provide continuing education for alcohol and drug abuse counselors. NAADAC Provider No. 00243.

**NURSING:** ICE is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses are responsible for checking with their state boards to determine if continuing education credit issued by an approved provider of the CA Board of Nursing is accepted by their state board.

**NON-CREDIT EVENTS:** Continuing education credit is not offered for committee meetings, poster sessions, networking meal events, learning excursions, special events, breakfast, luncheon, reception events. If you have questions regarding events for which continuing education credit is offered, please contact ICE at: 800-5571950 / e-mail: [instconted@aol.com](mailto:instconted@aol.com).

It is the responsibility of the attendee to check with their state licensing/certification board to determine if continuing education credit offered by ICE will meet their state's regulations. If you have questions regarding continuing education, please contact ICE at: 800-557-1950; FAX: 866-990-1960; e-mail: [instconted@aol.com](mailto:instconted@aol.com).



## About Washington, DC

The Children's Bureau was founded by President Taft in Washington, DC in 1912. One hundred years later, the 18th National Conference will convene during the Children's Bureau's Centennial Year in the city where the Children's Bureau began. This year's Conference theme, **Celebrating the Past ~ Imagining the Future**, embraces our past successes, and looks ahead to the goal of eliminating child abuse and neglect.

Every year, Washington, DC welcomes more than 16 million visitors from all over the world seeking to do business and explore this influential city nestled on the banks of the Potomac River. The Conference runs from April 16 - 20, 2012, and will coincide with the National Cherry Blossom Festival, a time when DC is at its loveliest.

Washington, DC is most well-known for its national and world political bases but has natural beauty as well as historic sites. DC has also become a mecca for the hip and trendy, a cultural icon and a world-class food destination. Visitors can marvel at the riches of its museums, from the Smithsonian Institute to the National Archives. Visitors can literally see money being made— which is possible with a visit to the Bureau of Printing or visit the home of two giant pandas, Mei Xiang and Tian Tian, at the National Zoo.

DC boasts a thriving live music scene with numerous hip venues on the U Street and H Street corridors or the opportunity to attend the world renowned John F. Kennedy Center that hosts the National Symphony Orchestra. Washington, DC is one of only 13 cities in the United States that has a professional team for every major sport. As for capturing it all and getting around the city, public transportation offers a wide set of options. Washington, DC is the home of the nation's second largest Metrorail system and largest bike share program.



## Getting Around Washington, DC

**Metro:** Upon arriving in DC, visitors will find the Metrorail subway system to be clean, efficient, and easy to master. Maps, fares, an interactive trip planner, and more can be found at [www.wmata.com](http://www.wmata.com); this Website also houses information on Metrobus, providing connections for locations not serviced directly by Metrorail. Dupont Circle Metro Station, located on the Red Line, is four blocks from the Washington Hilton Hotel. Exit at the north end of the station to Q Street and walk four blocks north on Connecticut Avenue to the Washington Hilton hotel, located at 1919 Connecticut Avenue, NW.

**Taxi:** Taxis are plentiful and priced affordably in DC.

**The Circulator:** DC's newest transportation solution, the Circulator, facilitates easy connections between points downtown and Adams Morgan, Georgetown, and Union Station; Union Station and the Capitol Riverfront; the Washington Convention Center and the Southwest Waterfront; and around the National Mall. <http://www.dccirculator.com>

**Bike/Green Travel Options:** Capital Bike Share—with a simple swipe of a credit card at one of many bicycle kiosks dotting the cityscape, you can skip the gym while in town for the Conference and enjoy the wind in your hair with a convenient, fun, and invigorating bike ride. [www.capitalbikeshare.com](http://www.capitalbikeshare.com)



## Learning Excursions

Learning Excursions have been arranged for participants of the 18<sup>th</sup> National Conference on Child Abuse and Neglect. Attendees are invited to actively participate in the learning process by venturing off-site to local programs that focus on child welfare issues.

### **Hubert H. Humphrey Building – Security Operations Center Tour**

200 Independence Ave., SW

Washington, DC 20201

*Wednesday April 18, 2012 and*

*Thursday April 19, 2012*

*11:00 a.m. – 2:00 p.m.*

*Busses will start boarding at 10:30 a.m. outside of Columbia Hall on the Terrace Level at the T Street entrance. Busses will leave promptly at 11:00 a.m.*

### **The U. S. Department of Health and Human Services (HHS)**

The headquarters of the U.S. Department of Health and Human Services is the Hubert H. Humphrey Building, located at the foot of Capitol Hill. The naming of the building in 1977 marked the first time that a Federal building had been dedicated to a living person. Hubert Humphrey, who served as U.S. Senator from Minnesota and Vice President of the United States, was born in 1911 and died in 1978.

The Mission of HHS is to enhance the health and well-being of Americans by providing for effective health and human services and by fostering strong, sustained advances in the sciences, underlying medicine, public health, and social services. HHS is the principle Agency for protecting the health of all Americans and providing essential human services, especially for those who are least able to help themselves, and has more than 300 programs that cover a wide spectrum of activities. HHS represents almost a quarter of all Federal outlays, works closely with State and local governments, and many HHS-funded services are provided at the local level by state or county agencies, or through private sector grantees.

Conference attendees who visit the HHS headquarters will tour the building and have the opportunity to participate in a briefing conducted by the Official Watch Officer. They will also visit the Secretary's Operations Center and learn about the official Government operations conducted in the Center.

**Upon entering the Hubert H. Humphrey Building, participants are required to provide valid identification with a photo (current driver's license or passport) to receive a required HHS visitor badge. ON-SITE REGISTRATION WILL NOT BE AVAILABLE FOR THIS EVENT.**



## Learning Excursions

### **SAFE SHORES—THE DC CHILDREN’S ADVOCACY CENTER**

429 O St., NW Washington, DC 20001

*Wednesday April 18, 2012*

*11:00 a.m. – 2:00 p.m. Busses will start boarding at 10:30 a.m. outside of Columbia Hall on the Terrace Level at the T Street entrance. Busses will leave promptly at 11:00 a.m.*

Safe Shores - The DC Children’s Advocacy Center is an independent, direct-service nonprofit organization that leads a private-public partnership established in 1995 to provide a coordinated, comprehensive and compassionate response to allegations involving child victims of sexual and physical abuse and witnesses to violence in the District of Columbia.

Safe Shores’ facility is expressly designed to provide a welcoming and child-friendly space where children and adolescents can feel safe and supported while waiting for forensic interviews, therapy, or placement resolutions. Safe Shores staff ensure that children receive supervision, meals, clean clothes, crisis intervention, and other emergency victim services during the joint investigative process.

Conference attendees who visit Safe Shores will be guided by a staff member through the program service areas, highlighting the child-friendly environment, including the tot and teen waiting rooms, forensic interviewing suite, and clinical services suite.

Immediately following the tour, Conference attendees will have the opportunity for Q&A with a panel of representatives from Safe Shores and from the other multidisciplinary team partner agencies (schedules permitting).

### **THE FISHING SCHOOL**

4737 Meade St., NE Washington, DC 20019

*Thursday April 19, 2012*

*11:00 a.m. – 2:00 p.m. Busses will start boarding at 10:30 a.m. outside of Columbia Hall on the Terrace Level at the T Street entrance. Busses will leave promptly at 11:00 a.m.*

Tom Lewis, a former D.C. Metropolitan police officer with over 20 years of experience in combating issues facing inner-city youth, was concerned about the educational and motivational needs of the children of low-income households within the Northeast section of D.C. Recognizing that education can unlock the door to knowledge and opportunity as well as break the cycle of poverty, Mr. Lewis renovated a former crack house and transformed it into The Fishing School in 1990. Tom Lewis proved that it is possible for one man to stand up and make a difference.

Today, under the leadership of Leo Givs, The Fishing School continues to provide educational and enrichment programs that offer children the chance for a brighter future. In 2009, the ABC television show **Extreme Makeover: Home Edition** and scores of corporate and community partners created a new learning center for The Fishing School. The new Tom Lewis Youth and Family Support Center has allowed The Fishing School to double the number of youth served annually. Tour the facility and learn more about the operation of this unique and successful community-based program.



**Evening Special Events: Wednesday, April 18, 2012**

*Buses will depart from outside of Columbia Hall at the T Street entrance on the Terrace Level promptly at 6:00 p.m.*

**OPTION A:**

2012 Cherry Blossom Experience 6:00 p.m. – 9:00 p.m.

In 1912, an incredible gift of 3,000 cherry blossom trees was bestowed on Washington, DC by Tokyo, Japan. Rooted strongly and surviving outside elements, the trees have withstood the test of time – and a century later, the National Cherry Blossom Festival is preparing for a once-in-a-lifetime celebration. Timeless traditions, rich culture, renowned artists, world-class performers—Washington at its best!

Participants will have an opportunity to take a self-guided tour of the Tidal Basin, view the cherry blossoms, and visit the various monuments including the Franklin D. Roosevelt and Jefferson Memorials, and the new Martin Luther King, Jr. Memorial.

While the unusually warm weather caused the cherry blossoms to peak early, it is still a beautiful sight!  
Cost: No Fee

**OPTION B:**

DC Harbor Potomac River Scenic Cruise 6:00 p.m. – 9:00 p.m.

Enjoy a front row view of the blooming cherry blossoms and the monuments of our nation's capital aboard a DC Harbor Cruise vessel. The 90 minute cruise on the historic Potomac River offers impressive views of Washington, DC, as well as music, light fare and an opportunity to network with other Conference attendees. The vessel's interior is climate controlled with windows on all sides for viewing in any weather. The exterior deck offers seating areas surrounding the boat for comfortable viewing; Conference attendees may want to bring a jacket to enjoy the views on the breezy exterior deck.

This cruise tour includes light fare and is available at a discounted price of \$25.00 per person. Tickets are limited and available on a first come, first serve basis.

Cost: \$25.00 per person

**OPTION C:**

Discover Georgetown Neighborhood Visit 6:00 p.m. – 9:00 p.m.

Embark on a self-guided exploration of the charming cobblestone streets of historic Georgetown and see some of the oldest buildings in the city. Located on the Potomac River, Georgetown was a major port and commercial center during colonial times and predates the city of Washington by 40 years. These days, the neighborhood is home to upscale and trendy shops and landmark restaurants as well as Georgetown University.

Cost: No Fee



**Evening Special Events: Thursday, April 19, 2012**

*Buses will depart from outside of Columbia Hall at the T Street entrance on the Terrace Level promptly at 6:00 p.m.*

**OPTION A:**

2012 Cherry Blossom Experience 6:00 p.m. – 9:00 p.m.

In 1912, an incredible gift of 3,000 cherry blossom trees was bestowed on Washington, DC by Tokyo, Japan. Rooted strongly and surviving outside elements, the trees have withstood the test of time – and a century later, the National Cherry Blossom Festival is preparing for a once-in-a-lifetime celebration. Timeless traditions, rich culture, renowned artists, world-class performers—Washington at its best!

Participants will have an opportunity to take a self-guided tour of the Tidal Basin, view the cherry blossoms, and visit the various monuments including the Franklin D. Roosevelt and Jefferson Memorials, and the new Martin Luther King, Jr. Memorial.

While the unusually warm weather caused the cherry blossoms to peak early, it is still a beautiful sight!  
Cost: No Fee

**OPTION B:**

Washington Nationals Baseball Game 6:00 p.m. – End of Game

**Washington nationals vs. Houston Astros**

Join your colleagues and cheer for your favorite team as the Washington Nationals play the Houston Astros. The Nationals Stadium is the first major stadium in the United States certified as a “green” building. Nationals Park is located along the fast-developing Capitol Riverfront adjacent to the Navy Yard. The new park not only redefines modern sports facility architecture but also serves as the catalyst and cornerstone of a new mixed-use Capitol Riverfront in our nation’s capital. In addition to a game ticket, each attendee will receive a voucher that can be used to purchase food and refreshments within the park.

Cost: \$25.00 per person

**OPTION C:**

Discover Georgetown Neighborhood Visit 6:00 p.m. – 9:00 p.m.

Embark on a self-guided exploration of the charming cobblestone streets of historic Georgetown and see some of the oldest buildings in the city. Located on the Potomac River, Georgetown was a major port and commercial center during colonial times and predates the city of Washington by 40 years. These days, the neighborhood is home to upscale and trendy shops and landmark restaurants as well as Georgetown University.

Cost: No Fee



**Pre-Conference Offerings**  
**Monday | 9:00 a.m. – Noon**

**Serving and Engaging Unaccompanied and Separated Families: Case Examples Informing Best Practices** *Presenters: Dawnya Underwood, LGSW | Kristy Elizabeth Caceres, LCSW-C | Julia Prickett, LGSW | Sonia Hoffman, LGSW*

*Room Name: Columbia Hall 5*

*Location: Terrace Level*

*Session A : Pre-Conference Workshop*

The U.S. Government estimates that 7,000 to 8,000 unaccompanied children come into custody every year after being apprehended trying to cross the U.S. border. This seminar reflects on child welfare work with children released from Federal custody to live with a parent or caregiver to whom the government has awarded custody. Highlighting case vignettes and outcomes in instances where interventions intersect with local child welfare social services, presenters suggest a set of best practice recommendations to enable child welfare practitioners to improve case outcomes in their work with Unaccompanied Alien Children (UAC).

*Learning Objectives:*

1. Describe the link of improved cultural competency and cultural sensitivity.
2. Comment on the link of child welfare standards to the unique circumstances of UAC and their families.
3. Explain how utilization of resilience and protective factors of UAC and their families result in develop and implement intervention plans that focus on strengths and capacities.

**Protective Factors and the Five R's to Building a Healthy Brain**

*Presenters: Nancy Seibel, MEd*

*Room Name: Columbia Hall 6*

*Location: Terrace Level*

*Session B: Pre-Conference Workshop*

Interactive in approach, this session identifies the connection between protective factors that strengthen parent-child relationships and reduce the risk of child maltreatment and the “five R’s”—relationships, respect, repetition, routines, and responsive interactions—that support brain development in the earliest days, months, and years of life. Participants gain practical strategies for using these five R’s to promote healthy brain development in young children and a resource that supports discussion and relationship building with parents.

*Learning Objectives:*

1. State the connection between building protective factors and supporting healthy brain development.
2. Recognize the “five R’s”—relationships, respect, repetition, routines, and responsive interactions of healthy brain development.
3. Identify strategies for promoting the “five R’s” of healthy brain development.



## Pre-Conference Offerings

Monday | 1:30 – 4:30 p.m.

### **All the King's Horses and All the King's Men: Putting Child Welfare Back Together Again by Integrating Social Work and & neuroscience**

*Presenters: Nicholas Rutledge, MSW, LCSW, QCSW | Laurie Ellington, MA*

*Room Name: Columbia Hall 5*

*Location: Terrace Level*

*Session C: Pre-Conference Think Tank*

This session focuses on principles and processes of trauma-informed care from a child welfare system perspective. Participants explore how our understanding of brain development, attachment, and trauma can serve to reframe our understanding of effective, evidence-based child welfare practice and thus facilitate the re-conceptualization of programs, policies, and services. Presenters address creative and innovative models of clinical supervision from a trauma-informed perspective.

*Learning Objectives:*

1. Identify the basic concepts and principles of interpersonal neurobiology, attachment, and trauma as it relates to contemporary evidence-based child welfare practice and improvement in the delivery and effectiveness of programs and services.
2. Summarize recent contemporary research and evidence base in the fields of social neuroscience and interpersonal neurobiology specific to evidence-based practice within a child welfare context.
3. Participate in brainstorming and troubleshooting the facilitation of practice shifts within participants' respective agencies.

### **Supervision: The Safety net for Frontline Child Welfare Practice**

*Joan Levy Zlotnik, PhD, ACSW | Freda Bernatovicz | Crystal Collins-Camargo, MSW, PhD | Steven*

*Preister Room Name: Columbia Hall 6*

*Location: Terrace Level*

*Session D: Pre-Conference Think Tank*

Session presenters provide an overview of the evidence base that supports the critical role of supervisors in child welfare and identify several current initiatives to enhance supervisor competency, role clarity, and leadership capacity. Participants join a facilitated dialogue to discuss implementation of a targeted action agenda that would engage national organizations, schools of social work, public and private child welfare agencies, and training and technical assistance providers.

*Learning Objectives:*

1. Use the research base that supports the critical role of supervisors and the challenges faced.
2. Identify options available to build supervisors' skills and leadership capacity.
3. Identify implementable actions to enhance roles, functions, and competencies of supervisors



**Pre-Conference Offerings**  
**Tuesday | 9:00 a.m. – Noon**

**Domestic Violence and Its Impact on Children**

*Presenters: Leslie Malkin, BA, JD*

*Room Name: Columbia Hall 5*

*Location: Terrace Level*

*Session E: Pre-Conference Workshop*

One of every four women experiences domestic violence at some time in her life. Between 30 to 70 percent of the men who batter their wives also physically and/or sexually abuse their children. Children who suffer direct abuse or witness the abuse of their mothers may exhibit physical, emotional, and behavioral effects. This seminar explains the fundamentals of domestic violence and its co-occurrence with child abuse and addresses the behavioral, physical, and emotional effects on children.

*Learning Objectives:*

1. Articulate the fundamentals of domestic violence and myths, as well as realities surrounding it.
2. Explain the high rates of co-occurrence of domestic violence and child abuse.
3. Cite the impact of exposure to domestic violence on children.

**Identifying Fetal Alcohol Spectrum Disorders in the Child Welfare Population: A Skills**

**Workshop** *Presenters: Larry Burd, PhD*

*Room Name: Columbia Hall 6*

*Location: Terrace Level*

*Session F: Pre-Conference Skills Seminar*

Seventy percent of children in the child welfare system are exposed to alcohol prenatally. Despite this rate of exposure, fetal alcohol spectrum disorders (FASD) often are misdiagnosed, leading to increasing behavioral difficulties. For the child welfare system, this frequently means more problematic reunification processes and additional foster care placements. This workshop aims to provide the understanding and tools required to identify FASD and provide the services necessary for successful reunification and improved developmental outcomes.

*Learning Objectives:*

1. Identify the rates of substance abuse exposure in the child welfare system and beyond.
2. Cite the adverse effects of prenatal alcohol exposure on learning and behavior.
3. Identify strategies for improving outcomes for children affected by Fetal Alcohol Spectrum Disorder (FASD) and their families.



## Pre-Conference Offerings

Tuesday | 1:30 – 4:30 p.m.

### How to Build a Father-Friendly Child Welfare System

*Presenters: Sonia C. Velázquez, CSS | Myles Edwards, PhD | John Fluke, PhD | Howard Davidson, JD | Rebecca Graham, RN, BSN, MS*

*Room Name: Columbia Hall 5*

*Location: Terrace Level*

*Session G: Pre-Conference Think Tank*

States, Tribes, and communities continue to be challenged by father absenteeism. Child welfare agencies and other social services find themselves limited in their impact due to barriers to father engagement. This interactive session offers an in-depth discussion of obstacles and solutions to father engagement, addressing programmatic and legal barriers, lack of agency readiness, and the continuous need for a richer knowledge base. Using a structured format, participants draw lessons from a national knowledge development project that included research sites.

*Learning Objectives:*

1. Recall the aspects of child welfare agency readiness to engage fathers, lessons learned, and available tools.
2. State legal barriers to father engagement.
3. Give examples of priorities for research and knowledge development related to the engagement of fathers.

### Preventing Child Maltreatment: A Role for Child Healthcare, the SEEK Model *Presenters:*

*Howard Dubowitz, MD | Wendy Lane, MD*

*Room Name: Columbia Hall 6*

*Location: Terrace Level*

*Session H: Pre-Conference Skills Seminar*

The Safe Environment for Every Kid (SEEK) model begins with training child healthcare professionals to conduct a brief assessment and initially address prevalent risk factors (e.g., parental depression, substance abuse) associated with child maltreatment. Parents complete a short questionnaire while waiting for their child to be seen, helping to identify possible psychosocial problems. In addition to conveying the promising findings of two randomized controlled trials of the SEEK model, presenters demonstrate how healthcare professionals can be taught to play a preventive role.

*Learning Objectives:*

1. Describe a practical model for pediatric primary care to prevent child maltreatment.
2. State the results of two randomized controlled trials of the Safe Environment for Every Kid (SEEK) model.
3. Apply the aspects of the SEEK model to clinical practice



TUESDAY, APRIL 17, 2012

**Plenary I | Opening Session** | 5:45 – 7:30 p.m. | International Ballroom, Concourse Level

**Prelude**

Presentation by the Joint Armed Forces Color Guard, with music by the Urban Nation Choir

**Presiding & Conference Welcome**

**Catherine M. Nolan, ACSW**

*Director, Office on Child Abuse and Neglect*

*Children's Bureau, Administration on Children, Youth and Families*

*Administration for Children and Families*

*U.S. Department of Health and Human Services*

**Welcome To The City**

**Brenda Donald**

*Acting Director*

*DC Child and Family Services Agency*

**Opening Remarks**

**Linda K. Smith**

*Deputy Assistant Secretary and Inter-Departmental Liaison*

*for Early Childhood Development*

*Administration for Children and Families*

*U.S. Department of Health and Human Services*

**Opening Night Networking Reception**

Following the Opening Session, please join us in the International Ballroom for our Opening Night Networking Reception. Featured entertainment is provided by the Ricky Peyton Jazz Ensemble. The International Ballroom is located on the Concourse level of the Washington Hilton.



TUESDAY, APRIL 17, 2012

**Plenary I | Opening Session** | 5:45 – 7:30 p.m. | International Ballroom, Concourse Level

#### FEATURED SPEAKERS

#### **Cecelia Tichi, PhD Richard Krugman, MD Carol Wilson-Spigner, DSW**

In keeping with this year's theme, Celebrating the Past ~ Imagining the Future, our Opening Plenary offers a look back to the founding of the Children's Bureau and sets the stage for reflecting on past successes with an eye toward future endeavors. The challenges facing children and families in those early days, advocacy efforts and strategies pursued to improve child welfare, the historical context in which these efforts occurred, and lessons learned over the decades will be addressed by our three featured speakers.

#### **JUSTICE, NOT PITY: JULIA LATHROP AND THE FOUNDING OF THE U.S. CHILDREN'S BUREAU**

Dr. Cecelia Tichi sets the historical stage for the founding of the Children's Bureau 100 years ago. At the time, a public suspicion of governmental intrusion into family life fueled a sharpening of political knives against the newly formed Bureau, despite a staggering U.S. infant mortality rate. Dr. Tichi presents the challenges the ladylike Julia Lathrop, a social worker from the Midwest, faced when she assumed the position of Chief of the first Federal agency devoted to the country's most continuously vulnerable population.

#### **SOME RANDOM AND NOT-SO-RANDOM THOUGHTS ON THE CHILDREN'S BUREAU AND BATTERED CHILD SYNDROME ANNIVERSARIES: WHAT CAN WE LEARN?**

Dr. Richard Krugman reviews some of the highlights as well as low points in the Children's Bureau's 100-year history. He focuses particularly on efforts to address child maltreatment in his self-described "highly opinionated" presentation.

#### **LOOKING BACK TO INFORM THE FUTURE: LESSONS FROM THE EARLY YEARS**

Dr. Carol Wilson-Spigner identifies infant mortality and child labor as two of the Children's Bureau's early initiatives. Focusing on strategies used and the impact of initial work, she addresses the lessons for the 21st century—emerging themes that include partnership and constituency building and creating linkages among issues and change strategies.

#### *LEARNING OBJECTIVES*

1. Name the challenges facing Julia Lathrop as she assumed the position of first Chief of the Children's Bureau.
2. Specify some high and low points in the 100-year history of the Children's Bureau, particularly in regard to child maltreatment.
3. Identify the lessons that emerge for the 21st century from the strategies used in the early initiatives of the Children's Bureau.



TUESDAY, APRIL 17, 2012

**Plenary I | Opening Session** | 5:45 – 7:30 p.m. | International Ballroom, Concourse Level

**PARENTS ANONYMOUS® INC. JOLLY K. AWARD**

**Presented by Lisa Pion-Berlin**, President and Chief Executive Officer, Parents Anonymous ®

**Award Recipient: Debbie Reynolds**

Parents Anonymous® Inc. is proud to present the 2012 Jolly K. Award to Debbie Reynolds from Parents Anonymous® of Southeastern Kentucky. The Jolly K. Award recognizes a Parents Anonymous® Parent Leader who exemplifies the courage, tenacity, and strong parent leadership first demonstrated by Jolly K., the founding parent of Parents Anonymous® Inc.

Debbie Reynolds attended her first Parents Anonymous® Group in 2000. A new grandparent whose young grandchildren with special needs had been placed in her home by the local child welfare agency, she found the support she sought from meeting with others experiencing parenting concerns and realizing she was not alone in her grandparent struggle to become the best caregiver possible. When asked to become Parent Group Leader, Ms. Reynolds began co-facilitating weekly meetings, expanding her leadership knowledge and skills, and volunteering to work with families. Currently, she serves on several child abuse councils and committees and annually volunteers for various Child Abuse Prevention Month events and activities in addition to achieving success at leveraging contributions from the local McDonald's and Steak House restaurants. Much like Jolly K., Ms. Reynolds exhibits that same motivation to reach out to other parents. Over the years, her leadership skills have continued to evolve. She now serves as a spokesperson and presenter for Parents Anonymous® and co-trains on parent leadership and shared leadership® with Parents Anonymous® staff. The many challenges Debbie Reynolds faced with her own family proved a starting point for her growth into a highly effective, respected, and outstanding Parent Leader in Kentucky.



TUESDAY, APRIL 17, 2012

**Plenary I | Opening Session** | 5:45 – 7:30 p.m. | International Ballroom, Concourse Level

**PARENTS ANONYMOUS® INC. JUANITA CHÁVEZ AWARD**

**Presented by Lisa Pion-Berlin**, President and Chief Executive Officer, Parents Anonymous ®

**Award Recipient: Cheryl Stacks**

Parents Anonymous® Inc. is proud to present the 2012 Juanita Chávez Award to Cheryl Stacks from Parents Anonymous® of Tyler, Texas. The Juanita Chávez Award recognizes a Parents Anonymous® staff member or volunteer for his or her work in promoting parent leadership and shared leadership and helping parents grow to their full potential.

Cheryl Stacks brings a wealth of practical expertise to the Parents Anonymous® Children and Youth Program in Tyler, Texas. Ms. Stacks first became involved with Parents Anonymous® as a Children and Youth Program Worker in 2001. Currently, she serves as the Afterhours Site Coordinator for Parents Anonymous® programs in Tyler. In this capacity, she interfaces regularly with parents, offers a helping hand whenever and wherever needed, and, most importantly, provides a non-judgmental sounding board for parents. A strong believer in proactive support, Ms. Stacks feels especially proud of her work in shared leadership ... helping to empower parents to make a difference in the lives of their children. One example is her true shared leadership work with a parent recently released from jail. Providing extraordinary ongoing support, Ms. Stacks enabled this parent to achieve a successful transition back into the community—gaining employment, moving into her own apartment, and, ultimately, reuniting with her child. A highly committed and caring member of the Parents Anonymous® team, Ms. Stacks — known for always going that “extra mile” — has made a significant, Juanita Chávez-style contribution to Parents Anonymous® and to families throughout Tyler and other rural counties in Northeastern Texas.



WEDNESDAY, APRIL 18, 2012

**Plenary Session II** | 9:00 – 10:30 a.m. | International Ballroom, Concourse Level

**PRESIDING & WELCOMING REMARKS**

Dorothy V. Harris, ACSW, LCSW-C

Senior Vice President Special Projects on Children, Youth and Families

Paltech, Inc

**FEATURED SPEAKERS**

Barbara Bonner, PhD

Marva Hammons, MSW

Bryan Samuels, MPP

This plenary session examines more closely some of the major movements and practices that have shaped child welfare over the years. Successes and promising practices are highlighted, along with the Children's Bureau's current initiatives to promote child safety and well-being, and to improve outcomes for both children and the systems that support them.



WEDNESDAY, APRIL 18, 2012

**Plenary Session II** | 9:00 – 10:30 a.m. | International Ballroom, Concourse Level

### **A VIEW FROM PRACTICE: BUILDING COMMUNITIES OF HOPE**

Marva Hammons, Executive Vice President, Child and Family Services, Casey Family Programs, connects both past and current child welfare practice with the future, drawing upon her years of experience and leadership in the field of child welfare—specifically with child protective services and foster care. She identifies promising practices that keep children safely at home in their communities, discusses a select number of strategies for improving outcomes for children at risk of entry into foster care, as well as articulates the value, benefits, and promise of meaningful and ongoing family engagement and family-centered practice in efforts to keep children safely at home.

### **WHO'S GOING UPSTREAM?**

Dr. Barbara L. Bonner, Director of the Center on Child Abuse and Neglect at the University of Oklahoma Health Sciences Center, focuses on how maltreated children and their families have fared over the past 25 years in terms of mental health interventions. In addition to highlighting effective treatments for abuse and neglect, she addresses the emerging movement from tertiary to secondary to primary prevention. In her presentation, Dr. Bonner both describes and challenges those who are going upstream.

### **LOOKING TO THE FUTURE: AN AGENDA FOR THE CHILDREN'S BUREAU'S NEXT 100 YEARS**

During this session, Commissioner Bryan Samuels will present a vision for the Children's Bureau's work in the next century that emphasizes healthy functioning and well-being for children. He will describe the Children's Bureau's current priority to promote the social and emotional well-being of children who have experienced maltreatment, trauma, and/or exposure to violence in order to achieve better outcomes for both children and systems. Commissioner Samuels will also share current work in the Children's Bureau that exemplifies this focus to illustrate how the promotion of social and emotional well-being is brought to life in programs, policies, and research around the country.

#### *Learning Objectives*

1. Specify current efforts on the part of the Children's Bureau to promote the social and emotional well-being of children who have experienced maltreatment, trauma, and/or exposure to violence.
2. Identify strategies for improving outcomes for children at risk of entry into foster care.
3. Describe the emerging movement from tertiary to secondary to primary prevention.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

All sessions reflect the Conference theme, Celebrating the Past ~ Imagining the Future, and fall into one of seven Learning Clusters.

**Learning Cluster 1**

Partnering to Protect Children, Youth, and Families

**Learning Cluster 2**

Building a Research Agenda to Inform and Improve Practice

**Learning Cluster 3**

Preventing Child Maltreatment while Focusing on Early Intervention

**Learning Cluster 4**

Engaging Parents and Youth

**Learning Cluster 5**

Developing the Workforce

**Learning Cluster 6**

Reaching Underserved Populations

**Learning Cluster 7**

Advancing System Change

**A Multifaceted Approach to Resource Home Recruitment and Permanency Achievement: Intervention Summary and Preliminary Findings**

*Presenters: Crystal Collins-Camargo, MSW, PhD | Jennie Willson, MSW | Caroline Crump, MS | Dana Sullivan, PhD*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 1  
Workshop*

This session discusses a Federally-funded, multifaceted initiative designed to recruit resource families and achieve permanency for children in out-of-home care. The project involves targeted and child-specific recruitment, a customer service approach to resource families, and collaborative, regional meetings of public and private agency staff and resource parents to promote data-driven best practice. Session presenters report preliminary evaluation findings based on surveys and key informant interviews, as well as provide a comparison of child welfare outcome indicators.

*Learning Objectives:*

1. State an overview of preliminary data regarding one state's out-of-home care system that served as a basis for the design of interventions to improve Outcomes.
2. Describe a research and demonstration project testing a multifaceted intervention designed to recruit and retain foster/adoptive families and achieve permanency for children.
3. Explore preliminary findings based on survey and key informant data collected at the intervention midpoint, as well as trends in child welfare Indicators.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Applying the Interactive Systems Framework for Dissemination and Implementation to Prevent Child Maltreatment**

*Presenters: Richard Puddy, PhD | Diane Hall, PhD | Sandra Alexander, MEd*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 2*

*Workshop*

The Interactive Systems Framework (ISF) for Dissemination and Implementation was developed to address the existing gap between scientifically determining what works and moving that knowledge into the field for the benefit of the public. This workshop provides an overview of the development and utility of the ISF for child maltreatment prevention from a systems perspective, as well as illustrates the successful application of each component of the ISF with examples of processes and tools relevant to the field.

*Learning Objectives:*

1. Define three interactive systems involved in the dissemination and implementation of strategies to prevent child maltreatment.
2. Articulate the six steps involved in the Rapid Synthesis and Translation Process.
3. Explain the components of the Evidence-Informed Adaptation Process.

**Building Stronger Families: A Child Welfare-Treatment Partnership to Address Parental Substance Abuse and Child Maltreatment**

**Abuse and Child Maltreatment**

*Presenters: Cindy Schaeffer, PhD | Christine Lau, MSW*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 3*

*Workshop*

Session presenters describe preliminary outcomes from a pilot study (N = 26) of Building Stronger Families (BSF), a comprehensive intervention for families with co-occurring child maltreatment and parental substance abuse. Findings indicate significant pre- to post-treatment improvements in parent-reported depressive symptoms, alcohol and drug use, and psychological aggression with their children, as well as in youth-reported anxiety. In comparison to a matched control group, BSF families had significantly fewer substantiated maltreatment (re-abuse) reports across a two-year follow-up period. Child welfare system representatives address implications for practice.

*Learning Objectives:*

1. Tell about a new empirically-supported intervention to comprehensively address the clinical needs of families involved in the child welfare system due to the co-occurring problem of parental substance abuse and child maltreatment.
2. Identify strategies to create partnerships with treatment providers to better ensure that intervention targets are consistent with the mandates of child protective services.
3. Explain steps to Building Stronger Families' therapists create partnerships with members of the family's natural ecology.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Building the Future of Public Child Welfare: The national Landscape of Preventive Responses by Child Protection Agencies**

*Presenters: Caren Kaplan, ACSW | Lisa Merkel-Holguin, MSW*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 4*

*Workshop*

This interactive workshop explores the results of a 2011 survey conducted by the Quality Improvement Center on Differential Response in Child Protective Services (QIC-DR) to obtain information on state public child welfare agencies' innovative strategies with families who are the subject of screened out referrals/reports of alleged maltreatment. The session also presents research that articulates the value that community-based child maltreatment prevention approaches can bring to the continuum of child welfare responses and discusses strategies child welfare agencies may employ to expand their continuum of responses to vulnerable children and families.

*Learning Objectives:*

1. Explain the national landscape of innovative strategies states are using with families who are the subject of referrals/reports of alleged maltreatment and screened out of the child welfare agency.
2. Identify the most promising practices for how to grow differential response systems to include a "prevention pathway" or formal response to screened-out referrals/reports.
3. Articulate the value of participating in collaborative community-based efforts to prevent child maltreatment and strategies for expanding one's continuum of responses to vulnerable children and families.

**Child Welfare Systems' Response to Immigrant Children and Families: Indicators of**

**Advancement and Emerging Challenges** *Presenters: Alan Dettlaff, PhD | Yali Lincroft, MBA | David Thronson, JD | Emily Butera, MA*

*Room Name: Monroe Location: Concourse Level Session: 5*

*Workshop*

This workshop addresses the advances in the response of child welfare systems to immigrant children and families, as well as examines emerging issues, policy, research, and trends facing this population. Presenters place particular emphasis on the challenges impacting families with co-occurring justice system involvement following the apprehension of an undocumented parent. The session identifies the need and includes examples of coordinated approaches, which can reduce barriers to family reunification and placement options for immigrant families caught between these systems.

*Learning Objectives:*

1. Recall child welfare's current ability to protect immigrant children.
2. Comment on immigrant children's state of protection and factors associated with their well-being.
3. Explore immediate priorities of policy, knowledge building, research, and practice to protect immigrant children.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Creating a Trauma-Informed Children’s Workforce: Improving Cross-System Training through a Competency Mapping Process**

*Presenters: Sophia Hwang, MEd | June Cairns, MSW*

*Room Name: Lincoln East Location: Concourse Level Session: 6*

*Workshop*

In an interactive workshop combining lecture, discussion, and video, participants learn about the impact of trauma on the brain and early childhood development and the importance of incorporating a trauma-informed approach to children’s services. Presenters describe a process termed “curriculum mapping,” which is used to analyze trauma-related content and quality in the training of professionals who work with children. Using a mandatory training offered by a public agency as a case study, the workshop presents the curriculum mapping process.

*Learning Objectives:*

1. Define trauma and its impact on child development and children’s services.
2. Articulate the importance of trauma-informed trainings across systems.
3. Explain how the mapping process evaluates competencies in trainings and how competencies can influence curriculum design.

**Decision Making in Child Welfare: A Discussion of Tools, Influences, Outcomes, and Research (Part 1)**

*Presenters: Theresa Costello, MA | John Fluke, PhD | Katherine L. Casillas, PhD | Donald Baumann, PhD*

*Room Name: Georgetown East Location: Concourse Level Session: 7*

*Think Tank*

Session presenters provide a comprehensive summary of current key decision-making tools as a resource document and to set the stage for discussion regarding both advances and areas of need in decision-making guides for workers. Decision-making tools include those related to risk, safety, case opening, substantiation, removal, return, safety of placement, and case closure. The three research studies presented address the decision to place a child in out-of-home care as a function of decision-maker thresholds for action, the influence of case and organizational characteristics on child welfare placement decisions, and improving permanency outcomes for children affected by substance abuse.

*Learning Objectives:*

1. State current primary decision-making instruments used in child welfare agencies nationwide.
2. Cite findings from several studies related to decision-making variables and influences.
3. Tell how areas of future work will inform and improve child welfare decision making.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Differential Response: What Do We Know and What Are We Learning?**

*Presenters: Amy Hahn, MSW | Brett Brown, PhD | Marc Winokur, PhD | Ida Drury, MSW*

*Room Name: DuPont Location: Terrace Level Session: 8*

*Workshop*

Presented by the National Quality Improvement Center on Differential Response in Child Protective Services, this workshop explores the differential response model it is evaluating in a 42-month randomized control trial evaluation in three research and demonstration sites. The session includes outcomes from two previous studies as they reflect the general design of the studies. Presenters discuss preliminary implementation process outcomes from the cross-site analysis, as well as specific information shared by Colorado from their evaluation thus far.

*Learning Objectives:*

1. Explain the eight core elements of differential response that the Quality Improvement Center-Differential Response (QIC-DR) is using as a baseline for the cross-site analysis of three distinct research and demonstration sites.
2. Identify the design and outcomes from two previously completed experimental-control trial evaluations upon which the QIC-DR evaluations are Modeled.
3. Comment on preliminary process outcomes from the three experimental-control trial evaluations currently taking place in Colorado, Illinois, and Ohio.

**Engaging Youth in Danger of Aging Out of Care without Permanency**

*Presenters: Kimberly Rose, MSW | Rodeline Saint Felix | Danphargie Saint Franc| Jessica N.*

*McCluskey Room Name: Jefferson East Location: Terrace Level Session: 9*

*Workshop*

Session presenters describe in detail the Youth Establishing Self-Sufficiency (YESS) program—a voluntary independent living model, which is a collaborative partnership between the Youth, the Chafee Youth Services Center, and the Rhode Island Department of Children, Youth and Families. YESS provides services to young adults, ages 18 to 21, who wish to receive services and support as they move toward greater independence. On a case-by-case basis, the program considers clients graduating from high school. Expected to work or attend college or a trade school, YESS participants serve as the driving force in the development of their self-sufficiency plan.

*Learning Objectives:*

1. Explain strategies for engaging youth who are aging or in danger of aging out of care to be successful in maintaining connections to available resources and services.
2. Articulate how to create safe and supportive programs for youth as they age out of state welfare agency/family court oversight.
3. State ways to collaborate with state, public, and private agencies to create a meaningful “safety net” for youth as they approach their state’s age of Majority.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Federal Child neglect Research Priorities and Funding Opportunities**

*Presenters: Valerie Maholmes, PhD | Denise Pintello, PhD | Wendy Nilsen, PhD | Mary Bruce Webb, PhD Room Name: International Ballroom Center Location: Concourse Level Session: 10 Workshop (Webinar)*

Knowledge of Federal research opportunities, mechanisms, and processes emerge as critical skills for both new and established researchers of child abuse and neglect. The session intent is to familiarize research investigators with grant writing and review processes within the National Institutes of Health and the Administration on Children, Youth and Families. Presenters emphasize particularly research mechanisms for early stage and new investigators and funding opportunities for secondary data analysis on child maltreatment.

*Learning Objectives:*

1. Cite Federal research priorities on child abuse and neglect.
2. Explain funding mechanisms to conduct research on child abuse and neglect.
3. Explore available data resources for research on child abuse and neglect.

**Filling in the gaps: Youth Leadership Training to Increase graduation Rates for At-Risk Minority girls** *Presenters: Christine Baker, PhD Room Name: Cardozo Location: Terrace Level Session: 11 Workshop*

Youth Leadership Training (YLT), a dropout prevention program, utilizes evidence-based strategies to engage at-risk minority girls and their parents in interactive and experiential skill development. In addition to an outcome of increasing significantly the graduation rates of participating girls, YLT also expects to realize a significant increase in attendance and grade point averages, as well as a decrease in disciplinary referrals of ninth grade girls compared to a control group over a three-year period. This workshop reports the preliminary findings for 60 girls from two underperforming Newark, New Jersey high schools

*Learning Objectives:*

1. Describe a culturally relevant community research project designed to develop youth leaders.
2. Identify strategies to engage at-risk minority students and their parents in successful goal setting.
3. Explore preliminary research findings regarding girls in a community-based Youth Leadership Training program.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Fostering Healthy Futures: A Randomized Controlled Trial of an Intervention for Preadolescent Youth in Out-of-Home Care**

*Presenters: Heather Taussig, PhD*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 12*

*Workshop*

This workshop presents a program overview, uptake rates, participant characteristics, and quantitative outcomes of Fostering Healthy Futures—a randomized controlled trial of a novel prevention program designed to promote prosocial development and reduce problem behaviors in 9-11-year-old children who have been maltreated and placed in foster care. The nine-month intervention consists of three components: (1) evaluations of children’s functioning, including a screen for mental health, cognitive, and academic problems; (2) one-on-one mentoring/advocacy; and (3) weekly therapeutic skills groups.

*Learning Objectives:*

1. Identify ways to conduct a randomized controlled trial with a maltreated, foster care population.
2. Describe efficacious intervention components with preadolescent children in foster care.
3. State the impact of a preventive intervention on mental health outcomes for children in foster care.

**Fostering Transitions: Opening Doors to Relationships**

*Presenters: Toni Heineman, DMH | Saralyn Ruff, MEd*

*Room Name: Fairchild West Location: Terrace Level Session: 13*

*Workshop*

Traumatized youth, who are in transition, face enormous challenges and require staff able to support their complex needs. This session introduces and presents an overview of Fostering Transitions—a research-based, interactive, web-based curriculum developed to help staff meet the needs of youth who have experienced trauma and who are in transition. It is a program designed to provide psychologically rich, easily accessible materials to caseworkers, foster parents, group home counselors, teachers, i.e., to any adult interested in offering emotional support and guidance to youth in transition.

*Learning Objectives:*

1. Describe attachment and developmental theories and their application in the treatment of trauma.
2. Describe Fostering Transitions, a research- and theory-based program for foster youth.
3. Participate in skills for using Fostering Transitions via group discussion and case studies.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Getting Inside the Black Box: Monitoring Fidelity and Quality in Evidence-Based Home Visiting Programs**

*Presenters: Deborah Daro, PhD | Cheri Vogel, PhD | Stacey Clettenberg, PhD*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 14*

*Workshop*

As the use of evidence-based health and social service programs increases, it is important that these programs are monitored systematically to ensure both fidelity and quality and to achieve effective outcomes. This workshop presents three approaches to monitoring implementation fidelity and home visiting quality—two from the Supporting Evidence-Based Home Visiting grant program and the third from the approach used in the Early Head Start Family and Child Experiences Survey.

*Learning Objectives:*

1. Demonstrate an increased understanding of comprehensive fidelity monitoring systems.
2. Articulate direct service delivery quality and quality assessment methods.
3. Describe the use of fidelity and quality information at the program level to improve practice.

**Implementation and Evaluation of a Hospital-based Shaken Baby Prevention Project**

*Presenters: Kristen Rector, LAPSW | Kamella Carmino, LISW*

*Room Name: Gunston East Location: Terrace Level Session: 15*

*Workshop*

Prevent Child Abuse Tennessee collaborated with six hospitals to deliver a Shaken Baby Prevention Program. This workshop discusses procedures and materials related to the hospital training and to the five-component parent intervention, as well as addresses evaluation procedures and results. The 106 participating nurses indicated high satisfaction with their program training and an increase in knowledge related to Shaken Baby Syndrome. New mothers (N=4010) reported high levels of participation with the program components, i.e., video, conversation with nurse, handout, helpline number, and Commitment Statement. Mothers also found the information to be helpful and noted they would recommend the program.

*Learning Objectives:*

1. Describe the development and implementation of the nurse training component, as well as the prevention program conducted by nurses with new parents in a hospital setting.
2. Analyze evaluation results related to hospital nurses' experiences with the program training.
3. Cite how evaluation results relate to new parents' experiences with the program.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Implementing Comprehensive Family Assessment: Lessons Learned in Changing Professional Behavior and Adapting Organizational Structures**

*Presenters: Todd Holder, MSW | Adrian Daye, MSW | Jenny Gordon, MA, EdD | Kantahyane Murray, PhD*

*Room Name: International Ballroom West Location: Concourse Level Session: 16*

*Workshop*

The development of implementation science over the last five years has reinforced an appreciation for the extent to which achieving successful intervention outcomes is as heavily influenced by how implementation occurs as by practice model design. This workshop provides information regarding the efforts and experiences of three jurisdictions over four years of work toward implementing Comprehensive Family Assessment with fidelity. Presenters discuss lessons learned with respect to effectively influencing and/or addressing issues associated with implementation stages and drivers.

*Learning Objectives:*

1. State a general overview of the Federal Demonstration Grant for Implementing Comprehensive Family Assistance (CFA) and discuss the proximal (changes in practice) and distal outcomes (results of intervention) hoped to be achieved.
2. Identify approaches to implementation and consider activities targeting implementation drivers during the various stages of CFA implementation.
3. Identify challenges for implementation in a public child welfare setting and consider implications for advancing systematic implementation of intervention models.

**Innovative Parent Advocacy in Policy and Systems Change**

*Presenters: Meryl Levine, MSSA | Lisa Pion-Berlin, PhD*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 17*

*Workshop*

Parent Leaders and staff demonstrate ways to effectively engage parents in policy development and systems change at the local, state, and national levels in child welfare and other systems. Additionally, Parent Leaders share their experiences providing testimony for Child Abuse Prevention and Treatment Act (CAPTA) reauthorization and serving on the California Child Welfare Council and other State-level committees. Participants gain a solid understanding of the significant role Parent Leaders can play in shaping policy recommendations.

*Learning Objectives:*

1. State the concept of shared leadership.
2. Identify different policymaking bodies across multiple systems where Parent Leaders can take on leadership roles and provide direction to strengthen services, practices, and policies.
3. List ways that Parent Leaders and staff can work in shared leadership to achieve shared vision and mutual goals to improve child welfare policies and practices.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Learning from the Past, Looking to the Future: Best Outcomes for Indian Children in Wisconsin**

*Presenters: Mark Ells, JD | Angela Gebhardt, MSW | Patina Park Zink, JD | Loa Porter, MPA*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 18*

*Workshop*

Historically, Indian children have been disproportionately overrepresented in Wisconsin's child welfare system. The Wisconsin Department of Children and Families (WDCF) and the Midwest Child Welfare Implementation Center (MCWIC) collaborate with Wisconsin's eleven sovereign Tribes, 71 county child welfare agencies, and the Bureau of Milwaukee Child Welfare to improve outcomes for Indian children. Presenters describe the systemic implementation of the 2009 Wisconsin Indian Child Welfare Act, which serves as the vehicle for achieving better outcomes for Indian children in Wisconsin, and also identify lessons learned regarding the challenges and rewards of inter-jurisdictional, cross-cultural collaboration.

*Learning Objectives:*

1. State the challenges and successes in developing tribal/state/county relationships.
2. Articulate how state data is being used to support systemic compliance with the Wisconsin Indian Child Welfare Act (WICWA).
3. Identify methods of effective communication between tribal/state/county child welfare systems.

**Lessons Learned from LONGSCAN: A 20-Year Study of Child Maltreatment (Part 1)**

*Presenters: Howard Dubowitz, MD | Richard Thompson, PhD | Jonathan Kotch, MD, MPH, FAAP | Diana J. English, PhD | Laura Proctor, PhD | Alan J. Litrownik, PhD*

*Room Name: Georgetown West Location: Concourse Level Session: 19*

*Think Tank*

LONGSCAN (Longitudinal Studies in Child Abuse and Neglect), a 20-year multi-site consortium of studies examining the antecedents and consequences of abuse/neglect, consists of five distinct studies involving over 1,300 children from Baltimore, North Carolina, Chicago, San Diego and Seattle. The session highlights major areas that have been probed, including: the maltreatment experiences of the children, the specific experiences of those in foster care, the children's physical and mental health outcomes, and the relationship of fathers to the children's experiences. By age 14, more than 65 percent of LONGSCAN children had been reported for maltreatment.

*Learning Objectives:*

1. Summarize important research implications regarding medical outcomes of child maltreatment.
2. Summarize research implications regarding mental health outcomes of child maltreatment.
3. Summarize important research implications regarding fathers and outcomes of child maltreatment.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Navigating Community-Based Randomized Controlled Trials in Child Maltreatment Prevention: Lessons from REECAP**

*Presenters: J. Mark Eddy, PhD | Anne Duggan, ScD | Beth Green, PhD | Craig LeCroy, PhD*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 20*

*Workshop*

To begin to address the gap in evidence-based information in the field of child abuse and neglect prevention and child welfare, the Children’s Bureau initiated in 2009 the Rigorous Evaluation of Existing Child Abuse and Neglect Prevention Program (REECAP). Grants were awarded to four institutions to conduct randomized control trials (RCTs) of existing community-based child abuse and neglect prevention programs. The principal investigators on these grants discuss the significant challenges and opportunities presented to researchers and practitioners through the conduct of RCTs.

*Learning Objectives:*

1. Define randomized controlled trial (RCT) methodology within the context of existing community-based child abuse and neglect prevention programs.
2. List common challenges and successful coping strategies related to conducting community-based RCTs.
3. Explain the value of RCTs to practitioners, policymakers, and the field at large.

**Prevention of Child Abuse and neglect: Aspiring to Excellence**

*Presenters: Julie Collins, LCSW | Andrea Bartolo, LCSW*

*Room Name: International Ballroom East Location: Concourse Level Session: 21*

*Workshop*

This workshop introduces the new overarching framework for the Child Welfare League of America’s *Standards of Excellence for Child Welfare Services* that will guide systemic changes toward prevention of child abuse and neglect and promote well-being leading to improved outcomes for children and families. The session presents the workgroup’s White Paper, which defines the prevention of child abuse and neglect and outlines the key components that will provide the frame for the new *Standards of Excellence*. Presenters welcome feedback regarding what has been developed and guidance for what else needs to be included.

*Learning Objectives:*

1. Explain the overarching framework for the Child Welfare League of America’s (CWLA) Standards of Excellence for Child Welfare Services, as well as how this framework will serve as the foundation of Standards of Excellence for Prevention of Child Abuse and Neglect.
2. Tell how these Standards of Excellence can assist with advancing policy and system changes in participants’ states and/or their agencies.
3. Cite additional areas of practice that should be addressed by the new Prevention of Child Abuse and Neglect Standards of Excellence.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Project ONE: national Council of Juvenile and Family Court Judges' Multi-Court Collaboration**

**Initiative** *Presenters: Nancy Miller | Hon. Kathleen Quigley | Hon. William Thorne | Hon. Janice Rosa*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 22*

*Workshop*

Children and families involved with multiple courts is an emerging issue in the field of child welfare. The Board of Trustees of the National Council of Juvenile and Family Court Judges has adopted a framework to create a Multi-Court Collaboration (MCC) initiative built on the successful Dependency and Delinquency Model Courts Projects. This session describes the history of the MCC framework—a one family/one judge model, which envisions holistic treatment of families—and includes specific examples from jurisdictions across the nation showing how multiple courts can work together to serve families and children in an efficient and family-centered way.

*Learning Objectives:*

1. State the impact of non-unified courts on children and families.
2. Articulate the impact of non-unified courts on the legal system and support services.
3. Explain the Multi-Court Collaboration Initiative of the National Council of Juvenile and Family Court Judges.

**Safe Babies Court Teams: Engaging the Community to Build Strong Families and Healthy**

**Communities** *Presenters: Lucy Hudson, MS*

*Room Name: Gunston West Location: Terrace Level Session: 23*

*Workshop*

The Safe Babies Court Team combines judicial muscle with child development expertise and community partnerships to give babies and toddlers the life-changing help they need. This workshop describes how maltreatment interferes with the developmental tasks of early childhood and how child welfare personnel, judges, lawyers, children's advocates, and service providers are working together to promote developmentally appropriate practice in placement, visitation, services, and permanency. DVD footage demonstrates how Safe Babies Court Teams in New Orleans and Des Moines are making a significant difference for infants and toddlers in foster care.

*Learning Objectives:*

1. Tell of the unique developmental needs of very young children.
2. Explain the model of Court Teams for local implementation.
3. Identify innovative strategies to address the needs of maltreated young children and their families, i.e., to think outside the box.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**Smoothing Transitions to Adulthood: Empowering Foster Youth in Decision Making and Developing Lasting Supportive Relationships**

*Presenters: Ande Nesmith, PhD | Joan Riebel, MSW*

*Room Name: Jefferson West Location: Concourse Level Session: 24*

*Workshop*

Session focus is on CORE—Creating Ongoing Relationships Effectively, a foster care model designed to improve youth transitions to adulthood. The model engages the youth’s social network, helps youth to develop supportive and ongoing relationships with adults, and focuses heavily on youth empowerment. Presenters cover the model’s philosophy and implementation process, findings from the three-year implementation and outcome evaluation, and lessons learned. A three-year evaluation revealed that youth exposed to CORE felt they held more power over their lives, interacted with a wider variety of supportive adults, and could better regulate their emotions than a comparison group.

*Learning Objectives:*

1. Explain the role that grief and trauma can play in foster youth relationships.
2. Describe a model to guide foster youth toward enhancing existing relationships and developing new relationships.
3. Identify techniques for empowering youth within multiple systems.

**Strengthening Reunification and Partnering to Reduce Re-Entry Rates into Out-of-Home Care**

*Presenters: Michael Kadish, LCSW | Kristie Combs, BA*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 25*

*Workshop*

This workshop presents the outcomes of a collaboration applying an evidence-based system improvement model (NIATx) to reduce the re-entry rate of youth placed in out-of-home care. For one year, representatives from child welfare, family court, and a mental health and addiction treatment agency worked together to focus on identifying and implementing system changes that significantly reduced the re-entry rate from 23 to 20 percent. Participants learn how these key stakeholders made decisions and implemented process changes, as well as what changes lead to the greatest improvement.

*Learning Objectives:*

1. Identify the fundamentals of the evidence-based system improvement (NIATx) model and how these principles guided the team’s decisions and Actions.
2. Tell of the specific process changes that made these improvements possible and become aware of the impact that collaboration had on project Success.
3. Identify strategies to sustain and spread improvements using the NIATx model.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

### **The National Plan to Prevent Child Sexual Abuse and Exploitation**

*Presenters: Deborah Callins, MAEd | Cordelia Anderson, MA*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 26*

#### *Workshop*

Briefly reviewing the recent literature pertaining to the scope and nature of the problems of child sexual exploitation and child sexual abuse, this workshop moves on to outline the goal and structure of the National Plan to Prevent Child Sexual Abuse and Exploitation. Presenters address concrete strategies and resources that participants can use within their own practices and communities to prevent abuse and exploitation. Interactive in its approach, the session draws upon the resources and experiences of its participants.

#### *Learning Objectives:*

1. Identify three concrete strategies to implement in participants' communities and practices to prevent child sexual abuse.
2. Describe steps to select two community partners for distribution of the national plan.
3. Summarize the research pertaining to the scope of child sexual exploitation.

### **The Wraparound Parent Partner Fidelity Tool: Development and Pilot Testing**

*Presenters: Sandra Williams, PhD, MA | Art Hernandez*

*Room Name: Embassy Location: Terrace Level Session: 27*

#### *Workshop*

Wraparound, a community-based and team approach, is used to support improvement in family and child well-being. Wraparound Teams include a Facilitator, Youth, Parent, and, often, a Parent Partner. This session showcases the development and pilot testing of tools for evidence-based evaluation—a Parent Partner Role Description and a Parent Partner Fidelity Tool. Presenters also provide information on how to use and obtain the Parent Partner Role Description and Fidelity Tool for local Wraparound evaluation.

#### *Learning Objectives:*

1. Define Wraparound and the Wraparound Parent Partner role.
2. Describe the development and uses of the Parent Partner Role Description (PPRD) and the Parent Partner Fidelity Tool (PPFT).
3. Explain how to obtain and use the PPRD and PPFT tools in local Wraparound efforts.



Sessions

WEDNESDAY | 11:00 a.m. – 12:30 p.m.

**“They Just Don’t get It”... navigating Multiple generations in the Workplace** *Presenters: Roxana Torrico Meruvia, MSW | Tracy Whitaker, DSW*

*Room Name: Lincoln West Location: Concourse Level Session: 28*

*Workshop*

For the first time in history, four generations—Traditionalists, Baby Boomers, Generation X, and Generation Y—work side by side. Labor shortages, the rising age of retirement, and the economy emerge as a few of the reasons for the mix of generations at work. This session examines the changing landscape of the workplace and its implications. Participants learn about some of the similarities among the generations in the workplace, the benefits and challenges of working together, how each group’s unique experiences and expectations affect their views of the workplace, and different approaches to overcome potential sources of conflict.

*Learning Objectives:*

1. Explore the dynamics around different generations working together.
2. Identify and explore the challenges resulting from varying generational perspectives.
3. Describe unique approaches for intergenerational collaboration and teamwork.

**Understanding Child Protection Systems: A 10 Year Review of Data Trends and Their Importance for Practitioners**

*Presenters: Ying-Ying Yuan, PhD | Lana Zikratova, MS | Mary Jo Ortiz, MA*

*Room Name: Fairchild East Location: Terrace Level Session: 29*

*Workshop*

The workshop introduces trend data from the National Child Abuse and Neglect Data System (NCANDS), beginning with general trends for a 10-year period. General trend topics include numbers and rates of screened-in and screened-out referrals, reports, report dispositions, victims and non-victims, and fatalities. Data are analyzed by investigation and alternative response pathways and examined by age, race, sex, and report source. Presenters discuss data at both the national and state level, as well as examine data for children with reported risk factors by child characteristics.

*Learning Objectives:*

1. Cite child welfare issues and garner support for strengthening the child welfare system.
2. Explore data trends and their impact upon child maltreatment at the national level.
3. Explain how improving coordination among agencies may expand knowledge of the circumstances related to child maltreatment.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**A Research-Based Child Welfare Employee Selection Protocol to Improve Future Employee Retention and Practice**

*Presenters: Alberta J. Ellett, PhD*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 30*

*Workshop*

A contributor to the retention of child welfare employees is the hiring of individuals suited for child welfare work. The Employee Selection Protocol (ESP)—a comprehensive set of assessment procedures—was designed to better select employees with the requisite entry-level knowledge, skills, abilities, and values considered minimally essential for effective job performance and improved retention. In this workshop, participants gain an opportunity to review ESP components, including the web-based self-selection information that must be completed prior to applying for child welfare positions.

*Learning Objectives:*

1. Cite recent research and substantive literature used in developing the statewide Employee Selection Protocol.
2. Describe how to better select employees with the requisite entry-level knowledge, skills, abilities, and values (KSAVs) considered minimally essential for effective job performance and improved retention.
3. Summarize the Employee Selection Protocol, including written information, realistic job preview video, self-assessment, in-basket activity, structured interview, and selection panel decision.

**Addressing LGBTQ Issues in Child Welfare Practice: Conceptualizing & Implementing the LGBTQ Coaching and Mentoring Model (Part 1)**

*Presenters: Nicholas Rutledge, MSW, LCSW, QCSW | Brandynicole Brooks, MSW*

*Room Name: Cardozo Location: Terrace Level Session: 31*

*Think Tank*

This session addresses LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) issues in contemporary child welfare systems as applied to children, families, and colleagues. Topics covered include non-discrimination policies and programs, as well as the conceptualization and implementation of the LGBTQ Coaching and Mentoring model of child welfare practice. Presenters explore infrastructure and agency culture/climate from a systems perspective to assess feasibility of implementation in participants' respective agencies.

*Learning Objectives:*

1. Identify parent aide services as a strategy to reduce risk for future physical child abuse and neglect.
2. Explain how parent aide services fit in the array of services targeting the prevention of physical child abuse and neglect.
3. State the findings of the first randomized clinical trial evaluating the effectiveness of parent aide services, as well as their implications for child maltreatment prevention.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Best Practices of Community Engagement: Scientific Review of Community-Level Interventions Preventing Child Abuse and neglect**

*Presenters: Beth Molnar, ScD | Ashley Winning, MPH*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 32*

*Workshop*

While promising family-focused approaches exist, much less is known about community-level interventions, i.e., those that build up assets and strengthen communities with the goal of protecting children. Currently, national initiatives are underway to improve communities, such as the Promise Neighborhoods grants program. Qualitative interviews were conducted with academic researchers, law enforcement/judicial officials, and directors of diverse prevention programs whose work focuses on strengthening communities for the protection of children. Presenters describe best practices of engaging communities in such programs.

*Learning Objectives:*

1. Define community-level prevention as it relates to child abuse and neglect.
2. Identify best practices for community engagement as specified by experts in community-level child abuse and neglect prevention.
3. List barriers to community engagement as described by experts in community-level child abuse and neglect prevention.

**Can Judges, Attorneys, and Child Welfare Use the Same Criteria for Deciding If a Child Is Unsafe?**

*Presenters: Terry Roe Lund, MSSW | Jennifer Renne, JD | Timothy Travis, JD*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 33*

*Workshop*

In its overview of *Child Safety: A Guide for Judges and Attorneys*, a collaborative effort of the National Resource Centers for Child Protective Services and for Legal and Judicial Issues, this workshop identifies basic *Guide* principles such as assessing threats of danger, parental protective capacity, and child vulnerability. Presenters explain the logical, sequential approach to making decisions about child safety such as removal and reunification decisions, demonstrate the vocabulary and framework of analysis through the use of *Guide* benchcards and checklists, and provide a complimentary copy of the *Guide* to workshop participants.

*Learning Objectives:*

1. Describe how to use the vocabulary and analytical framework for a logical, sequential decision-making process developed for use in child welfare and that can be implemented within any practice model.
2. Analyze whether sufficient evidence has been developed to assess the safety of the child and, if not, to identify what additional evidence is needed.
3. Describe the use of concepts to inform discussions in participants' local communities about inter-disciplinary adherence to criteria for making safety decisions, including case planning and reunification.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Decision Making in Child Welfare: A Discussion of Tools, Influences, Outcomes and Research (Part 2)**

*Theresa Costello, MA | John Fluke, PhD | Katherine L. Casillas, PhD | Donald Baumann, PhD*

*Room Name: Georgetown East Location: Concourse Level Session: 34*

*Think Tank*

Session presenters provide a comprehensive summary of current key decision-making tools as a resource document and to set the stage for discussion regarding both advances and areas of need in decision-making guides for workers. Decision-making tools include those related to risk, safety, case opening, substantiation, removal, return, safety of placement, and case closure. The three research studies presented address the decision to place a child in out-of-home care as a function of decision-maker thresholds for action, the influence of case and organizational characteristics on child welfare placement decisions, and improving permanency outcomes for children affected by substance abuse.

*Learning Objectives:*

1. State current primary decision-making instruments used in child welfare agencies nationwide.
2. Cite findings from several studies related to decision-making variables and influences.
3. Tell how areas of future work will inform and improve child welfare decision making.

**Developing Intentional Partnerships between Early Childhood Programs/Systems and Child Welfare**

*Presenters: Shawna Rodrigues, LCSW | Kate Stepleton, MSW | Lauren Kass, MSW*

*Room Name: International Ballroom Center Location: Concourse Level Session: 35*

*Workshop (Webinar)*

Child welfare and early childhood programs, specifically Head Start, share a vision of positive outcomes for some of our country's most vulnerable children. This session presents examples of the various ways programs currently partner. Participants gain an opportunity to reflect on how early childhood and child welfare can increase collaboration in states and localities, as well as to engage in robust conversation regarding strategies to overcome challenges and promote the partnering process.

*Learning Objectives:*

1. Identify where existing early childhood-child welfare partnerships stand regarding the developmental continuum toward collaboration.
2. Recognize and comment on the benefits of closer collaboration between child welfare services and early childhood services.
3. Identify strategies for increased collaboration between the early childhood and child welfare partners in participant's community.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Educating Health Care Professionals to Prevent, Early Identify, and Diagnose Abusive Head**

**Trauma/SBS** *Presenters: Jetta Bernier, MA*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 36*

*Workshop*

Health practitioners in Emergency Medicine and Pediatrics often are the first to see a child who has been shaken. Since signs and symptoms of Shaken Baby Syndrome (SBS) can mimic at times those of common ailments or other non-life threatening illnesses, some shaken children who present with symptoms of Abusive Head Trauma/SBS fail to receive an accurate and timely diagnosis. This workshop provides health care professionals with the tools to improve their role in the early identification, diagnosis, and prevention of infant deaths and injuries from shaking.

*Learning Objectives:*

1. Demonstrate increased knowledge of health care practitioners about Abusive Head Trauma/Shaken Baby Syndrome (AHT/SBS) mechanisms of injury and consequences.
2. Identify steps to diagnose AHT/SBS early and more accurately and reducing misdiagnoses.
3. Explore prevention education information to reduce infant deaths/injuries from AHT/SBS.

**E-Learning: The Bridge to Collaboration**

*Presenters: Allison Olson, MS | Carolyn Daughtry Krill*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 37*

*Workshop*

To provide consistent foster parent training statewide in Wisconsin to thousands of learners with varying backgrounds, an existing classroom training was transformed and expanded into an interactive online course to impart knowledge, develop skills, and convey the emotions involved in foster parenting. The session explains the process involved in creating the course, as well as shows course examples. Participants gain an opportunity to consider how to apply a similar transformation to their workplace.

*Learning Objectives:*

1. Explain how web-based trainings can support learners of varying age, level of comfort with technology, and learning styles.
2. Tell how web-based trainings can be used in multiple modalities, i.e., individuals completing the training online with worker support, small group completion of the online training, or classroom training incorporating the online training.
3. Comment on how web-based trainings can facilitate the transfer of learning and serve as an ongoing resource.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

### **Engaging Parents as Experts and Partners for Effective Policy and Program Decision Making (Part 1)**

*Presenters: Carla Snodgrass, BSW, MPA | Kristen Rector, LAPSW | Nancy Connolly, MA*

*Room Name: Embassy Location: Terrace Level Session: 38*

#### *Think Tank*

A skill-building training, this interactive session explores the benefits, challenges, and promising practices that enable practitioners to work successfully as equal partners with parents in policy and program development. Presenters identify principles and practices that lead to successful and authentic parent leadership and parent-practitioner partnerships, illustrate how research supports parent involvement, and share a variety of roles for parents and many strategies and successful models of parent and practitioner partnerships. Participants gain an opportunity to draft an action plan for achieving multi-level transformation within their organizations to support meaningful parent involvement.

#### *Learning Objectives:*

1. Comment on the benefits of parent involvement in decisions impacting policy, program development, and continuous quality improvement.
2. Cite the individual, organizational, and systems-level prerequisites that are critical to the meaningful involvement of parents as decision-making partners with practitioners.
3. Identify and examples of promising practices for involving parents in policy, program development, and continuous quality improvement.

### **Facilitative Supervision and Management: A Model for Improved Performance**

*Presenters: Charmaine Brittain, MSW | Jan Nisenbaum, MSW*

*Room Name: Lincoln West Location: Concourse Level Session: 39*

#### *Workshop*

Facilitative supervisors and managers help workers do their job by “facilitating” practice, that is, making it easier to focus more fully on assisting families. This workshop describes the pilot-tested, value-based model implemented in Massachusetts, “The Facilitative Supervisor and Manager,” which focuses on six key practices: thinking critically, structuring supervision, coaching learning, managing relationships, adapting approach, and promoting accountability. The approach honors all that supervisors and managers bring to their practice and provides opportunities to strengthen each key practice area, which in turn results in better supervision and management and, ultimately, improved performance.

#### *Learning Objectives:*

1. Describe the facilitative supervisor/manager approach to enhance agency performance.
2. Apply the six key practices of thinking critically, structuring supervision, coaching learning, managing relationships, adapting approach, and promoting accountability to participant’s own work.
3. Explore the learning circle model for transmitting knowledge and skills related to the key practices.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**High Fidelity: It's not Solely for the Music World**

*Presenters: Traci LaLiberte, PhD | Kristine Piescher, PhD | Elizabeth Snyder, MSW | Jenny Gordon, MA, EdD*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 40*

*Workshop*

This session examines fidelity in practice implementation and evaluation. Presenters use a case example of a county child welfare agency, which implemented practice change under a Federal demonstration grant, to instruct participants on assessing fidelity to a practice model. Assessing fidelity to a practice model offers direction for addressing further training needs, highlights areas for improvement of the model, provides a benchmark for the level and variation of implementation within an agency and the variation existing within practice, as well as can be used to determine readiness for outcome evaluation activities.

*Learning Objectives:*

1. Cite the meaning and purpose of fidelity assessments during implementation of new practice approaches in dynamic child welfare agencies.
2. Explain how a fidelity study can be used to inform practice change through a continuous feedback loop between a child welfare agency and evaluators.
3. State the implications of conducting a fidelity assessment, the corresponding challenges, successes, and recommendations.

**Identifying and Responding to the needs of Substance Exposed Infants and Their Families—It Takes a Collaborative (Part 1)**

*Presenters: Sid Gardner, MPA | Ira Chasnoff, MD | Sue Green, MPA | Martha Kurgans, LCSW*

*Room Name: Gunston West Location: Terrace Level Session: 41*

*Policy Forum Institute*

Focusing on the issue of prenatal substance exposure, this workshop highlights effective programmatic responses to the needs of children and families. The session initially provides an introduction to the prevalence and impact of prenatal exposure on children and families, addressing both policy and practice implications. Presenters then identify strategies for building and expanding collaborative efforts to address the needs of this population and illustrate with examples of successful national and statewide programs.

*Learning Objectives:*

1. Identify the prevalence and impact of prenatal substance exposure on children and families and recognize the challenges that service providers face in addressing their needs.
2. Distinguish the policy and practice implications of recent changes to the Child Abuse Prevention and Treatment Act (CAPTA) requirements regarding substance-exposed newborns.
3. Identify model programs that have successfully implemented comprehensive screening, assessment, and early intervention services for substance-exposed newborns and their families, as well as to grasp the importance of a collaborative approach.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Increasing Father Participation in a Parenting Program: Using Stakeholder Input to Develop an Engagement Strategy**

*Presenters: Patricia Kohl, PhD | Kristen Seay, MSW | Jennifer Threlfall, MSW | Halbert Sullivan, MSW*

*Room Name: Jefferson East Location: Terrace Level Session: 42*

*Workshop*

This workshop describes the process undertaken by a university and community-based agency partnership to develop a strategy to engage African American fathers in an evidenced-based Positive Parenting Program (Triple P). Data collected from fathers and service providers via focus groups and face-to-face and telephone interviews informed the engagement strategy. Presenters discuss the valuable insights fathers and providers offered into both barriers and facilitators to the participation of fathers in programs such as Triple P, as well as innovative strategies to overcome these barriers.

*Learning Objectives:*

1. Identify the benefits of a university/community-based agency partnership to engage fathers in one program, Triple P, which aims to treat child behavior problems and prevent child maltreatment.
2. Explain perspectives about barriers and facilitators to father participation in parenting programs.
3. Apply the components of a strategy developed to engage fathers in parenting programs.

**Is It the Age to Engage: The Power of the Docutaining® Technology**

*Presenters: Lisa Merkel-Holguin, MSW*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 43*

*Photographic or Artistic Record*

Docutaining®, a new term in the training industry, integrates documentary-style film with hosted teaching of specific skills, personal workbook exercises, and community group interaction. A Family Group Decision Making (FGDM) Docutaining® currently is under development to enroll all stakeholders in this transformative change. The session instructs participants on how the users of the training create its content, how it can be leveraged as a cost-effective and time-efficient way to train all participant groups, and how it instructs, inspires, and changes behavior amongst stakeholders.

*Learning Objectives:*

1. Describe the structure, benefits, and evaluation of the Docutaining® methodology, based on the results of the Stewards of Children Docutaining® on child sexual abuse prevention.
2. Participate in viewing the eight-minute family group decision making Docutaining® video and thus to witness the power of the Docutaining® methodology.
3. Comment on the Family Group Decision Making philosophy, processes, and evaluation results to date.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Learning from the Past: A new Day in Tribal-State Court Collaboration (Part 1)**

*Presenters: Gina Jackson, MSW | Hon. Korey Wahwassuck | Hon. William Thorne | Hon. Kathleen Quigley*

*Room Name: Fairchild West Location: Terrace Level Session: 44*

*Policy Forum Institute*

Meaningful and ongoing engagement with tribes, a focus area for court improvement, brings together state and tribal courts to improve outcomes for children and families. In this session, tribal and state court judicial officers and partners share promising practices in a new approach to tribal engagement work. Participants engage in an interactive dialogue with session presenters to learn about effective tribal and state court partnerships that are built on mutual respect and learning and to share ideas for improving communication, collaboration, and judicial practice.

*Learning Objectives:*

1. Summarize the foundation of Indian child welfare history, learning from past mistakes in order to imagine a new future.
2. Describe an approach to tribal/state court collaboration utilizing tenets of truth, healing, and reconciliation.
3. Explain what is meant by “Tribal Protocol” as a tool in tribal engagement.

**Lessons Learned from LONGSCAN: A 20-Year Study of Child Maltreatment (Part 2)**

*Presenters: Howard Dubowitz, MD | Richard Thompson, PhD | Jonathan Kotch, MD, MPH, FAAP | Diana J. English, PhD | Laura Proctor, PhD | Alan J. Litrownik, PhD*

*Room Name: Georgetown West Location: Concourse Level Session: 45*

*Think Tank*

LONGSCAN (Longitudinal Studies in Child Abuse and Neglect), a 20-year multi-site consortium of studies examining the antecedents and consequences of abuse/neglect, consists of five distinct studies involving over 1,300 children from Baltimore, North Carolina, Chicago, San Diego and Seattle. The session highlights major areas that have been probed, including: the maltreatment experiences of the children, the specific experiences of those in foster care, the children’s physical and mental health outcomes, and the relationship of fathers to the children’s experiences. By age 14, more than 65 percent of LONGSCAN children had been reported for maltreatment.

*Learning Objectives:*

1. Summarize important research implications regarding medical outcomes of child maltreatment.
2. Summarize research implications regarding mental health outcomes of child maltreatment.
3. Summarize important research implications regarding fathers and outcomes of child maltreatment.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

### **Meeting the needs of Families and Children in Tribal Communities**

*Presenters: Marsha Gebhardt, MSW*

*Room Name: Monroe Location: Concourse Level Session: 46*

#### *Workshop*

Parents as Teachers shares the lessons learned from over 21 years of serving tribal communities. The workshop focuses particularly on how home visiting strategies can be used to prevent child abuse and neglect. Presenters include an overview of the adaptations of the Parents as Teachers model that have proven effective in tribal communities, outline the Parents as Teachers model and home visiting curriculum, and facilitate the participants in efforts to consider the barriers they encounter and ways to reduce those barriers and enhance the services they provide.

#### *Learning Objectives:*

1. State lessons learned from the 21 years of work on the part of Parents as Teachers with tribal communities.
2. Tell of the Parents as Teachers model and home visiting curriculum with a special eye toward content and strategies that support family well-being and prevent child abuse and neglect.
3. Identify barriers along with strategies that facilitate effective outreach to underserved populations.

### **Nurturing a New Generation of Leaders: Fellowships to Prevent Child Abuse and Neglect**

*Presenters: Lee Ann Huang, MPP | Bart Klika | Kathryn Maguire-Jack, MPP | Kerri Raissian*

*Room Name: Lincoln East Location: Concourse Level Session: 47*

#### *Workshop*

This workshop presents the programmatic and evaluation strategies behind the Doris Duke Charitable Foundation Fellowships for the Prevention of Child Abuse and Neglect. Designed to develop a new generation of leaders for the child abuse prevention field, the program annually awards two-year fellowships to 15 doctoral students from diverse disciplines. Its intent is to improve the policy relevance of the doctoral students' research through the use of innovative peer learning strategies and mentoring.

#### *Learning Objectives:*

1. Identify processes for sustaining a peer learning network among like-minded professionals to foster an interdisciplinary perspective, increase knowledge of research strategies, and encourage leadership skills.
2. Articulate effective mentoring strategies to improve research quality and policy relevance of prevention researchers.
3. Specify creative strategies for evaluating a workforce development effort that is focused on a new generation of researchers.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Orienting Policy and Practice to the Developmental needs of Maltreated Infants and Toddlers**

*Presenters: Patricia Cole, MA | Fred Wulczyn, PhD | Dorothy Henderson, PhD, LCSW | Hon. Ernestine S. Gray Room Name: International Ballroom East Location: Concourse Level Session: 48*

*Workshop*

Highlighting the recent Call to Action on Behalf of Maltreated Infants and Toddlers put forth by national children's organizations, this session focuses on the need to reorient child welfare policy and practice to the developmental needs of vulnerable babies. Panelists present the statistical picture of infants and toddlers in child welfare, discuss the impact of maltreatment and foster care practices on the developing brains of very young children, guide participants through the framework of a developmental policy approach, and describe how the Safe Babies Court Teams take these seemingly daunting elements and apply them effectively at the local level.

*Learning Objectives:*

1. Articulate the experiences of infants and toddlers in child welfare and the developmental impact of maltreatment.
2. Identify the elements of a developmental approach to infant-toddler child welfare policy.
3. State the local application of such an approach through the Safe Babies Court Teams.

**Parent Involvement in Youth Decision Making: An Anti-gang Parenting Curriculum (Part 1)**

*Presenters: Golnaz Agahi, LCSW | Conrad Fuentes, LCSW*

*Room Name: Fairchild East Location: Terrace Level Session: 49*

*Skills Seminar*

Parental involvement at an early age is a proactive measure, which can reduce gang enrollment as well as juvenile violence. This interactive skills seminar presents an anti-gang curriculum to be used with high-risk youth and their parents. Presenters provide creative tools and resources to engage the family and for parents to address gang issues via increased awareness, behavior modification, and resources that support the family in making positive changes. Participants receive both the anti-gang parenting workbook and the facilitator's guide to this five-session anti-gang curriculum.

*Learning Objectives:*

1. Differentiate types of communication in a family system.
2. Identify skills to address reduction and prevention of drug use in families.
3. List warning signs that a youth may be involved in a gang, as well as explore tips to reduce and prevent a youth's involvement in gang activity.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Partnering with Parents for System Change**

*Presenters: Jeff Chambers, MA | Ryan Spohn, PhD | Hannah Dietrich, MA | Sandy Lint, MSW*

*Room Name: Jefferson West Location: Concourse Level Session: 50*

*Workshop*

Iowa's initiative to incorporate a Parent Partner Approach throughout its child welfare system includes creating parent partner mentor programs statewide; incorporating parents' perspectives and input in the development, design, and fielding of child welfare practice; and cultivating family-centered practice attitudes and decision making among child welfare staff and community partners. In addition to outlining the framework for system change envisioned in this four-year implementation project, workshop presenters describe activities focused on increasing parental involvement and discuss preliminary evaluation findings on child and family outcomes in areas with parent partner mentor programs.

*Learning Objectives:*

1. Describe about a system change implementation in Iowa to increase parental involvement, improve family-centered practice, and make parent mentoring programs a statewide option for families.
2. Identify approaches and methods being implemented to achieve this system change and the challenges encountered.
3. Cite initial practice and outcome findings as a result of the implementation and evaluation methods.

**Partners for Our Children: A Public-Private Partnership Using Evidence to Inform Practice**

*Presenters: J. Mark Eddy, PhD | Theresa Tanoury, MSW*

*Room Name: International Ballroom West Location: Concourse Level Session: 51*

*Workshop*

This workshop describes essential components to building a research and practice collaboration and the change strategies employed by the partnership. Session presenters share "on the ground" examples of how administrative data have been used to inform practice regarding permanency outcomes for children, as well as address how the partnership is working to evaluate child welfare practice in the State of Washington. In addition, the session considers the importance of "partner engagement," outlines an integrated workforce development strategy, and includes workshop participants in a discussion of lessons learned.

*Learning Objectives:*

1. Explain how the partnership has informed Washington's efforts to improve practice by evaluating the public agency's new practice model.
2. Tell how the partnership has used administrative data to examine and better understand permanency outcomes.
3. Explain how the collaboration has developed a joint strategy to improve workforce competence and inform Partners for Our Children's ongoing research agenda.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Project Fatherhood: Engaging Fathers to Reduce Risks for Children**

*Presenters: Ronald Banks, PsyD | Alan-Michael Graves, MSPA | Eileen Mayers Pasztor, DSW | Donna D. Petras, PhD*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 52*

*Workshop*

Studies show that children without fathers are more likely to live in poverty, use drugs, drop out of school, develop emotional and behavioral problems, and be incarcerated. This workshop introduces Project Fatherhood, an innovative, theoretically sound, evidence-informed model of practice designed to reduce risks to children by engaging fathers in their care and development. Participants learn to identify and overcome individual and systemic barriers that prevent father-child engagement along with strategies to create and/or replicate the program in their jurisdictions. The session includes a case study of one community's model.

*Learning Objectives:*

1. Identify and overcome individual and systemic barriers that prevent father-child engagement.
2. Describe the theoretical and evidence framework for an effective model to help fathers address barriers and engage in relationships with their children.
3. Identify strategies to create and/or replicate the program.

**Strategies That Build Capacity for System Change: Lessons Learned in the Evaluation of the Western and Pacific Child Welfare Implementation Center**

*Presenters: Mary Armstrong, PhD | Cathy Sowell, MSW | Melissa Johnson, MA, MPH*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 53*

*Workshop*

Workshop presenters examine challenges and successes of the Western and Pacific Child Welfare Implementation Center in providing technical assistance to three geographically and culturally diverse sites seeking to implement large-scale, sustainable system changes. The session identifies environmental constraints faced by implementation sites and the lessons learned that may contribute to the knowledge base of effective strategies for creating system change. Findings focus on five key elements for creating sustainable system change: Leadership and Commitment, Vision and Values, Environment, Stakeholder Involvement, and Capacity and Infrastructure.

*Learning Objectives:*

1. Describe the process of large-scale systems change within child welfare and the role of Implementation Centers in creating and supporting sustainable systems change.
2. Identify effective strategies for overcoming common challenges and building capacity within child welfare systems from case-specific examples of Western and Pacific Child Welfare Implementation Center (WPIC) implementation sites.
3. Describe the process of developing evaluation protocols and measures, as well as the role of evaluation in guiding the systems change process.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Strengthening the Child Welfare Workforce in Africa (Part 1)**

*Presenters: Maury Mendenhall, MSW | Jim McCaffrey, PhD | Rebecca Davis, PhD, LCSW | Amy Bess, MSW*

*Room Name: DuPont Location: Terrace Level Session: 54*

*Think Tank*

Focusing on the experiences of child welfare workforce leaders from several African countries, this session both explores promising workforce strengthening initiatives and seeks the advice and support of colleagues in the United States to address ongoing challenges. In addition, the session provides a forum for identifying effective strategies for planning, developing, and training the child welfare workforce across countries and cultures along with opportunities for ongoing partnership and collaboration.

*Learning Objectives:*

1. Identify strategies for collecting and applying key tools, resources, and data in order to plan for, fund, recruit, and deploy an effective workforce in an African context.
2. Describe appropriate curricula, teaching methods, and training programs for equipping a diverse workforce with technically sound and culturally appropriate knowledge and skills.
3. Explain how to enhance worker satisfaction, performance, and retention under adverse conditions, including among the non-paid workforce.

**The Bilingual Integrative Trauma Treatment Program: A culturally-specific program for Latinos (Part 1)**

*Presenters: Aileen Torres, PhD | Daniel Gaztambide, MA*

*Room Name: Gunston East Location: Terrance Level Session: 55*

*Skills Seminar*

The Bilingual Integrative Trauma Treatment Program (BITT)—a culturally-specific, assessment-based, integrative approach— requires that clinicians obtain intensive training and supervision in cultural competency, critical issues related to Latino clients and their families, as well as sexual abuse and complex trauma responses. In addition to needs assessment research, this session addresses in detail the BITT program’s caretaker support group and child individual/conjoint sessions’ treatment components. Participants gain didactic, pragmatic, and experiential training on each of the treatment components.

*Learning Objectives:*

1. Classify sexual abuse-related traumatic responses in Latino families.
2. Cite core interventions of the Bilingual Integrative Trauma Treatment (BITT) program, i.e., exposure therapy, therapeutic alliance rupture resolution, interpersonal skills building, cognitive processing, and mindfulness techniques.
3. List didactic, pragmatic, and experiential training on each of the treatment components specified above.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**The QIC-EC Projects: Building Protective Factors, Promoting Optimal Development, Reducing Risk for Maltreatment**

*Presenters: Robert Sege, MD | Cheri Shapiro, PhD | Steven Rider, PhD | M. Kay Teel, PhD*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 56*

*Workshop*

The Quality Improvement Center on Early Childhood tests evidence-based and informed approaches for reducing the likelihood of abuse and neglect for children ages 0 to 5. Presenters discuss emerging results from the four primary prevention projects within the QIC-EC. Framed by a social ecological and protective factors' lens, each project tests a specialized intervention with different target populations: high fidelity wraparound services with pregnant women in substance use treatment; the primary care patient-centered medical home model; concentrated services and neighborhood mobilization in high-poverty communities; and Stepping-Stones Triple P-Positive Parenting Program with families of young children with developmental disabilities.

*Learning Objectives:*

1. Cite the purpose, theoretical foundation, and evaluation strategies of the Quality Improvement Center on Early Childhood (QIC-EC).
2. Describe the unique design, focus, and collaborative intervention of each of the QIC-EC research and demonstration projects.
3. Tell of the initial findings regarding how the four evidence-based and evidence-informed interventions result in optimal child development, increased family strengths, and decreased likelihood of child maltreatment among target families.

**The SafeCare Parenting Model for Child neglect and Abuse: Outcomes, Implementation, and new**

*Presenters: Daniel Whitaker, PhD | Shannon Self-Brown, PhD | Debra Hecht, PhD | Jane Silovsky, PhD*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 57*

*Workshop*

Focusing on Federally-funded rigorous studies of SafeCare—a behaviorally-based parent training model for parents who have perpetrated or are at risk for perpetrating child neglect and physical abuse, this workshop presents (1) findings from a statewide trial of SafeCare within Oklahoma's child welfare system, (2) data from two prevention trials in Oklahoma with families at risk for maltreatment, and (3) results of an implementation study examining training of over 200 providers in Georgia. The session includes a discussion of new developments in SafeCare intervention and training that strive to make SafeCare more effective and more easily disseminated.

*Learning Objectives:*

1. State an increased understanding of recent outcomes regarding the SafeCare model.
2. Tell of results of implementation studies on the SafeCare model.
3. Describe new training and intervention developments for the SafeCare model.



Sessions

WEDNESDAY | 2:00 – 3:30 p.m.

**Trial Advocacy for the Child Welfare Lawyer: Telling the Story of the Family (Part 1)**

*Presenters: Marvin Ventrell, JD*

*Room Name: Columbia Hall 2 Location: Terrance Level Session: 58*

*Skills Seminar*

The intent of this session—a survey course of the essential elements of a child welfare case proceeding from opening statement through closing argument—is to give the participant a method for preparing and producing each trial element and thus to enable the child welfare lawyer to be a more persuasive and effective trial advocate. Directed to lawyers who represent children, parents, and state agencies, the session teaches the parts of the trial in the context of child welfare case illustrations. Focusing on Direct Examination as the core of the case, the session is based on the presenter's new publication, *Trial Advocacy for the Child Welfare Lawyer: Telling the Story of the Family*.

*Learning Objectives:*

1. Show how to produce the case as the persuasive story of a family (i.e., prepare Case Analysis).
2. Identify skills to conduct successful Direct and Cross Examinations.
3. Cite strategies to manage exhibits, objections, and ethical issues (i.e., address Special Trial Issues).



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Addressing LGBTQ Issues in Child Welfare Practice: Conceptualizing & Implementing the LgBTQ Coaching and Mentoring Model (Part 2)**

*Presenters: Nicholas Rutledge, MSW, LCSW, QCSW | Brandynicole Brooks, MSW*

*Room Name: Cardozo Location: Terrace Level Session: 59*

*Think Tank*

This session addresses LGBTQ (Lesbian, Gay, Bisexual, Transgender, and Questioning) issues in contemporary child welfare systems as applied to children, families, and colleagues. Topics covered include non-discrimination policies and programs, as well as the conceptualization and implementation of the LGBTQ Coaching and Mentoring model of child welfare practice. Presenters explore infrastructure and agency culture/climate from a systems perspective to assess feasibility of implementation in participants' respective agencies.

*Learning Objectives:*

1. Identify parent aide services as a strategy to reduce risk for future physical child abuse and neglect.
2. Explain how parent aide services fit in the array of services targeting the prevention of physical child abuse and neglect.
3. State the findings of the first randomized clinical trial evaluating the effectiveness of parent aide services, as well as their implications for child maltreatment prevention.

**Back to the Future: Conducting Intervention Research to Increase Child Safety**

*Presenters: Diane DePanfilis, PhD*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 60*

*Workshop*

Intervention research involves the use of scientific methods to evaluate whether an intentional change strategy is both efficacious and effective. Methods for designing interventions offer the best chance of success when implementation includes deliberate steps for targeting a particular social problem, specifics of the intervention strategies, and implementation methods to evaluate the process, practice, and outcomes. This workshop introduces participants to intervention research by providing examples from interventions developed to increase child safety.

*Learning Objectives:*

1. Label the phases of intervention design and development.
2. Compare formats for developing logic models.
3. Give examples of options for measuring fidelity and evaluating the process, practice, and outcomes of interventions.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Back to the Future: Strategies for Sustained Innovation in a State-Supervised, County-Administered System** *Presenters: Michelle Graef, PhD | Cheryl Yoder | Kristin Gilbert | David Thomas*  
*Room Name: Columbia Hall 8 Location: Terrace Level Session: 61*

*Workshop*

Ohio is engaged in a range of child welfare reforms to improve outcomes for families and children. Sustaining practices instituted at the service level requires complementary state-level shifts. This workshop describes the effort in Ohio, a county-administered state, to transform state office interaction with the public and private welfare agencies it supervises to reflect and promote a new way of working with families. Presenters provide an overview of the primary technical assistance strategies used in this implementation project, including a consideration of the critical importance of readiness assessment and early project planning

*Learning Objectives:*

1. Tell of one state child welfare agency's strategic initiative to improve its ability to sustain innovation and support the public and private agencies it serves.
2. Articulate the application of implementation science concepts to a real-world child welfare systemic change initiative.
3. Identify the unique challenges of sustaining systems change in a state-supervised and county-administered child welfare environment.

**Building Infrastructure to Support Evidence-Based Home Visiting Programs**

*Presenters: Diane Paulsell, MPA | Melanie Lutenbacher, PhD | Julie Spielberger, PhD | Margaret Hargreaves, PhD*

*Room Name: International Ballroom West Location: Concourse Level Session: 62*

*Workshop*

In 2008, the Children's Bureau funded 17 cooperative agreements to focus on building infrastructure and service systems to implement and sustain evidence-based home visiting programs. Workshop presenters describe how grantees are building program infrastructure in three areas: (1) creating a strong program foundation through planning and collaboration; (2) supporting program implementation through operations and workforce development; and (3) sustaining programs through fiscal, communications, and evaluation activities, along with building community and political support.

*Learning Objectives:*

1. State program infrastructure concepts and definitions.
2. Tell how grantees are building infrastructure in three areas; collaborative partnerships, operational infrastructure, and evaluation capacity.
3. Describe how local researchers are evaluating grantee efforts to build Evidence-Based Home Visiting (EBHV) program infrastructure.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

### **Building Strong Families through Home Visiting**

*Presenters: Kerry Caverly*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 63*

#### *Workshop*

Using the best child development research available 25 plus years ago, Parents as Teachers created its evidence-based home visiting model. Currently, it adopts a deeper approach to serving families—one that provides a broader context of parenting education and family support to build protective factors, especially for those families in vulnerable situations. This workshop explores the ways this national home visiting model has deepened its approach and is equipping early childhood professionals with new knowledge and skills to support at-risk families and build protective factors to keep children safe and families strong.

#### *Learning Objectives:*

1. Cite protective factors and family needs.
2. Evaluate participant level of competency in terms of the core competencies for achieving good family outcomes.
3. Identify participant's role within a family's larger social context.

### **Child Protective Service Supervisors: Cultivating Experts**

*Presenters: Tarrin Reed, MSW | Pamela Bennett | Heather Kohls, MSW*

*Room Name: Lincoln West Location: Concourse Level Session: 64*

#### *Workshop*

Child Protective Service supervisors provide critical oversight of child safety decision making yet seldom are given sufficient or rigorous training to match the complexity of their supervisory tasks. To increase expertise and competence in the essentials of safety decision making, South Dakota and Wisconsin enlisted expert facilitated guidance from the National Resource Center for Child Protective Services. Seven of eight supervisory learners completed the non-traditional training program—Supervisors as Safety Decision Makers, demonstrating their mastery of safety decision making. Presenters share the lessons learned by each state in its replication of this program.

#### *Learning Objectives:*

1. Articulate an overview of the Supervisors as Safety Decision Makers (SSDM) training program, highlighting the program objectives along with development of the program as described by the partner states .
2. Participate in hearing from a panel of SSDM participants, including program developers, facilitators, and supervisory training participants regarding the development and implementation of SSDM.
3. Explain how participation in SSDM challenged their thinking and enhanced their expertise in safety decision making.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Darkness to Light: Engaging One’s Community in Sustainable Prevention Initiatives**

*Presenters: Elizabeth Warren*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 65*

*Workshop*

To engage an entire community, it is necessary to implement a new strategy — an engagement model that moves child sexual abuse prevention from a training-only to a community-wide awareness and prevention approach. This session presents a community engagement strategy designed to assist and support communities in their effort to create sustainable child sexual abuse prevention initiatives that increase awareness, education, prevention, and advocacy. In discussing best practices, focus is on creating a grassroots movement, engaging a community, coalition building, and funding strategies.

*Learning Objectives:*

1. Describe strategies that build awareness in participant’s community regarding the emotional and economic impact of child sexual abuse.
2. Identify new strategies for community-based awareness and education, including who to involve and how to involve them.
3. Identify ways to train interested organizations in the implementation of community involvement and engagement practices.

**Decision Making in Child Welfare: A Discussion of Tools, Influences, Outcomes and Research (Part 3)**

*Presenters: Theresa Costello, MA | John Fluke, PhD | Katherine L. Casillas, PhD | Donald Baumann, PhD*

*Room Name: Georgetown East Location: Concourse Level Session: 66*

*Think Tank*

Session presenters provide a comprehensive summary of current key decision-making tools as a resource document and to set the stage for discussion regarding both advances and areas of need in decision-making guides for workers. Decision-making tools include those related to risk, safety, case opening, substantiation, removal, return, safety of placement, and case closure. The three research studies presented address the decision to place a child in out-of-home care as a function of decision-maker thresholds for action, the influence of case and organizational characteristics on child welfare placement decisions, and improving permanency outcomes for children affected by substance abuse.

*Learning Objectives:*

1. State current primary decision-making instruments used in child welfare agencies nationwide.
2. Cite findings from several studies related to decision-making variables and influences.
3. Tell how areas of future work will inform and improve child welfare decision making.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

### **Engaging Mothers in Jail and Kin Caring for Their Children in an Intervention to Strengthen and Support Co-Parenting Relationships**

*Presenters: James P. Gleeson, PhD | Patricia O'Brien, PhD | Faith Johnson Bonecutter, MSW | Qiana Cryer, MSW Room Name: Jefferson West Location: Concourse Level Session: 67*

#### *Workshop*

This workshop describes an evidence-informed intervention designed to strengthen co-parenting relationships between mothers detained for substance abuse related crimes and relatives caring for their children. The intervention builds upon several preliminary studies, including two conducted with families engaged in kinship care and funded by the U.S. Children's Bureau. Session presenters discuss results of the preliminary studies, current efforts to engage parents and caregivers in this intervention, and relevance for protecting children and strengthening families.

#### *Learning Objectives:*

1. State an understanding of the empirical evidence that contributed to the development of a co-parenting intervention with mothers in jail and relatives caring for their children.
2. Describe the components of the co-parenting intervention and results of efforts to engage mothers in jail and informal kinship caregivers in this intervention.
3. Cite the relevance of the co-parenting intervention for protecting children and strengthening families, given the number of mothers involved in the criminal justice system and kinship provisions in the Fostering Connections Act.

### **Engaging Parents as Experts and Partners for Effective Policy and Program Decision Making (Part 2)**

*Presenters: Carla Snodgrass, BSW, MPA | Kristen Rector, LAPSW | Nancy Connolly, MA*

*Room Name: Embassy Location: Terrace Level Session: 68*

#### *Think Tank*

A skill-building training, this interactive session explores the benefits, challenges, and promising practices that enable practitioners to work successfully as equal partners with parents in policy and program development. Presenters identify principles and practices that lead to successful and authentic parent leadership and parent-practitioner partnerships, illustrate how research supports parent involvement, and share a variety of roles for parents and many strategies and successful models of parent and practitioner partnerships. Participants gain an opportunity to draft an action plan for achieving multi-level transformation within their organizations to support meaningful parent involvement.

#### *Learning Objectives:*

1. Comment on the benefits of parent involvement in decisions impacting policy, program development, and continuous quality improvement.
2. Cite the individual, organizational, and systems-level prerequisites that are critical to the meaningful involvement of parents as decision-making partners with practitioners.
3. Identify and examples of promising practices for involving parents in policy, program development, and continuous quality improvement.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Engaging the Business Sector in Supporting Safe, Stable, nurturing Relationships and Environments for Children**

*Presenters: Sandra Alexander, MEd*

*Room Name: International Ballroom East Location: Concourse Level Session: 69*

*Workshop*

Most current efforts to prevent child maltreatment rely on changing individual behavior through individual service programs. More limited efforts address the broader contextual issues through community and societal level strategies. The Centers for Disease Control's Knowledge to Action Child Maltreatment Prevention Consortium identifies business as a high leverage sector for prevention. The workshop presenter discusses why business should care about prevention, i.e., the business case for prevention, and shares practice/action guidelines for business that support safe, stable, nurturing relationships and environments.

*Learning Objectives:*

1. Tell why the business sector is a high priority sector for prevention action at the community and societal level.
2. Articulate at least three key points in making the business case for prevention.
3. Identify ways to leverage the business sector to support safe, stable, nurturing relationships and environments.

**Identifying and Responding to the needs of Substance Exposed Infants and Their Families—It Takes a Collaborative (Part 2)**

*Presenters: Sid Gardner, MPA | Ira Chasnoff, MD | Sue Green, MPA | Martha Kurgans, LCWS*

*Room Name: Gunston West Location: Terrace Level Session: 70*

*Policy Forum Institute*

Focusing on the issue of prenatal substance exposure, this workshop highlights effective programmatic responses to the needs of children and families. The session initially provides an introduction to the prevalence and impact of prenatal exposure on children and families, addressing both policy and practice implications. Presenters then identify strategies for building and expanding collaborative efforts to address the needs of this population and illustrate with examples of successful national and statewide programs.

*Learning Objectives:*

1. Identify the prevalence and impact of prenatal substance exposure on children and families and recognize the challenges that service providers face in addressing their needs.
2. Distinguish the policy and practice implications of recent changes to the Child Abuse Prevention and Treatment Act (CAPTA) requirements regarding substance-exposed newborns.
3. Identify model programs that have successfully implemented comprehensive screening, assessment, and early intervention services for substance-exposed newborns and their families, as well as to grasp the importance of a collaborative approach.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Immigrant Families in the Child Welfare System: Policy and Practice Issues**

*Presenters: Jorge Cabrera, MSW | Eliana Loveluck, MSW*

*Room Name: Monroe Location: Concourse Level Session: 71*

*Workshop*

In describing the policy, practice, and ethical issues related to immigrant families in the child welfare system, this session places special emphasis on recent data regarding threats of immigration enforcement on the safety, permanency, and wellbeing of immigrant children. Presenters identify the challenges faced nationally and by Mississippi social service agencies, as well as provide practical suggestions to enable social workers to develop a trauma-informed child welfare system and to learn about evidence-based practices to help children in the child welfare system begin the healing process.

*Learning Objectives:*

1. Articulate how child welfare and immigration policy impacts Latino children in the areas of education, health care, mental health, and housing.
2. Identify skills in conducting culturally competent outreach to first and second generation Latino children with undocumented parents.
3. Cite the hostile environments to which Latino children in the Southern United States have been exposed and information about the outreach programs and social services public and private child welfare agencies are implementing to address the trauma and gap in services.

**Keeping Kids at Home: Partnering for Success**

*Presenters: Kathryn Icenhower, PhD, LCSW | Sara Tienda, MSW | Blanca Vega*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 72*

*Workshop*

This workshop provides an overview and application of the Point of Engagement (POE) System and Up Front Assessment (UFA) process that was implemented as a collaborative strategy between SHIELDS for Families, a private non-profit organization, and the Los Angeles County Department of Children and Family Services (DCFS) to reduce out-of-home placement rates and time spent “in the system” by specifically targeting substance abusing families and keeping them intact. Since implementation, this collaborative model has assisted with the reduction of children placed in out-of-home care and the amount of time children remained in the system by over 50 percent.

*Learning Objectives:*

1. State an overview of Up Front Assessments, a strategy that community-based organizations and child welfare agencies can implement to assist with family maintenance and reunification.
2. Identify protective factors that can mitigate the risks associated with substance abuse for families involved with child welfare.
3. Identify skills in completing up-front assessments, using a strength-based approach that focuses on identifying caregiver capacity.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Knowing the Best of What’s Out There to Help Families in the Child Welfare System**

*Presenters: Blake Zimmet, LCSW | Charles Wilson, MSSW | Cambria Walsh, LCSW*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 73*

*Workshop*

In California, an important web-based tool—the California Evidence-Based Clearinghouse for Child Welfare (CEBC)—has been developed to assist child welfare directors and administrators to critically examine the existing evidence regarding programs they may consider implementing in their counties/jurisdictions. Applicable to other states, this resource proves a useful and practical decision-making tool for those seeking in-depth, user-friendly information on Evidence-Based Practices (EBP) in the field of child welfare. This workshop enables participants to define EBP, understand how the web-based tool rates the programs on the website, and increase their ability to identify EBPs relevant to child welfare.

*Learning Objectives:*

1. Define evidence-based practice and its importance to the field of child welfare and to determine the level of empirical support that exists to help select the best practice available.
2. Identify some of the emerging challenges with implementing evidence-based practices, as well as to learn successful strategies to overcome them.
3. Explain practical applications of the web-based tool for those working with child welfare populations.

**Learning from the Past: A new Day in Tribal-State Court Collaboration (Part 2)**

*Presenters: Gina Jackson, MSW | Hon. Korey Wahwassuck | Hon. William Thorne | Hon. Kathleen Quigley*

*Room Name: Fairchild West Location: Terrace Level Session: 74*

*Policy Forum Institute*

Meaningful and ongoing engagement with tribes, a focus area for court improvement, brings together state and tribal courts to improve outcomes for children and families. In this session, tribal and state court judicial officers and partners share promising practices in a new approach to tribal engagement work. Participants engage in an interactive dialogue with session presenters to learn about effective tribal and state court partnerships that are built on mutual respect and learning and to share ideas for improving communication, collaboration, and judicial practice.

*Learning Objectives:*

1. Summarize the foundation of Indian child welfare history, learning from past mistakes in order to imagine a new future.
2. Describe an approach to tribal/state court collaboration utilizing tenets of truth, healing, and reconciliation.
3. Explain what is meant by “Tribal Protocol” as a tool in tribal engagement.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Lessons Learned from LONGSCAN: A 20-Year Study of Child Maltreatment (Part 3)**

*Presenters: Howard Dubowitz, MD | Richard Thompson, PhD | Jonathan Kotch, MD, MPH, FAAP | Diana J. English, PhD | Laura Proctor, PhD | Alan J. Litrownik, PhD*

*Room Name: Georgetown West Location: Concourse Level Session: 75*

*Think Tank*

LONGSCAN (Longitudinal Studies in Child Abuse and Neglect), a 20-year multi-site consortium of studies examining the antecedents and consequences of abuse/neglect, consists of five distinct studies involving over 1,300 children from Baltimore, North Carolina, Chicago, San Diego and Seattle. The session highlights major areas that have been probed, including: the maltreatment experiences of the children, the specific experiences of those in foster care, the children's physical and mental health outcomes, and the relationship of fathers to the children's experiences. By age 14, more than 65 percent of LONGSCAN children had been reported for maltreatment.

*Learning Objectives:*

1. Summarize important research implications regarding medical outcomes of child maltreatment.
2. Summarize research implications regarding mental health outcomes of child maltreatment.
3. Summarize important research implications regarding fathers and outcomes of child maltreatment.

**New Directions for Strengthening Families: Protective Factors for Youth, across Cultures, and in Child Welfare Systems**

*Presenters: Charlyn Harper Browne, PhD | Susan Notkin | Juanita Blount-Clark | Nilofer Ahsan, MPP*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 76*

*Workshop*

Widespread, multidisciplinary interest in Strengthening Families necessitates an expansion of a protective factors framework beyond its initial focus on early childhood years and contexts. This session presents a new Protective Factors Framework, based on research, which identifies protective and promotive factors for maximizing the potential for the healthy development and well-being of youth throughout adolescence, especially the most vulnerable. Presenters emphasize the new research on trauma, neuroscience, and brain development; address why such research is important to child welfare practitioners, policymakers, and their partners; and review needed systems change strategies and promising programs.

*Learning Objectives:*

1. Cite current research regarding healthy development during adolescence.
2. Identify policy and practice challenges for moving child welfare toward a focus on well-being.
3. Tell of a new Protective Factors framework for youth in care.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**New Jersey’s Child Welfare Turnaround: Essential Lessons of Reform**

*Presenters: Kevin Ryan, JD, LMM | Eileen Crummy*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 77*

*Workshop*

New Jersey embarked on an ambitious reform of its child welfare system after years of struggling to achieve positive outcomes for children and families. The leadership team at the beginning of the reform, now members of Public Catalyst, applied certain core practice values that nurtured the reform movement in its infancy and led to a sustainable trajectory for change. In this session, Public Catalyst shares their most important lessons learned for transforming a child welfare system, concluding that these lessons are applicable to any child welfare system attempting improvement or reform.

*Learning Objectives:*

1. State strategic approaches to child welfare system reform.
2. Demonstrate an understanding of core practice values important to reform.
3. Cite the importance of defining an agency practice model to guide reform.

**Parent Involvement in Youth Decision Making: An Anti-gang Parenting Curriculum (Part 2)**

*Golnaz Agahi, LCSW | Conrad Fuentes, LCSW*

*Room Name: Fairchild East Location: Terrace Level Session: 78*

*Skills Seminar*

Parental involvement at an early age is a proactive measure, which can reduce gang enrollment as well as juvenile violence. This interactive skills seminar presents an anti-gang curriculum to be used with high-risk youth and their parents. Presenters provide creative tools and resources to engage the family and for parents to address gang issues via increased awareness, behavior modification, and resources that support the family in making positive changes. Participants receive both the anti-gang parenting workbook and the facilitator’s guide to this five-session anti-gang curriculum.

*Learning Objectives:*

1. Differentiate types of communication in a family system.
2. Identify skills to address reduction and prevention of drug use in families.
3. List warning signs that a youth may be involved in a gang, as well as explore tips to reduce and prevent a youth’s involvement in gang activity.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Partnering for Change: Housing Solutions for Child Welfare**

*Presenters: Ruth White, MSSA | Betsy Cronin | Tanya Tull | Carol S. Cohen, PhD*

*Room Name: International Ballroom Center Location: Concourse Level Session: 79*

*Workshop (Webinar)*

Families and aging-out youth in the child welfare system face enormous economic challenges. Child welfare professionals go to great lengths to remediate these issues but often do not possess the necessary information and resources to attack housing problems. Session presenters provide detailed instructions coupled with ample time for discussion of a range of housing solutions made possible through interagency partnerships—from homeless prevention to housing first strategies.

*Learning Objectives:*

1. Demonstrate an understanding of the range of housing solutions available for child welfare families and youth.
2. Analyze how housing resources have been used to reform child welfare systems in different states and communities.
3. Explore how to fund such options and how to create the partnerships necessary to make these housing options successful.

**Partnering in the northeast Kingdom: Implementing Family Engagement Strategies for Improved Child Welfare Outcome**

*Presenters: S. Auguste Elliott, LPMA | Mark Johnson, MDH, MA | Ruth Houtte | Susan Reed | Tara Longley*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 80*

*Workshop*

A panel presents a public-private partnership from the multiple perspectives of parents, state social workers, contracted family engagement workers, and administrators. The partnership is implementing successfully a variety of family-centered practices and engagement strategies, including teaming, family safety planning meetings, family group conferences, family time coaching (in place of supervised visitation), and family treatment court. Presenters share both process and permanency outcomes.

*Learning Objectives:*

1. Comment on improved strategies for implementing family-centered practices in a public/private partnership.
2. Identify strategies for adaptation of teaming to promote reasonable risk-taking and improved communication to promote child safety.
3. Cite the importance and role of family-centered practices in promoting child well-being and improving permanency and process outcomes.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Project Support: A Randomized Control Study to Evaluate the Translation of an Evidence-Based Program**

*Presenters: Jessica Trudeau, MPH | Amy McShane, LCSW | Renee McDonald, PhD*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 81*

*Workshop*

Project Support, designed to reduce conduct problems among children exposed to intimate partner violence, involves teaching child management skills to mothers while providing emotional support. By means of an academic partnership between the Child Abuse Prevention Center and Southern Methodist University's School of Psychology, the translation of the intervention to implementation by a community provider is being tested in a randomized control study. This session identifies the challenges of incorporating a curriculum into nonprofit services, the importance of training and supervising clinicians, the method for data collection and analysis, and the process for translating evidence-based practices into the community

*Learning Objectives:*

1. Comment on the translating evidence-based interventions through a community-based organization/academic partnership.
2. Tell of conducting a randomized control study to analyze the efficacy of a child abuse prevention program.
3. Explore initial study results.

**Statewide Evaluation to Promote Service Quality across Evidence-Based Home Visiting Models**

*Presenters: Anne Duggan, ScD | Sunday Gustin, RN, MPH | Andrea Breitwieser, MS | Gina Hernandez, MA*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 82*

*Workshop*

New Jersey has established a public-private learning collaborative to promote high quality home visiting to achieve state performance indicators and benchmarks of the national Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Program. The collaborative uses a comprehensive framework to assess actual home visiting services in each program site across three evidence-based home visiting models. In this workshop, representatives of key stakeholder groups share their experience in developing the model, using it to understand how services are delivered, and acting on the results to improve service quality and outcomes.

*Learning Objectives:*

1. Analyze an evaluation framework addressing how and why home visiting services vary by program site.
2. Identify organizational and individual level characteristics that influence service delivery.
3. Tell how a participatory evaluation process can strengthen services across Evidence-Based Home Visiting models.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Strengthening the Child Welfare Workforce in Africa (Part 2)**

*Presenters: Maury Mendenhall, MSW | Jim McCaffrey, PhD | Rebecca Davis, PhD, LCSW | Amy Bess, MSW*

*Room Name: DuPont Location: Terrace Level Session: 83*

*Think Tank*

Focusing on the experiences of child welfare workforce leaders from several African countries, this session both explores promising workforce strengthening initiatives and seeks the advice and support of colleagues in the United States to address ongoing challenges. In addition, the session provides a forum for identifying effective strategies for planning, developing, and training the child welfare workforce across countries and cultures along with opportunities for ongoing partnership and collaboration.

*Learning Objectives:*

1. Identify strategies for collecting and applying key tools, resources, and data in order to plan for, fund, recruit, and deploy an effective workforce in an African context.
2. Describe appropriate curricula, teaching methods, and training programs for equipping a diverse workforce with technically sound and culturally appropriate knowledge and skills.
3. Explain how to enhance worker satisfaction, performance, and retention under adverse conditions, including among the non-paid workforce.

**The Bilingual Integrative Trauma Treatment Program: A culturally-specific program for Latinos (Part 2)** *Presenters: Aileen Torres, PhD | Daniel Gaztambide, MA*

*Room Name: Gunston East Location: Terrace Level Session: 84*

*Skills Seminar*

The Bilingual Integrative Trauma Treatment Program (BITT)—a culturally-specific, assessment-based, integrative approach— requires that clinicians obtain intensive training and supervision in cultural competency, critical issues related to Latino clients and their families, as well as sexual abuse and complex trauma responses. In addition to needs assessment research, this session addresses in detail the BITT program’s caretaker support group and child individual/conjoint sessions’ treatment components. Participants gain didactic, pragmatic, and experiential training on each of the treatment components.

*Learning Objectives:*

1. Classify sexual abuse-related traumatic responses in Latino families.
2. Cite core interventions of the Bilingual Integrative Trauma Treatment (BITT) program, i.e., exposure therapy, therapeutic alliance rupture resolution, interpersonal skills building, cognitive processing, and mindfulness techniques.
3. List didactic, pragmatic, and experiential training on each of the treatment components specified above.



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**The PRIDE Model of Practice: Assessing Prospective Foster Parents as Partners in Child Protection**

*Presenters: Donna D. Petras, PhD | Eileen Mayers Pasztor, DSW*

*Room Name: Lincoln East Location: Concourse Level Session: 85*

*Workshop*

This workshop presents PRIDE (Parent Resources for Information, Development, and Education)—a competency-based model of practice to develop and support foster (resource) parents as partners in child protection. The PRIDE model engages families in a process of mutual assessment to determine the family’s ability, willingness, and resources to perform five core competencies that foster parents must possess to reduce the risk of abuse allegations, increase retention of the children in their care, and improve placement stability. Presenters identify the core competencies along with the essential issues to explore when assessing them.

*Learning Objectives:*

1. Describe a Model of Practice to develop and support foster parents as partners in child protection in order to help achieve the Adoption and Safe Families (ASFA) goals of child safety, well-being, and permanency.
2. Identify the core competencies that foster parents must possess to reduce the risk of abuse allegations, increase their retention, and improve placement stability for children in their care.
3. Identify strategies that child welfare staff can use to help prospective foster parents make an informed decision about their willingness, ability, and resources to implement the core competencies.

**Trial Advocacy for the Child Welfare Lawyer: Telling the Story of the Family (Part 2)**

*Presenters: Marvin Ventrell, JD*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 86*

*Skills Seminar*

The intent of this session—a survey course of the essential elements of a child welfare case proceeding from opening statement through closing argument—is to give the participant a method for preparing and producing each trial element and thus to enable the child welfare lawyer to be a more persuasive and effective trial advocate. Directed to lawyers who represent children, parents, and state agencies, the session teaches the parts of the trial in the context of child welfare case illustrations. Focusing on Direct Examination as the core of the case, the session is based on the presenter’s new publication, *Trial Advocacy for the Child Welfare Lawyer: Telling the Story of the Family*.

*Learning Objectives:*

1. Show how to produce the case as the persuasive story of a family (i.e., prepare Case Analysis).
2. Identify skills to conduct successful Direct and Cross Examinations.
3. Cite strategies to manage exhibits, objections, and ethical issues (i.e., address Special Trial Issues).



Sessions

WEDNESDAY | 4:00 – 5:30 p.m.

**Using NCANDS to Evaluate Factors Associated with Child Protective Service Report Volumes**

*Presenters: Vincent Palusci, MD, MS*

*Room Name: Jefferson East Location: Concourse Level Session: 87*

*Workshop*

Over the last 20 years, marked changes have occurred in report volumes for suspected child abuse and neglect. This research session uses the National Child Abuse and Neglect Data System (NCANDS) dataset available from the National Data Archive on Child Abuse and Neglect to examine specific trends over time to predict report volumes based on population characteristics and other risk factors among families and children in the United States. Using these and other factors, the presenter makes predictions of report volumes to assist participants in understanding the factors contributing to volume changes in NCANDS' reports.

*Learning Objectives:*

1. Define the National Child Abuse and Neglect Data System (NCANDS) and the information it contains.
2. Explore the data from NCANDS on the county level to assess factors associated with Child Protective Services' reports.
3. State the value and limitations of NCANDS data for local volume projections.



WEDNESDAY, APRIL 18, 2012

**POSTER PRESENTATIONS AND NETWORKING RECEPTION** | 5:30 – 6:30 p.m.

International Terrace on Terrace Level

Please plan to join the presenters and your colleagues in this informative, interactive poster session presentation.

**BEHAVIORAL PROBLEMS IN A NATIONALLY REPRESENTATIVE SAMPLE OF SEXUALLY ABUSED BOYS: THE MODERATING INFLUENCE OF FAMILY AND PEER CONTEXT**

This study addresses many of the methodological limitations and ambiguity present in the prior research on sexually abused boys by elucidating some of the mechanisms that lead to positive and negative behavioral outcomes in a nationally representative, longitudinal, multi-informant sample of 171 sexually abused boys involved in the child welfare system. The variation (or lack thereof) in the range of outcomes at the three follow-up time points begins to paint an intriguing picture about the experience of sexual abuse for boys. Discussion of research and treatment implications concludes the session.

*Jennifer Elkins, PhD*

**CAREGIVER DROPOUT AND TREATMENT COMPLETION IN CHILD PSYCHOTHERAPY FOR TRAUMA**

This session presents a study conducted to identify variables collected at baseline assessment that can help predict children and caregivers who are at risk of early dropout from child psychotherapy for trauma. In partial support of the hypothesis, children with exposure to domestic violence were at an elevated risk of early dropout from treatment, while neglected children more frequently completed treatment. Both younger and biological and adoptive caregivers were more likely to dropout early from treatment. Children in foster care were more likely to complete treatment.

*Jessica Eslinger, MSW*

*Ginny Sprang, PhD*

**COMMITTED TO PREVENTION AND RESPONSE: DEFINING THE CHILDREN'S HOSPITAL ROLE IN CHILD MALTREATMENT, SECOND EDITION**

Defining the Children's Hospital Role in Child Maltreatment, Second Edition is the topic of this poster session. Children's hospitals, hospitals that serve children, and their partners can use this comprehensive set of guidelines to develop a coordinated response to child maltreatment in their communities. This edition also highlights the role of child abuse pediatrics, a new subspecialty with the first cohort of 191 child abuse pediatricians certified in October 2009.

*Nancy Hanson*



## **EARLY CHILD MALTREATMENT AND EARLY EDUCATIONAL WELL-BEING: A POPULATION-BASED STUDY**

This presentation shares findings from a study that used an integrated administrative dataset to explore first substantiated and unsubstantiated child maltreatment experiences within an entire cohort of second grade children. Results indicate that after controlling for demographics and the set of other risks, substantiated child neglect and unsubstantiated reports were associated with poorer outcomes than physical abuse. Also, first substantiated child maltreatment and unsubstantiated reports prior to kindergarten were related to a more comprehensive set of poor outcomes than post-kindergarten first reports. The presenter addresses practice and policy implications.

*Staci Perlman, PhD, MSW*

## **GENDER DIFFERENCES IN POSTTRAUMATIC STRESS SYMPTOM CLUSTERS AMONG PHYSICALLY AND SEXUALLY ABUSED ADOLESCENTS**

Females may be at higher risk for developing Posttraumatic Stress Disorder (PTSD) in general, yet little is known regarding whether female proneness is manifested in specific PTSD symptoms. This session presents a study conducted to evaluate gender differences in the development of PTSD symptom clusters (e.g., Hyperarousal, Reexperiencing, and Avoidance) among a community sample of adolescents. Significant differences were found among gender and symptom clusters. Study findings suggest that interventions with children exposed to physical and sexual abuse should consider gender differences in PTSD symptom expression.

*Carly Dierkhising, MA*

*Misaki Natsuaki, PhD*

## **GETTING FATHERS TO PARENTING PROGRAMS: RECRUITMENT ADVICE FROM DADS AND SERVICE PROVIDERS**

This poster session presents data gathered via focus groups with low-income, African American fathers and semi-structured phone interviews with a nationwide sample of service providers of parenting programs to fathers. Both groups provided valuable data for developing recruitment strategies to reach these men who often are difficult to engage in parenting programs. The session also addresses the implications of the findings for developing strategies to engage fathers in child welfare case plans.

*Mary Jo Stahlschmidt, MA*

*Jennifer Threlfall, MSW*

*Patricia Kohl, PhD*

## **INVOLVEMENT FOR SUBSTANCE-DEPENDENT MOTHERS ON WELFARE**

Previous research establishes the effectiveness of intensive case management (ICM) in increasing engagement in substance abuse treatment and promoting abstinence and employment in mothers. This session describes a study designed to test whether these positive effects spilled over to include child welfare outcomes not targeted directly by the intervention. Study findings reveal minimal effects of ICM on child welfare outcomes, suggesting the need for greater coordination between systems for this population

*Sarah Dauber, PhD*

*Charles Neighbors, PhD*

*Christopher Dasaro, MA*



## **IMPLEMENTING WITH FIDELITY: A POSTER SYMPOSIUM ON THE SUPPORTING EVIDENCE-BASED HOME VISITING TO PREVENT CHILD MALTREATMENT**

In 2008, the Children's Bureau funded 17 organizations under the Supporting Evidence-Based Home Visiting (EBHV) to Prevent Child Maltreatment initiative. EBHV projects support the implementation of evidence-based models with fidelity and building infrastructure to enable widespread program adoption and sustain-ability. This session features a poster highlighting findings from the cross-site evaluation and an additional 17 posters emphasizing lessons learned on the part of the EBHV projects, identified below.

Cascading an Evidence-Based Practice to Prevent Child Neglect with Fidelity  
Solano County Nurse Family Partnership Implementation Plan  
Preliminary Review of Findings  
Adaptation of HOVRS-A (Home Visiting Rating Scales-Adapted) in Hawaii's Home Visiting Program: Monitoring Quality and Implementation  
Strong Foundations: Enhancing the Infrastructure for Evidence-Based Home Visitation in Illinois  
Enhancing Statewide Infrastructure to Support Evidence-Based Home Visiting in Minnesota  
New Jersey's Statewide Evaluation to Promote Service Quality across Three Evidence-Based Home Visiting Models  
Building Healthy Children: A Comprehensive Multi-System Prevention Intervention Program with Impoverished Teen Parents  
Patterns and Predictors of Family Engagement in a Home Visitation Program  
Process Evaluation: A Collaboration with Service Agencies  
Conquering the Blended Funding and Coordination Challenges to Sustain Nurse Family Partnership in Rhode Island  
South Carolina's Home Visiting New Normal  
Implementing Nurse Family Partnership in Rural and Urban Communities of East Tennessee  
Fidelity to Model: Memphis Le Bonheur Nurse Family Partnership Implementation Findings  
Randomized Controlled Studies: Making a Community Connection  
Using Utah's Multi-Purpose Data System: Evaluation and Continuous Quality Improvement

## **LIVES AT RISK: UNCOVERING FACTORS ASSOCIATED WITH FATAL CHILD MALTREATMENT**

While rates of fatal child maltreatment have been increasing nationally in recent years, empirical support targeting the unique sets of risk factors that may assist with the prevention of such tragic occurrences remains limited. In the study this session describes, quantitative and qualitative methods were used to analyze 50 cases of fatal and near fatal child maltreatment and 50 comparison cases of non-life threatening yet high risk maltreatment. Presenters conclude that the risk factors and other important trends observed in the data should prove useful in early identification.

*Adrienne Whitt-Woosley MSW*

*Brian Gustman, MS*

*Ginny Sprang, PhD*



## **“MOMS IN THE HOOD” CREATE A RECOVERY SUPPORT GROUP FOR MOTHERS AND THEIR CHILDREN**

Social isolation persists for many women (and their children) even after they achieve sobriety. Such isolation impinges upon the well-being and safety of both parent and child. In this poster session, FRESH Start (Family Recovery Engagement Support of Hampden County) describes the development of a client-initiated and directed, community-based, and long-term recovery support group—“Moms in the Hood”—for mothers and their children, as well as identifies outcomes related to the group

*Debra Bercuvitz, MPH*

## **POSTTRAUMATIC STRESS IN A NATIONALLY REPRESENTATIVE SAMPLE OF SEXUALLY ABUSED BOYS**

The study reported in this session examines the influence of cumulative family risk, social skills, and peer rejection on long-term posttraumatic stress outcomes in a nationally representative, longitudinal, multi-informant sample of 171 sexually abused boys involved in the child welfare system. At this time, much of the knowledge available concerning the experience and impact of sexual abuse is based on research and practice experience with female populations. Findings from the current study point to the need to better ascertain the extent to which this knowledge applies for males.

*Jennifer Elkins, PhD*

## **PREVENT DC: NURSES’ OBSERVATIONS ABOUT SHAKEN BABY PREVENTION EDUCATION AT TWO LOCAL HOSPITALS**

This session focuses on a survey designed to assess nurses’ perceptions of the efficacy of current Shaken Baby Syndrome (SBS) education for new families at two local hospital centers. Survey results demonstrate that a lack of consistent, structured SBS educational material exists across these two institutions. Ultimately, this quality improvement focused study proposed that nurses would find the universal delivery of an educational program such as the National Center on Shaken Baby Syndrome’s “The Period of Purple Crying” to be an acceptable, efficient, and worthwhile early intervention tool.

*Hayley Friedman, MD*

## **PROJECT NAVIGATOR**

This session presents Project Navigator, an initiative designed to improve the quality of early childhood education in the State of Mississippi by addressing the issues of infant mortality, child abuse, poverty, and failing schools in the Appalachian Regional Commission’s 12 most distressed Mississippi counties. Project Navigator incorporates (1) Turning the Tide on Poverty—a home-visit parent education program and (2) Excel by 5—a community certification program recognizing communities that strive to improve local services to young children and their families with the goal of promoting learning skills and physical and social-emotional development prior to kindergarten.

*Julie Sims, MS*

*Joe Wilmoth, PhD*

*Louise Davis, PhD*



## **RELATIONSHIP BETWEEN CHILDHOOD NEGLECT, ADULTHOOD PSYCHOLOGICAL ABUSE, AND POSTTRAUMATIC STRESS SYMPTOMATOLOGY**

Session presenters describe a study designed to examine the relationship between childhood maltreatment, intimate relationship violence victimization, and trauma symptomatology. Participants include 25 adults seeking treatment for relationship distress. Findings indicate that childhood neglect is a significant risk factor for intimate partner psychological abuse victimization. Results also suggest a trend by which the experiences of both childhood neglect and adulthood psychological abuse synergistically increase the risk of trauma symptomatology. The session includes clinical implications.

*Brittany Liebsack, BA*

*Jamie Howard, PhD*

*Casey Taft, PhD*

## **THE EDUCATIONAL EXPERIENCES OF CHILDREN ENTERING OUT-OF-HOME CARE**

Session presenters draw upon data from the Illinois Integrated Assessment Program to present an analysis of children's educational experiences prior to and at the point when they first become involved in the child welfare system. The intent is to encourage dialogue about the relationship between children's educational progress and their experiences at home and in their communities, as well as how to intervene with this vulnerable population of children as early as possible.

*Elizabeth Jarpe-Ratner, MPH*

*Cheryl Smithgall, PhD*

## **THE EFFECT OF PARENT-CHILD INTERACTION THERAPY ON STRENGTHENING THE ATTACHMENT RELATIONSHIP FOR CHILDREN IN FOSTER CARE**

The study presented in this session examines the effect of Parent-Child Interaction Therapy (PCIT) on strengthening the security of the attachment relationship between foster parents and young foster children, as well as which aspects of PCIT emerge as more effective in strengthening this relationship. Strengthening this attachment relationship holds the potential to lower the risk of subsequent maltreatment and to reduce foster placement disruptions. Presenters include analysis of data from the first 21 families to participate.

*Christina Danko, MA*

*Karen Budd, PhD*

## **SUPPORT FOR PREGNANT TEENS AND THEIR PARENTS**

Parents of pregnant teens require support to help their teens assume the appropriate role of parent to their infants. Pregnant/parenting teens need to learn parenting and child development skills. This session focuses on the Generations Project, which used a randomized controlled trial (RCT) design to test the impact of Healthy Families home visiting services for teens combined with an educational support group for their parents. Expected outcomes include reduced repeat pregnancies and increased child immunization, educational attainment, and family protective factors.

*Teri Garstka, PhD*

*Tracie Lansing, LMSW*



## **YOUTH ADVISORY BOARDS: EDUCATING, ADVOCATING, AND PARTNERING FOR POSITIVE CHANGE**

Operational for over a decade, the Pennsylvania Youth Advisory Board (YAB) is comprised of current and former substitute care youth, ages 16 to 21. YAB youth leaders educate, advocate, and form partnerships to create positive change in the substitute care system. Hosted by a current member, this poster session highlights YAB structure, efforts, and outcomes.

*Justin Lee, MGA*

*Chris Nobles*



THURSDAY, APRIL 19, 2012

**Plenary Session III | Town Hall Event | 9:00 a.m. – 10:30 a.m. | International Ballroom, Concourse Level**

**Presiding**

**Melissa Brodowski, MSW, MPH**

*Federal Project Officer, Office on Child Abuse and Neglect  
Children's Bureau, Administration on Children, Youth and Families  
Administration for Children and Families  
U.S. Department of Health and Human Services*

**Welcoming Remarks**

**Joe Bock**

*Acting Associate Commissioner, Children's Bureau  
Administration on Children, Youth and Families  
Administration for Children and Families  
U.S. Department of Health and Human Services*



THURSDAY, APRIL 19, 2012

**Plenary Session III | Town Hall Event** | 9:00 a.m. – 10:30 a.m. | International Ballroom,

Featured Speakers

Kojo Nnamdi

Deborah Daro, PhD

Lucille Echohawk, MEd

John Meyers, JD

Eliana Gil, PhD

**TOWN HALL EVENT CHILD PROTECTION IN THE 21ST CENTURY: GAZING INTO THE CRYSTAL BALL**

Our Town Hall event provides an opportunity for all of us to envision how child protection policies and practice might evolve in the 21st century. Our featured speakers offer insights and observations, and everyone has the opportunity to participate. We encourage you to share your perspectives and strategies for moving forward, and to contribute your own vision to the child welfare community's collective crystal ball.



**THURSDAY, APRIL 19, 2012**

**Plenary Session III | Town Hall Event | 9:00 a.m. – 10:30 a.m. | International Ballroom, Concourse Level**

**Kojo Nnamdi**, host of The Kojo Nnamdi Show—a daily live talk show produced by WAMU 88.5—and The Politics Hour—a weekly radio show, acts as moderator. His skill at creating dynamic dialogue promises to enliven our Town Hall session on **Child Protection in the 21st Century: gazing into the Crystal Ball**.

Four featured speakers address the Conference theme by Imagining the Future of child protection:

**John E.B. Myers**, a law professor whose writings include a focus on the history of child protection and legal issues in child maltreatment, presents a multidisciplinary perspective in his vision of the path for child protection to take in the 21st century.

**Dr. Deborah Daro**, Co-Project Director for the National Cross-Site Evaluation of the Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment, emphasizes the essential role of prevention in her perspective.

**Lucille Echohawk**—a member of the Pawnee Nation of Oklahoma, a volunteer in the Indian child welfare field, and a Strategic Advisor with Casey Family Programs—focuses on the direction advocacy must take to ensure the inclusion of underserved populations and the incorporation of a cultural perspective in future action on behalf of the nation’s children.

**Dr. Eliana Gil**, both a private practitioner at Gil Center for Healing and Play and Director of Starbright Training Institute for Child and Family Play Therapy, offers a cultural perspective in her view of the treatment she foresees practitioners providing to youth and families who have experienced childhood trauma.

*Learning Objectives:*

1. Outline, from a multidisciplinary perspective, the direction for child protection to take in the 21st century.
2. Recommend strategies for achieving progress.
3. Describe one’s own vision of how child protection policies and practice may evolve.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Accessing Child Developmental Services Predicts In-Home Placement of Substance and HIV Affected Children** *Presenters: Warren Reich, PhD | Kathryn Fuger, PhD | Andrew Hsi, MD, MPH | Oneta Templeton, LCSW*

*Room Name: Gunston East Location: Terrace Level Session: 88*

*Workshop*

Since 1988, the Abandoned Infants Assistance Program (AIA) has funded services nationwide to prevent the abandonment of infants and children born to substance-abusing and HIV-positive mothers. This workshop summarizes findings from cross-site analyses conducted on data from two non-overlapping samples receiving services from the same set of AIA grantees between 2006 and 2008. Examining the link between participants' use of AIA services and the program goal of placing the index child at home with the biological mother without Children's Protective Services involvement, presenters report their finding that children's developmental services predicts child placement with biological mother.

*Learning Objectives:*

1. Describe the multiple methods used in the Abandoned Infants Assistance (AIA) Cross-Site Evaluation.
2. Explain the system designs that promote retention of custody by biological parents.
3. Identify the underlying factors to account for the thought-provoking findings from this AIA study.

**Adverse Childhood Experiences and the neurobiology of Trauma**

*Presenters: Paulette Mader, MSN*

*Room Name: Cardozo Location: Terrace Level Session: 89*

*Workshop*

This workshop describes the Adverse Childhood Experiences (ACE) Study by Felitti and Anda, which demonstrates the profound connection between these ACE and adult health consequences. Adverse Childhood Experiences can affect brain development and may influence permanently a person's ability to respond to stress. Using interviews with those who have experienced ACE to illustrate, the presenter contrasts normal development with the developmental challenges that occur for children with significant ACE and offers suggestions for improving work with these clients.

*Learning Objectives:*

1. Identify three major findings of the Adverse Childhood Experiences research by Felitti and Anda.
2. Describe the hierarchical development of the brain.
3. List several strategies or modalities to assist clients with Adverse Childhood Experiences.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**An Evidence-Based Therapeutic Interagency Preschool Program: Providing a Trauma-Focused Collaborative in Early Childhood**

*Presenters: H. Jane Sites, LSW, EdD | Cheryl Hilvert, MA, MBA*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 90*

*Workshop*

The Therapeutic Interagency Preschool Program (TIP), a collaboration between the local Child Protection Agency and Head Start, unites each agency's performance and quality assurance standards (i.e., screenings, mental health services, and implementation of family plans and goals) to provide a seamless system of care. This session presents TIP's program design, treatment strategies, and significant evidence-based results. Children and families show highly significant improvements across all dimensions assessed, including reductions in foster care, family reunifications and stability, as well as children's mental, social, and academic skills.

*Learning Objectives:*

1. State the unique challenges maltreated young children and their families present for the assessment, treatment, and protection responsibilities of community providers.
2. Describe skills and appropriate trauma assessments that will enable professionals to build a common framework for efficient and cost-effective services for young traumatized children.
3. Explain the advantages of realigned, collaborative, community-based treatment approaches for young traumatized children and their families.

**Are We Counting the Things That Count?**

*Presenters: Pamela Bennett | Kim Wiczorek | Janet Ciarico*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 91*

*Workshop*

In this workshop, leaders in child welfare program and data development present information regarding national trends in child welfare system reform, fidelity measurement, and the challenges that result from gaps in critical data. Currently, most data available to child welfare only serve as proxies for a meaningful understanding of the agency's safety decision making. Presenters describe the successful efforts in two states to move beyond simply putting these data needs on a "wish list," as well as invite discussion regarding developing practical strategies to effectively track the data that will help inform practice change.

*Learning Objectives:*

1. Cite national trends revealing gaps in existing knowledge about numbers of children who have been assessed as unsafe and how those gaps influence reform efforts and fidelity measurement.
2. Explain how state leaders in child welfare and data technology are making decisions to ensure unsafe children could be counted.
3. Identify actions needed to effectively track the data required for practice reform.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Building Bridges: A System of Care Approach to Supporting Families with Co-Occurring Substance Use and Mental Disorders**

*Presenters: Ken DeCerchio, MSW | Kathy Pokoik, MPH | Dahlia Austin, MPS*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 92*

*Workshop*

Following an overview of the services Regional Partnership Grant (RPG) grantees are implementing to meet the needs of families with co-occurring substance use and mental disorders, presenters summarize preliminary data on child well-being and adult mental health outcomes being measured by the RPG grantees. The session features the Building Bridges program of the Westchester County Department of Community Mental Health, an RPG grantee, and their use of a System of Care Coordinator to link families to their System of Care Network.

*Learning Objectives:*

1. State the strategies Regional Partnership Grantees (RPG) have implemented to serve families with co-occurring disorders.
2. Describe how child well-being and adult mental health outcomes are being measured by RPGs.
3. Tell how the Westchester County RPG utilizes a System of Care Coordinator to develop pathways to link families to the System of Care Network.

**Creating Trauma-Informed Child Welfare Systems: Moving Toward Safety, Permanency, and Well-Being Using a Trauma Lens**

*Presenters: Lisa Conradi, PsyD | Heather Langan, LPCS | Erika Tullberg, MPH | Jessica Newmeyer*

*Room Name: International Ballroom Center Location: Concourse Level Session: 93*

*Workshop (Webinar)*

This presentation describes a Federally-funded project that supports the evolution of public child welfare agencies into trauma-informed organizations. Led by a National Advisory Committee of child welfare and trauma experts from around the country, the project is helping to transform the wider child welfare community. After providing an overview of the essential elements of a trauma-informed child welfare system, presenters focus on the way these have been applied in three child welfare jurisdictions.

*Learning Objectives:*

1. Describe the core components of a trauma-informed system.
2. Identify how three child welfare jurisdictions are becoming more trauma-informed.
3. Specify three ways to implement trauma-informed policies and practices.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

### **Differential Response in Indian Country**

*Presenters: Anita Horner, BA | Lisa Merkel-Holguin, MSW*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 94*

#### *Workshop*

Offering an opportunity to gain greater awareness regarding the foundational philosophies and core elements of Differential Response, this workshop describes Differential Response and its movement through Native American communities in the United States. It compares and contrasts the investigation response and family assessment response pathways from an American Indian lens. In addition, the presenter highlights the Differential Response work that already is occurring within various tribes, shares successes and lessons learned, and recognizes champions of the work.

#### *Learning Objectives:*

1. List the core elements, philosophies supporting Differential Response implementation, and how it differs from investigation.
2. Describe Differential Response in Child Protective Services and similarities to Native values and practices.
3. Identify implementation successes and lessons learned, as well as how these may help tribes.

### **Emerging Issues in Understanding Racial Disparities and Disproportionality in Child Welfare**

*Presenters: Alan Dettlaff, PhD | Nancy Rolock, AM | Qiana Cryer, MSW | Barbara Needell, PhD*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 95*

#### *Workshop*

Recent research concerning differential rates of maltreatment among racial and ethnic groups has brought increased attention to this issue, questioning the appropriateness of efforts to address disproportionality and disparities in the child welfare system. Presenters explore the current state of knowledge concerning racial disproportionality and disparities in child welfare, examining methodological advances and challenges when measuring racial disproportionality and disparities and identifying appropriate steps to move research and practice forward.

#### *Learning Objectives:*

1. Tell of racial disproportionality and disparities in child welfare and how research and practice concerning these issues has evolved over time.
2. Describe current methodological advances in measuring racial disproportionality and disparities.
3. Identify implications of current challenges and advances for furthering the understanding and development of appropriate responses to racial disproportionality and disparities in the child welfare system.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Evolving Home Visiting Program Evaluation Methodologies: A Case Study of Oklahoma’s Home Visiting Program Evaluation**

*Presenters: David Bard, PhD | Jane Silovsky, PhD | Arthur Owora, MPH | Lana Beasley, PhD*

*Room Name: Embassy Location: Terrace Level Session: 96*

*Workshop*

While the traditional randomized controlled trials may hold the highest level of evidence in answering the basic questions about effectiveness and efficacy of home visiting programs, a growing need exists to adapt evaluative methodologies to validly answer questions around effectiveness across risk levels. This session presents a hybrid study design, which merges aspects of the simple regression discontinuity design with aspects of the simple randomized clinical trial design. Preliminary study results highlight the importance of triaging families to appropriate programs and the importance of using multiple risk domains in developing a risk classification tool to aid the triage process.

*Learning Objectives:*

1. Cite current research questions surrounding the triage of home visiting programs across a risk continuum, as well as how they inform practice.
2. Cite the advantages of combining regression discontinuity and randomized experimental designs to evaluate effectiveness of home visiting programs across varying risk levels.
3. Describe the development and the role played by risk classification as a triage tool rather than an enrollment strategy.

**Family Stability, Life Events, Adverse Events and Youth Outcomes**

*Presenters: Diana J. English, PhD | Masha Ivanova, PhD*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 97*

*Workshop*

Families reported for maltreatment often live in stressful and chaotic environments. Most research focuses on the consequences of maltreatment. Less is known about the combined effect of stressful and chaotic or stable and protective environments and experiences of maltreatment on children’s social, emotional, behavioral, and health outcomes. Presenters discuss three studies that provide longitudinal data on children’s exposures to chaotic or stable environments in combination with the presence or absence of maltreatment, addressing the impact these different environments have on youth functioning. The session concludes with a discussion of implications for prevention—early intervention efforts for at-risk families.

*Learning Objectives:*

1. Cite the protective capacity of family stability on youth social, emotional, and behavioral functioning.
2. State the extent of adverse life events experienced by youth and the relationship to behavioral outcomes.
3. Cite the impact of adverse life events on youth health and mental health.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Implementing Best Practices for Developmental and Social-Emotional Screening into Child Welfare and Community Support**

*Presenters: Mary E. Rauktis, PhD | Rachel R. Winters, MA | Janell Smith-Jones, PhD | Andrea Rudek, MSW*

*Room Name: Fairchild West Location: Terrace Level Session: 98*

*Workshop*

Geared to program administrators, researchers, and policymakers, this workshop provides an overview of a statewide Child Welfare Services (CWS) and a local county community support system, as well as addresses how to implement quality developmental and social-emotional screening practices in both CWS public agencies and family support centers. The critical findings presenters share speak directly to the quality improvement processes necessary to ensure accurate and effective screenings and connect families to early intervention services, when warranted.

*Learning Objectives:*

1. Identify the child and family risk factors associated with socio-emotional and developmental delays in young children.
2. Analyze critically about what system factors support adoption of screening as a best practice.
3. Comment on quality improvement strategies and needs associated with the developmental screening services participants provide.

**Leveraging Evidence to Inform Systems: Advancing Child Maltreatment Prevention by Supporting Safe, Stable, and nurturing Relationships for Children**

*Presenters: Richard Puddy, PhD | Sandra Alexander, MEd | Xiaolin Hu, PhD | Natalie Wilkins, PhD | Helen Singer, MPH | Sally Thigpen, MPA*

*Room Name: International Ballroom East Location: Concourse Level Session: 99*

*Workshop*

This session highlights a complement of systems-level approaches the Division of Violence Prevention at the Centers for Disease Control is conducting to prevent child maltreatment. The presentation takes a systems cascading approach by considering community context for evidence-based decision making and concludes with using child maltreatment prevention as a more specific example of identifying and engaging new leverage points to impact communities to prevent child maltreatment. Presenters describe a model that ensures safe, stable, nurturing relationships for children by applying a systems dynamic modeling approach to change current unhelpful mindsets that drive system and individual behavior and actions.

*Learning Objectives:*

1. Identify three core principles of complex systems science.
2. Describe the basic components of the system-dynamic model to prevent child maltreatment.
3. Articulate the basic components of the agent-based model to prevent child maltreatment.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Making a Difference: Statewide Implementations and Emerging Results of Primary Prevention of Shaken Baby Syndrome**

*Presenters: Ronald G. Barr, MD, CM | Julie Price, MM | Jan Clarkin | Vicky Roper, MS*

*Room Name: International Ballroom West Location: Concourse Level Session: 100*

*Workshop*

This workshop presents (1) the evidence base supporting the Period of Purple Crying approach to prevention of Shaken Baby Syndrome/Abusive Head Trauma, (2) two exemplars of statewide implementation—Kansas and Maine, and (3) emerging results from effectiveness projects in British Columbia and North Carolina. Examining these models, presenters illustrate the components along with the challenges of planning, organizing, implementing, evaluating, and interpreting both fidelity and outcomes of the prevention effort. The session also identifies possible effects of the economic recession on prevention efforts.

*Learning Objectives:*

1. Explore programs that prevent infant abuse through a caregiver education program about normal infant development.
2. State ways to change culturally the way society understands the meaning of normal infant crying.
3. Recognize and comment on the most recent results on fidelity of program delivery and effectiveness of intervention in reducing infant abuse.

**Managing Secondary Traumatic Stress: A Training for First Responders to Children's Trauma**

*Presenters: Mary Pulido, PhD*

*Room Name: Lincoln West Location: Concourse Level Session: 101*

*Workshop*

As “first responders” to children’s trauma, learning how to manage Secondary Traumatic Stress (STS) is critical for all professionals in the field. By use of self-assessment and group exercises, participants gain skills to “recharge” their ability to handle the constant, inevitable stress of responding to the traumas endured by children and adults in the child welfare system. The presenter reviews self-care, worker-team, and supervisory interventions to prevent and manage STS, as well as describes the differences between “burn-out” and STS.

*Learning Objectives:*

1. Differentiate between stress, trauma, burn-out, and secondary traumatic stress (STS).
2. State the theory behind the development of STS and why Child Protective Services, foster care, and mental health clinicians experience it.
3. Identify of self-care activities, worker-team activities, and organizational measures to implement immediately and use in daily work.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Participatory Evaluation and Planning: Engaging Collaborative Partners through Issue-Focused Data Sharing** *Presenters: Steven Rider, PhD | Katie Winters, MA | Victoria Prescott, BS*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 102*

*Workshop*

A collaborative research and demonstration project, the Fostering Hope Initiative (FHI) examines the effects of concentrating services in high-risk and high-poverty neighborhoods on reducing child maltreatment. The collaborative partnership underlying the FHI includes state and local government agencies, public and private sector organizations, social service providers, and individuals. Using the FHI to frame instruction, the session presents Participatory Evaluation and Planning (PEP), a real-time, issue-focused data sharing partnership between evaluation and collaborative partner agency representatives that supports implementation and facilitates outcome achievement.

*Learning Objectives:*

1. Give a brief history of the Fostering Hope Initiative (FHI) Research and Demonstration Project.
2. Tell how the Participatory Evaluation and Planning (PEP) process was implemented among FHI collaborative partners to support program implementation and ensure outcome achievement.
3. Describe the PEP framework for replication with other projects or programs.

**Racial Disproportionality and Disparity Think Tank: Moving Beyond the Conversation into Action (Part 1)** *Presenters: Donna L. Parrish, MA, LPC | John Fluke, PhD | Kathy Deserly | Joyce James, LMSW-AP | Oronde Miller | Maricia Sturdivant*

*Room Name: Fairchild East Location: Terrace Level Session: 103*

*Think Tank*

Agencies and professionals need to possess the skills and resources to address and resolve the widespread challenge of racial disproportionality and disparate outcomes in child welfare. Participants gain an opportunity to co-create strategies, solutions, and interventions that will assist their agencies in (1) developing, maintaining, and fostering a culturally responsive workforce; (2) establishing organizational/operational structures that promote improved outcomes for all children and families; and (3) building and sustaining community ownership and engagement in support of families. By means of these strategies and interventions, agencies and systems can realize improved outcomes for children and families of color.

*Learning Objectives:*

1. Identify steps for engaging in data-driven solution building, workforce development, and community and family engagement.
2. Describe the developing of tangible solutions to mitigate disparate outcomes.
3. Participate in critically reflective agency practice exercises.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Regional Partnership grant Program: Strengthening Bridges to Improve Outcomes for Families Affected by Substance Use Disorders** *Presenters: Nancy Young, PhD, MSW | Sharon Boles, PhD*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 104*

*Workshop*

This workshop presents an overview of the Regional Partnership Grant (RPG) program, focusing on the partners, the strategies employed by the partnerships, and performance indicator data on over 12,000 children and 8,000 adults participating in services targeting substance abuse treatment needs among child welfare involved families. Presenters report findings from the latest report to Congress and compare RPG data to recent national data from existing Federal child welfare and substance abuse information systems. The session includes examples of system linkages that demonstrate improved outcomes, as well as 11 implementation lessons regarding collaborative practice strategies.

*Learning Objectives:*

1. Identify collaborative program strategies and partnerships Regional Partnership Grantees (RPG) are implementing to improve outcomes for children and families in the child welfare system affected by substance use disorders.
2. Comment on the RPG outcomes to date and the RPG data reporting system.
3. Identify the lessons learned in implementing a large-scale program addressing substance use disorders in child welfare practice.

**Research and Resilience: Promoting a Research Agenda on Behalf of Military Families and Their Very Young Children P**

*resenters: Kathleen Mulrooney MA, LPC, ACS*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 105*

*Workshop*

Infants and toddlers may be particularly vulnerable to the contextual family stressors associated with deployment, which can impact the emotional health and responsiveness of their parents and caregivers. This session shares the outcomes of two workgroups of the ZERO TO THREE Research and Resilience initiative designed to promote research focused on the interests of young children of military families. The interdisciplinary workgroups—consisting of early childhood, research, policy, and military experts—developed research questions, explored methodologies, addressed cultural considerations, and contributed to a research agenda relevant to military families and their infants and toddlers.

*Learning Objectives:*

1. Identify the purpose and outcomes of the Research and Resilience Workgroup meetings.
2. Tell of the current state of the research addressing the needs and interests of military families and their very young children, including studies that specifically examine abuse and neglect outcomes.
3. Identify challenges in facilitating research on behalf of military families and their young children, as well as strategies to address these challenges.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Strategic Efforts to Address Child Maltreatment Prevention in Wisconsin: Results of a Collaborative Model**

*Presenters: Kristen Slack, PhD | Kathryn Maguire-Jack, MPP | Mary Anne Snyder, BA*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 106*

*Workshop*

Key Wisconsin stakeholders in the prevention arena came together in 2006 to develop and implement a strategy for reducing rates of child abuse and neglect. Their efforts resulted in (1) a protocol for cataloguing current maltreatment prevention activities throughout Wisconsin, (2) a risk assessment tool both palatable to and easily administered by prevention service providers, and (3) a new service delivery model—called Community Response—that targeted families deflected from Child Protective Services. This workshop includes presentations on the process of implementing this strategy, as well as the findings associated with each task.

*Learning Objectives:*

1. Tell of the experience of one state's efforts to systematically address child maltreatment prevention through a collaboration of advocates, service providers, policymakers, and researchers.
2. Identify and catalogue prevention services and how to identify key risk factors for involvement of Child Protective Services, within one state.
3. List components and associated findings of a major system innovation designed to broaden the continuum of child maltreatment prevention services.

**Strategies for Developing and Retaining an Effective Workforce: A Collaborative Statewide IV-E Program Formative Evaluation**

*Presenters: Robin Hartinger-Saunders, PhD | Laura Schroeder, MSW | Alberta J. Ellett, PhD | Sandra Murphy, PhD*

*Room Name: Lincoln East Location: Concourse Level Session: 107*

*Workshop*

Presenters report and discuss findings from an online survey administered May 2011 to all 82 Title IV-E graduates of master's and baccalaureate level social work programs by a Statewide IV-E Consortium. This initiative represents the first collaborative effort between university/college and Department of Family and Children Services' agencies toward conducting consistent evaluations across IV-E programs. The data provide insight into multiple aspects of the IV-E program experiences for students, including field, supervision, administrative/agency support, skill preparation, organizational culture, aspects of human caring, and intent-to-remain employed in child welfare.

*Learning Objectives:*

1. Articulate data from the formative evaluation to ensure graduates acquire knowledge and skills for evidence-based child welfare practice.
2. Identify strategies to increase commitment on the part of stakeholders to program evaluation and program improvement to enhance the child welfare workforce and improve retention.
3. Summarize Title IV-E Child Welfare Training Program successes with movement toward a professional and stable workforce for improved outcomes in child welfare.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Supporting and Training Foster Parents to Prevent Placement Disruption: Program Development, Research Findings, and Policy Implications**

*Presenters: Patti Chamberlain, PhD | Roseann Myers, RN, JD | Joseph Price, PhD*

*Room Name: DuPont Location: Terrace Level Session: 108*

*Workshop*

The workshop intent is to inform participants about the KEEP (Keeping Foster Parent and Kinship Parents) Foster Parent Training Intervention; to describe the partnership between San Diego County Child Welfare Services, the Oregon Social Learning Center, and the Child and Adolescent Services Research Center that led to the development and testing of the KEEP intervention; and to present findings from the effectiveness trial and subsequent implementation trials in the United States and Europe. Presenters also discuss implications for the dissemination and implementation of evidence-based practice in child welfare settings.

*Learning Objectives:*

1. Describe the Cascading Dissemination Model and the Keeping Foster Parents (KEEP) Foster Parent Training Intervention Model.
2. Identify effective strategies for developing and maintaining collaborative relationships between service agencies and interventionists.
3. Describe the processes and challenges involved in the implementation and dissemination of an evidence-based practice in a child welfare agency.

**Supporting Evidence-Based Home Visiting to Prevent Child Maltreatment: Cross-Site Evaluation Design and Early Findings**

*Presenters: Kimberly Boller, PhD | Heather Zaveri, MPP | Christi Bergin, PhD*

*Room Name: Columbia Hall 5 Location: Terrace Hall Session: 109*

*Workshop*

To achieve the greatest effects possible, home-visiting interventions must operate in systems that are integrated, supportive, and conducive to service delivery. In 2008, the Children's Bureau funded 17 cooperative agreements to focus on building infrastructure and service systems to implement and sustain evidence-based home visiting and prevent child maltreatment. The Children's Bureau also funded a cross-site evaluation. This workshop describes the cross-site evaluation design, presents initial study findings, and shares information regarding how the cross-site team is supporting local evaluation efforts.

*Learning Objectives:*

1. State the benefits of conducting a cross-site evaluation.
2. Explain how a cross-site evaluation and local evaluations can support one another.
3. Comment on initial implementation of evidence-based home visiting programs.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**The Maltreatment Experiences of LGBT Youth: A Comparison of Maltreatment of LGBT and Straight Youth** *Presenters: Adam McCormick, PhD*

*Room Name: Monroe Location: Concourse Level Session: 110*

*Workshop*

Lesbian, Gay, Bisexual, and Transgender (LGBT) youth are at an increased risk of a number of forms of child maltreatment. This session explores the maltreatment experiences of LGBT youth, giving particular attention to patterns of maltreatment related to the coming out process and consequences related to family rejection. In addition, the presenter compares the maltreatment experiences of LGBT and straight youth, as well as addresses the implications for future practice, policy, and research.

*Learning Objectives:*

1. Cite recent research that explores the differences in maltreatment experiences of straight and Lesbian, Gay, Bisexual, and Transgender (LGBT) youth.
2. Cite the societal factors that often contribute to higher rates of maltreatment of LGBT youth.
3. Identify strategies to advocate for more inclusive, affirming, and empowering systems of care for LGBT youth.

**The Unique Challenges of Families Affected by Autism**

*Presenters: Wendy Fournier | Lori McIlwain*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 111*

*Workshop*

As autism now affects an estimated 1.5 million individuals in the United States, there is an increasing incidence of Child Protective Services involvement with families in the autism community. This workshop provides an in-depth view of the challenges facing families of children with autism and the professionals who work with them. Safety issues emerge among the top concerns, particularly for children who exhibit wandering or elopement behaviors. Presenters provide insight, guidance, and effective resources that professionals can apply to evaluate safety risks and assist families in implementing appropriate safeguards, prevention strategies, and response protocols—especially for wandering incidents.

*Learning Objectives:*

1. Describe wandering/elopement incidents by children with autism and their effect on families.
2. Comment on the wandering-related resources, supports, and prevention strategies that can be provided to families.
3. Cite unique situations that may be encountered when working with families affected by autism.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

### **Understanding Temperament as a Risk and Protective Factor**

*Presenters: Jodi Whiteman, MEd | Nikki Darling-Kuria, MHD*

*Room Name: Jefferson West Location: Concourse Level Session: 112*

#### *Workshop*

Any given temperament trait can be either a protective or a risk factor, depending on the child's environment, culture, and caregivers. In small and large group activities, participants gain the opportunity to review the three temperament types; to learn about five key temperament traits, i.e., intensity of reaction, activity level, frustration/tolerance, reactions to new people, and coping with change; and to examine these traits in terms of risk and protective factors.

#### *Learning Objectives:*

1. Cite the three most common temperament types.
2. Examine the risk and protective factors associated with the five key temperament traits.
3. Explore temperament traits as both risk and protective factors.

### **Voluntary Placements Texas Style**

*Presenters: Gwen Gray, LMSW | Stacy Lake, MSSW*

*Room Name: Jefferson East Location: Concourse Level Session: 113*

#### *Workshop*

Texas is one of the first states to implement a structured and cohesive response to the practice of voluntary placements in Child Protective Services (CPS). This workshop explains how philosophical, practice, and legal shifts combined to build this approach to supporting the family in making safety decisions for their children. The presenter covers in detail the written policy and procedures necessary for a successful systemic change, the process of training management and caseworker level staff across Texas, the consultation with various stakeholders prior to building this practice, and the legislative process that codified parental child safety placements into law.

#### *Learning Objectives:*

1. Explain how the shift was made from voluntary to Parental Child Safety Placement.
2. Tell how Parental Child Safety Placements support permanency.
3. Cite the policy and internal supports necessary to affect and sustain change in Child Protective Services' practice.



Sessions

THURSDAY | 11:00 a.m. – 12:30 p.m.

**Working Through Partnerships to Develop an Effective System of Care for Children Ages 0-5**

*Presenters:*

*Jessica Lertora, LCSW-C | Catherine Coble, LCSW-C*

*Room Name: Gunston West Location: Terrace Level Session: 114*

*Workshop*

Built on the early childhood mental health consultation public health model, presenters identify promotion, prevention, and intervention activities used to collaborate with community partners. The session (1) focuses on innovative training practices that are part of Maryland's statewide workforce development efforts to train essential early childhood professionals on key competencies for working in early childhood mental health; (2) addresses efforts to integrate early childhood mental health consultants into early childhood education centers, Head Start programs, the Baltimore City Infants and Toddlers programs, as well as the University of Maryland School of Social Work; and (3) reviews evidence-based interventions.

*Learning Objectives:*

1. Identify the use of a public health model to address the mental health needs of very young children and to be able both to discuss and to give examples of each component.
2. State the importance of collaboration amongst different agencies within the early childhood mental health system of care to prevent maltreatment.
3. Explore different therapeutic models designed to help families with very young children process the effects of early childhood maltreatment.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Maltreatment Research, Policy, and Practice for the next generation: Highlights from an Institute of Medicine/national Research Council Workshop**

*Presenters: Anne C. Petersen, PhD | Bernard Guyer, MD, MPH | Lucy Berliner, MSW | Mark J. Chaffin, PhD | Mary Dozier, PhD | Catherine Nolan, MSW*

*Room Name: International Ballroom Center Location: Concourse Level Session: 115*

*Workshop (Webinar)*

This session offers an opportunity (1) to discuss how available research on child maltreatment could inform policy and practice for child welfare and family support services and (2) to consider potential research priorities for the next decade. Panelists provide an overview of ideas raised by participants at a January 2012 workshop hosted by the Institute of Medicine and National Research Council to review research on child maltreatment, identify gaps in the literature, and address future research priorities.

*Learning Objectives:*

1. Cite advances in knowledge regarding child maltreatment from the past twenty years and the current state of research on child abuse and neglect.
2. Identify and address gaps in the existing literature on child abuse and neglect.
3. Explore potential future research priorities for the field.

**Collaboration Without Accountability is Just One More Monthly Meeting**

*Presenters: Maryellen Pistalu, MS | Lynn Pimentel, MA*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 116*

*Workshop*

When it became apparent that the children most likely to need the comprehensive services of the SMART Model of Care (Screening, Making Decisions, Assessments, Referrals, Treatment), that is, the children of substance abusing parents, were not likely to receive them, SMART 2 was born to decrease barriers to treatment and increase its permanency. This session outlines the history of the SMART Model, describes and reports the success of SMART 2, and addresses the need for collaboration in response to one of the most significant lessons learned: no one agency can provide everything to everyone.

*Learning Objectives:*

1. List the core elements of a successful collaboration.
2. Identify and address potential resistance to collaboration, as well as factors that hinder and enhance collaboration.
3. Explain that collaboration without accountability is nothing more than a monthly meeting.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Collaborative Approach to Serving Families of Infants Who Have Been Exposed to Substances Prenatally** *Presenters: Andrew Hsi, MD, MPH, FAAP | Ybeth Iglesias, DSII, MPA*

*Room Name: International Ballroom West Location: Concourse Level Session: 117*

*Workshop*

This workshop presents a model of an interdisciplinary team approach to serving women, beginning in pregnancy and continuing through the child's third birthday. The session provides an opportunity to explore emerging and promising practices that use the principles of relationship-based support to promote the well-being of infants and their caregivers. A participant in this multi-program discusses her experiences as a recipient of the array of services offered.

*Learning Objectives:*

1. Describe the development of collaborative relationships over time among multiple programs that serve women and families of infants who have been prenatally exposed to drugs and alcohol.
2. Identify the principles and practices of infant mental health that emphasize the support of the developing relationship between the biological caregiver and the newborn infant.
3. Identify emerging and promising practices to promote and improve parental capacity to nurture their newborn infants.

**Creating Trauma-Informed Child Welfare Systems: Using Community Assessment Strategies to Transform Systems**

*Presenters: Lisa Conradi, PsyD | Charles Wilson, MSSW | Debra Zanders-Willis*

*Room Name: International Ballroom East Location: Concourse Level Session: 118*

*Workshop*

This workshop outlines an assessment process undertaken in three diverse child welfare jurisdictions from across the country in order to determine the trauma-informed nature of their systems. The assessment process included observations from site visits, administration and scoring of the Trauma System Readiness Tool, and multiple focus groups with child welfare staff and leadership. Presenters review assessment results and recommendations, focusing specifically on broad practices that can be integrated across child welfare jurisdictions to facilitate becoming more trauma-informed in policies and practices.

*Learning Objectives:*

1. Describe the trauma-informed assessment that occurred across three child welfare jurisdictions.
2. Describe the results of the child welfare trauma-informed assessment.
3. Identify recommendations to create a trauma-informed system.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Crisis Opportunity: Addressing the needs of Children of Incarcerated Parents through Research, Policy, and Programs (Part 1)**

*Presenters: Yali Lincroft, MBA | Susan Phillips, PhD | Dee Ann Newell, MSW*

*Room Name: Embassy Location: Terrace Level Session: 119*

*Policy Forum Institute*

This session addresses the intersection of parental incarceration and the public child welfare system by presenting two decades of research, policy, and program efforts. Thoughtful program development and policymaking for children of incarcerated parents and their families is fraught with major data gaps, and, all too often, complex issues are overly simplified. Presenters provide an opportunity for in-depth dialogue regarding what is known and what remains unknown about this population.

*Learning Objectives:*

1. Cite current research regarding the interconnectedness of child welfare and the criminal justice system.
2. Identify promising policy innovations and reform.
3. Identify strategies for working with individual children and families.

**Engagement, Collaboration, and Change: Using Stages of Change and Parallel Process in Collaborating with an Agency Partner**

*Presenters: Alberto Reynoso, MS, MSW, LCSW | Donna Toulmin, JD*

*Room Name: Jefferson East Location: Concourse Level Session: 120*

*Workshop*

The workshop intent is to facilitate understanding of the challenges of personal change and goal setting within the context of public child welfare. Presenters ask participants to contemplate the types of changes families in the child welfare system are asked to make, as well as what happens when the child welfare system itself is asked to change. The session addresses how to assist an agency involved in creating change, how understanding change theory and parallel process helps to create and train curriculum intended to foster change, and how the process of engagement with an agency partner informs the training.

*Learning Objectives:*

1. State the experience of session participants in collaborating with others to develop trainings about change.
2. Explain how parallel process and the stages of change occur in a collaborative process of curriculum development and delivery.
3. Describe techniques for how to talk about change and engagement.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

### **Engaging and Supporting Kinship Caregivers: An Effective Peer-to-Peer Approach**

*Presenters: Ramona Denby-Brinson, PhD | Keith A. Alford, PhD*

*Room Name: Jefferson West Location: Concourse Level Session: 121*

#### *Workshop*

Kinship caregivers prove invaluable to the child welfare system. Yet despite positive outcomes associated with kinship care, caregivers frequently fail to receive the services and support they need. A U.S. Children's Bureau System of Care Demonstration Project—a peer-to-peer approach to supporting kinship caregivers—has yielded promising results. This session addresses the approach's planning process, program components, and outcomes. Findings show that kinship liaisons are extremely helpful to caregivers and reveal 27 support categories that caregivers find most useful.

#### *Learning Objectives:*

1. Describe previous lessons learned about the needs and strengths of kinship caregivers.
2. Identify a strategy for developing, implementing, and testing a peer-to-peer approach to supporting kinship caregivers.
3. Comment on effective components of a peer-to-peer kinship support approach.

### **Engaging Foster Youth and their Biological Families: Lessons Learned from the Family Finding Model Evaluation**

*Presenters: Raquel Ellis, PhD | Tiffany Allen, MSW | David DeStefano, MPP*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 122*

#### *Workshop*

Many child welfare agencies across the country have embraced the Family Finding model enthusiastically. However, only in recent years has it been assessed to evaluate its impact on the safety, permanency, and well-being of children in foster care. This workshop presents findings from rigorous evaluations of Family Finding programs currently underway in five states. Its intent is to describe youth and birth family perspectives on the family finding services, as well as share preliminary promising practices for engaging youth and birth families in the services based on interview and focus group findings.

#### *Learning Objectives:*

1. Identify specific strategies for assessing client perspectives on family-finding programs.
2. Identify common barriers to engaging foster youth and birth families in family-finding programs.
3. Cite preliminary promising practices for engaging youth and birth families in family-finding programs.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**“Hear Our Voice” A Training for Social Workers on Engaging Youth (Part 1)**

*Presenters: Albert Pacheco Jr., MSW | Diane Blanchard | Diana J. English, PhD*

*Room Name: Gunston East Location: Terrace Level Session: 123*

*Skills Seminar*

A group of six youth and two adult child welfare mentors designed and conducted training for child welfare workers in Hawaii on how to engage youth in making decisions about their current and future life choices. In this workshop, the “Hear Our Voice” youth present and demonstrate aspects of the curriculum they developed, as well as discuss the impact the training had on them and the social workers they trained. This session includes an overview of the conference “Discover Your Voice” the presenters are organizing for foster youth as a prototype for ongoing youth empowerment work in Hawaii.

*Learning Objectives:*

1. Identify skills in engaging adolescents in case planning and decision making.
2. List the issue of youth engagement from a youth perspective.
3. Explain a new perspective on different approaches to engaging youth and promoting youth empowerment.

**Human Trafficking of Youth: national and International Dimensions**

*Presenters: Christa Stewart, JD | Lauren Burke, Esq | Suzanne Tomatore, Esq | Jayne Biglesen, Esq*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 124*

*Workshop*

While violence is a harsh reality for too many children, it is especially true for trafficked immigrant children. Human trafficking undermines child development and learning abilities, inhibits positive relationships, provokes trauma and depression, and can lead to risk-taking and aggressive behavior. As minors are especially vulnerable, any practitioner who works with children and youth needs to know about human trafficking laws as they affect youth. Panelists address the legal and service frameworks with which many practitioners operate, as well as provide an overview of the phenomenon of human trafficking, its key indicators, and available resources.

*Learning Objectives:*

1. State an overview of the phenomenon of human trafficking and national and international dimensions.
2. Identify key indicators of trafficking.
3. Tell how resources are managed in New York State and across borders.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Implementing a National Program to Improve At-Risk Family Outcomes (Part 1)**

*Presenters: Hillary Elliott*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 125*

*Policy Forum Institute*

Leaders in the evidence-based home visiting world offer an in-depth look at the impact of the Affordable Care Act's Maternal, Infant, and Early Childhood Home Visiting Program on statewide home visiting and early childhood systems. In this session, evidence-based model developer representatives from *Parents as Teachers* reflect on their experience in both the policy process and working relationships with those responsible for implementing the principles of this historic opportunity for home visiting—sharing both successes and barriers to implementation of this policy.

*Learning Objectives:*

1. State of the importance and impact of home visiting.
2. State the importance of collaborative efforts in implementing policy.
3. Identify the best practices and barriers that these implementers have faced through this process.

**Lessons Learned in Establishing the ZERO TO THREE Court Teams Initiative as an Evidence-Based Practice**

*Presenters: James DeSantis, PhD | Lucy Hudson, MS | Carol Hafford, PhD*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 126 Workshop*

This workshop discusses how the ZERO TO THREE Court Teams for Maltreated Infants and Toddlers Initiative approached the process of determining the criteria for establishing its program as an evidence-based practice (EBP), as well as confirming it had done so. The session introduces participants to the method of creating a comparison group, using a secondary dataset such as the National Survey of Child and Adolescent Well-Being. Presenters also address the lessons learned from replicating an EBP.

*Learning Objectives:*

1. Identify criteria for establishing a program as an evidence-based practice (EBP).
2. Comment on a comparison group from secondary data, using as an example the National Survey for Child and Adolescent Well-Being (NSCAW) and the ZERO TO THREE (ZTT) Court Teams for Maltreated Infants and Toddlers initiative.
3. Identify considerations in replicating an EBP in multiple locations.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Making Prevention Part of Professional Practice: APSAC Prevention guidelines**

*Presenters: Vincent Palusci, MD, MS | Howard Dubowitz, MD | Sandra Alexander, MEd*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 127*

*Workshop*

While much of professional practice has the objective of preventing further maltreatment, it often is difficult to understand how best to incorporate child abuse prevention activities into daily work. For this workshop, members of the American Professional Society on the Abuse of Children (APSAC) Prevention Taskforce review current evidence and best practices in child maltreatment prevention and discuss APSAC guidelines to assist professionals in integrating prevention into their work.

*Learning Objectives:*

1. Identify available evidence regarding unintentional and violent injury prevention techniques.
2. List best strategies for preventing child maltreatment in professional practice.
3. Describe the American Professional Society on the Abuse of Children's guidelines on integrating prevention into professional practice.

**Preventing Abusive Head Trauma: Two Promising new Strategies to Calm Infant Crying and Toddler Tantrums**

*Presenters: Harvey Karp, MD*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 128*

*Workshop*

Infant crying and toddler outbursts can trigger child abuse and other serious sequelae, e.g., marital stress, postpartum depression, breastfeeding failure, Sudden Infant Death Syndrome/ suffocation, and dysfunctional bonding. The presenter describes five simple techniques for activating the "calming reflex" that rapidly reduces most infant crying (and promotes sleep) and the exact steps for doing each one correctly. This workshop also identifies how a right-brain-oriented communication approach often can reduce emotional upsets in young children, reviews research progress, and discusses a nationwide program that teaches the described infant calming/sleep approach to expectant/new parents.

*Learning Objectives:*

1. Explain why it is best to think of the first three months of life as a "missing fourth trimester."
2. Describe what is meant by the term "calming reflex."
3. List five specific calming techniques that activate this reflex.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Racial Disproportionality and Disparity Think Tank: Moving Beyond the Conversation into Action (Part 2)**

*Presenters: Donna L. Parrish, MA, LPC | John Fluke, PhD | Kathy Deserly | Joyce James, LMSW-AP | Oronde Miller | Maricia Sturdivant*

*Room Name: Fairchild East Location: Terrace Level Session: 129*

*Think Tank*

Agencies and professionals need to possess the skills and resources to address and resolve the widespread challenge of racial disproportionality and disparate outcomes in child welfare. Participants gain an opportunity to co-create strategies, solutions, and interventions that will assist their agencies in (1) developing, maintaining, and fostering a culturally responsive workforce; (2) establishing organizational/operational structures that promote improved outcomes for all children and families; and (3) building and sustaining community ownership and engagement in support of families. By means of these strategies and interventions, agencies and systems can realize improved outcomes for children and families of color.

*Learning Objectives:*

1. Identify steps for engaging in data-driven solution building, workforce development, and community and family engagement.
2. Describe the developing of tangible solutions to mitigate disparate outcomes.
3. Participate in critically reflective agency practice exercises.

**Research on Child neglect: Data to Inform Prevention** *Presenters:*

*Cheryl Anne Boyce, PhD | Cathy Widom, PhD | Melissa Jonson-Reid, PhD | Penelope Trickett, PhD*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 130*

*Workshop*

Increasing attention is being paid to the issue of child maltreatment, yet little systematic research has addressed the equally significant and specific problem of child neglect. This session highlights research from the Translational Research on Child Neglect Consortium, a partnership of researchers who explore the role of child neglect and its effects on brain, behavior, and long-term health risks across development. Presenters explore translational work that spans infancy, school-age risk, adolescence, and adulthood, as well as prospects for child neglect services and prevention.

*Learning Objectives:*

1. Define child neglect and its consequences.
2. Identify risk and protective mechanisms for developmental outcomes from child neglect.
3. State the implications of child neglect on services and prevention.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**SafeCare: An Evidence-Based Home Visiting Program for Children Age 0-5**

*Presenters: Shannon Self-Brown, PhD | Daniel Whitaker, PhD | Angela Montesanti, MPH*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 131*

*Workshop*

SafeCare, an empirically supported parenting program for families with children ages 0 to 5, addresses risk factors associated with neglect and physical abuse. Three primary content-related modules focus on home safety, child health, and parent-child interactions. This session, in addition to providing an overview of the SafeCare home visiting program, discusses empirical data supporting the use of SafeCare. Additionally, presenters define the program implementation and dissemination model utilized by the Georgia State University National SafeCare Training and Research Center.

*Learning Objectives:*

1. Summarize the SafeCare model.
2. List the three modules provided through SafeCare.
3. Describe the training and implementation processes for the SafeCare program.

**Supporting Caregivers Through Public-Private Partnerships: The new York Experience**

*Presenters: Marya Gilborn, LMSW | Gerard Wallace, JD | Linda James*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 132*

*Workshop*

The 2000 Census identified a rapid rise in the number of grandparent-headed households nationwide. New York State, with over 400,000 children in the care of grandparents, emerges as representative of this national trend. Over the last decade, grandparents, advocates, service providers, private foundations, and government agencies throughout New York State have coalesced to identify and address the needs of these vulnerable families through both the provision of services and legislative and policy change. In this panel discussion, four key stakeholders tell the story of this successful collaboration across one of the nation's most populous and diverse states.

*Learning Objectives:*

1. Identify key legislative and policy issues impacting the stability and well-being of grandparent-headed households.
2. Explain how diverse stakeholders in New York State have collaborated over the last ten years to remove barriers for grandparents raising their grandchildren both within and outside of the formal child welfare system.
3. Apply lessons learned in New York to participant's own city/state/region regarding priority advocacy issues and key stakeholders.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Systems Change: Making Today’s Ubiquitous Buzzword Work—Real People, Real Systems, Real Change (Part 1)**

*Presenters: Jane Nestel-Patt, MEd | Terri Pease, PhD | Bill Marszaleck, MEd | Kimberly Cummins, MSSW*

*Room Name: Fairchild West Location: Terrace Level Session: 133*

*Policy Forum Institute*

To guarantee the replicability and sustainability of outcomes, program innovations must be embedded in a systemic strategy specifically designed to identify and corral individual and organizational/system strengths at every level to increase success and mitigate failure. This session explores a set of Systems Change Assets™ (SCAs™) that apply the same theory of change, the same principles of human development, and the same practice standards to interagency collaboration, to leadership, to supervision/staff development, and to direct service.

*Learning Objectives:*

1. State the attributes of systems that support or impede change, the key tenets of implementation science, and the primary change agent roles/responsibilities of each position in an organization.
2. Explain how implementation science serves as a framework for an integrated set of Systems Change Assets™ that create a shared operating paradigm and language across the system and facilitate systems change to improve child/family wellbeing outcomes.
3. Tell how the SCAs™ can enable a system to focus simultaneously on all of its component parts to effect/sustain change in leadership, supervision, and direct service, as well as to apply these lessons to systems change efforts in participant’s own organization.

**The national Child Traumatic Stress Initiative: Adaptations and Challenges to Treating Trauma-Exposed Children Living in U.S./Mexico Border Regions**

*Presenters: Kurt Moore, PhD | Angela Montagno, PhD | Jessie Rouder, BA | Dante Jimenez, MA*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 134*

*Workshop* The National Child Traumatic Stress Initiative (NCTSI) is a research to practice network aimed at addressing child traumatic stress and maltreatment. This presentation highlights the unique problems facing youth living in the United States/Mexico border region and the impact of the social circumstances on clinical and functional problems. Presenters review findings from two National Child Traumatic Stress Network (NCTSN) centers serving Hispanic youth in U.S. towns bordering Mexico. The session addresses both the crucial issues impacting border children and their families, as well as adaptations to treatment protocols and methods of engaging, gaining trust, and serving this population.

*Learning Objectives:*

1. Comment on the unique social circumstances faced by youth living in the United States/Mexico border region.
2. Describe quantitative and qualitative data to describe the clinical and functional problems and outcomes for border-town youth.
3. Identify culturally relevant treatment adaptations and methods to best serve the focus population.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**The neuroscience of Child Welfare Leadership: Understanding How Brain Science Impacts System Reform (Part 1)**

*Presenters: Laurie Ellington, MA, LPC, CPC | Nicholas Rutledge, MSW, LCSW, QCSW*

*Room Name: DuPont Location: Terrace Level Session: 135*

*Think Tank*

The ability to tackle the challenges that put children at risk and strengthen the services for children involved in state child welfare systems remains contingent upon innovative leaders who possess an in-depth understanding of how to influence people and systems. This session explores recent advances in neuroscience and the neural basis for effective leadership practices. Presenters engage participants in a discussion about the “hard science” underlying how leaders make decisions, solve problems, collaborate with others, and facilitate system reform efforts and change, as well as provide a brainstorming opportunity.

*Learning Objectives:*

1. Articulate a basic understanding of how recent breakthroughs in contemporary neuroscience can be applied to child welfare leadership practices.
2. Generalize the nature of the brain and its influence on the challenges faced by leaders engaging in child welfare organizational and systemic change.
3. Identify strategies for developing more effective and emotionally intelligent leadership practices within participants’ agencies based on the latest research in the field of neuroscience, learning organizations, and leadership development.

**Therapy Animals Helping Maltreated Children and Strategies for Successful Implementation in Children’s Advocacy Centers, Prosecutor’s Offices, and Courtrooms (Part 1)**

*Presenters: Allie Phillips, JD | Diana Davis, LMSW*

*Room Name: Gunston West Location: Terrace Level Session: 136*

*Policy Forum Institute*

Children feel safe and more comfortable to speak about their maltreatment experiences when trained therapy animals are incorporated into the process. This workshop addresses how to establish an animal-assisted therapy program, while understanding the legal implications of effectively incorporating therapy animals in work with children that often entails a difficult court process. In addition to benefiting a children’s advocacy center, prosecutor’s office, police station, child welfare agency, and courthouse, therapy animals can be incorporated effectively as greeters or to assist in the forensic interview or evaluation, the medical examination, individual or group therapy, court preparation, and courtroom testimony.

*Learning Objectives:*

1. Cite the benefits and drawbacks of incorporating therapy animals into work with maltreated children.
2. Give examples of the dos and don’ts of using therapy animals as greeters and in forensic interviews, medical examinations, therapy, court preparation, and courtroom testimony.
3. Describe the legal objections to incorporating therapy animals into work with maltreated children.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

### **Toward a Comprehensive Child Welfare Design**

*Presenters: Robert Sawyer, MSW | Suzanne Lohrbach, MS, LICSW*

*Room Name: Lincoln East Location: Concourse Level Session: 137*

#### *Workshop*

This workshop draws from experiences in Minnesota that incorporate a Differential Response System in child protection, family engagement, and early intervention—a framework to guide practice and group decision making. Presenters introduce seven transformative strategies implemented over a period of 12 to 15 years that create a dynamic resulting in positive outcomes for children and families, i.e., an impact on child safety, placement, court use, and increased family involvement and satisfaction.

#### *Learning Objectives:*

1. List seven transformative strategies that impact child welfare practice.
2. Describe the potential positive outcome results that can be achieved when these strategies are implemented and sustained.
3. State the importance of organizational design in the implementation of transformative strategies.

### **Using Citizen Involvement to Improve Public Child Welfare Agencies: A Review of the Literature and Practical Tips**

*Presenters: Blake Jones, PhD | Crystal Collins-Camargo, MSW, PhD | Valerie Bryan, PhD*

*Room Name: Lincoln West Location: Concourse Level Session: 138*

#### *Workshop*

State public child welfare agencies have been encouraged—and, in some instances, mandated—to provide for citizen involvement in their quest for improved system outcomes. Such directives hold the promise of greater transparency and collaboration within the agency yet also are fraught with the danger of involving citizens solely on a superficial level. In addition to a review of the child welfare literature focusing on citizen participation, workshop presenters offer practical advice on how to use citizen input to strengthen the system.

#### *Learning Objectives:*

1. Give a brief history of citizen involvement in public agencies.
2. Cite recent the literature on citizen participation in public child welfare agencies.
3. Identify practical strategies on how to use citizen participation to improve system outcomes.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

## **Using Innovative Therapeutic games to Enhance Evidence-Based Treatment for Childhood Sexual Abuse**

### **(Part 1)**

*Presenters: Craig Springer, PhD | Justin Misurell, PhD*

*Room Name: Cardozo Location: Terrace Level Session: 139*

#### *Skills Seminar*

Treatments for childhood sexual abuse (CSA) typically involve confronting traumatic experiences, which can be unpleasant and painful. For this session, presenters combine didactics, demonstrations, and experiential exercises to teach clinicians about Game-Based Cognitive-Behavioral Therapy (GB-CBT), a fun and engaging format for treating CSA. GBCBT uses developmentally appropriate games to teach, practice, and incorporate social-emotional and abuse-specific skills. Discussion includes empirical findings and strategies for ensuring cultural competency and overcoming common programmatic obstacles.

#### *Learning Objectives:*

1. Cite the rationale and underpinnings of Game-Based Cognitive Behavioral Therapy (GB-CBT).
2. Identify criteria for making determinations about client appropriateness for individual versus group administration of GB-CBT, as well as the relative strengths and weaknesses of each.
3. Describe strategies for ensuring cultural competency and overcoming common treatment barriers.

## **Four Agencies, Four Servers: Enhancing Communication through Technology**

*Presenters: Patrick Falke, BS*

*Room Name: Monroe Location: Concourse Level Session: 178 (moved from Friday)*

#### *Workshop*

Child protective services, law enforcement, child advocacy centers, and other professions share responsibilities for investigating child abuse and neglect. In many areas, multi-disciplinary meetings facilitate face-to-face communication among these disciplines. However, due to different accrediting guidelines and/or city, state, and Federal mandates, each agency maintains its own computer system, hindering ongoing interagency communication. This workshop considers the benefits and barriers of implementing an intranet system to enhance communication among four co-located agencies, including child protective services, law enforcement, and two nonprofit agencies.

#### *Learning Objectives:*

1. Identify the benefits and barriers of using technology to improve communication among four child welfare agencies.
2. List steps required to create a shared intranet system.
3. Identify strategies that enhance inter-agency communication using cloud technology.



Sessions

THURSDAY | 2:00 – 3:30 p.m.

**Where Are They now: Addressing the Adverse Effects Resulting from Childhood Sexual Abuse**

*Presenters: Johnnetta McSwain, MSW*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 141*

*Photographic or Artistic Record*

Session intent is to increase public and professional knowledge of the factors that place children at risk of sexual and physical abuse and neglect and to emphasize the importance of schools, organizations, families, and stakeholders working together to improve individual and system response. Studies show some of the adverse outcomes of childhood sexual abuse among adult women survivors to include alcohol/substance use, HIV/AIDS, suicide attempts, promiscuity, mental health disorders, and homelessness. Sharing her personal life experiences, the presenter shows her Emmy Award winning documentary, *The Road Beyond Abuse*, which depicts her life journey from brutal childhood abuse to extraordinary triumph.

*Learning Objectives:*

1. Define Childhood Sexual Abuse (CSA).
2. Describe the implementation of new strength-based and survivor-centered programs and practices, specific to CSA adult survivors in later life.
3. Identify how agencies and advocates can strengthen policies and practices already in place.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**A National Look at the Past, Present, and Future of Family Drug Courts**

*Presenters: Nancy Young, PhD, MSW | Leonard P. Edwards, JD*

*Room Name: International Ballroom West Location: Concourse Level Session: 142*

*Workshop*

Over the last 15 years, Family Drug Courts (FDCs) have enhanced the ability of the family dependency court, child welfare, and drug treatment systems to provide a coordinated response to meet the needs of children and families. This session explores the history of the FDC movement and its emergence as a model of meaningful collaboration. Presenters draw from direct experience working with over 60 FDC sites nationwide—outcome data from studies showing the impact that FDC and collaborative models have had in improving treatment and family reunification outcomes.

*Learning Objectives:*

1. Summarize the history of the Family Drug Court (FDC) movement and its emergence as a model of meaningful collaboration.
2. Explore outcome data showing the impact FDCs have had in improving treatment and family reunification outcomes.
3. Identify challenges and opportunities of expansion of the FDC model.

**Achieving Permanency for Youth from Care with Complex Mental Health needs: Experiences, Outcomes and Costs**

*Presenters: Laura Peveto | Erin Maher, PhD | Ruth McRoy, PhD | Kristin Ward, PhD*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 143*

*Workshop*

States are seeking to safely reduce the number of children in out-of-home care and expedite their reunification, yet few studies document the experiences of youth with complex mental health needs who are transitioning from intensive out-of-home settings back into their families and communities. Intending to begin to address this gap, the workshop presents findings from an implementation, outcome, and cost evaluation of an innovative project designed to help achieve permanency for a group of youth for whom, in the absence of such a program, permanency would be only a remote possibility.

*Learning Objectives:*

1. Describe the process of reintegrating children from care back into their families and home community.
2. Cite the outcomes for those youth who were served by the program, as well as associated cost savings.
3. Identify critical program elements needed for successful reintegration for this population.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Beyond the Surface of Student Complaints: The Role of the School Nurse**

*Presenters: Judith A. Morgitan, MEd, BSN, RN*

*Room Name: Columbia Hall 6 Location: Terrace Level Session: 144*

*Workshop*

Frequent, unexplained somatic complaints and school absences for vague illnesses may be related to school, home, and/or family issues. This session elaborates upon the unique position of school nurses to assess children for physical and emotional health issues. Rapport with students and a collaborative relationship with parents, school staff, and community health and mental health resources positions the school nurse to assist students at risk, provide respite, and obtain appropriate help.

*Learning Objectives:*

1. Cite the role of the school nurse in the health care of students.
2. Identify the effects of somatization on the health and learning of students.
3. Explain how school nurses can assist school personnel in the recognition and care of students experiencing abuse, violence, and bullying.

**Changing Differential Response Systems: Future Directions for Evidence-Based Prevention Services**

*Presenters: Jennifer Jolley, MSW | Jiyoung Kang, MA | Annette Semanchin Jones, MSW*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 145*

*Workshop*

Each of the three original studies presented in this workshop examines a critical dimension of preventive service delivery in differential response (DR) systems: (1) risk-based assessment and intervention strategies, (2) family engagement, and (3) culturally-responsive service provision. For each of these three areas, presentations with original research assess the current state of policy and practice, identify the key mechanisms through which each area influences child safety and family functioning, and evaluate how presentation findings can be used to improve the quality and effectiveness of DR service delivery.

*Learning Objectives:*

1. Cite key aspects of preventive service delivery in Differential Response (DR) systems.
2. Evaluate evidence of DR service delivery effectiveness in promoting child safety and family functioning.
3. Identify strategies for improving DR service delivery.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Child Protective Services and Domestic Violence Safety Plans: Finding Common ground**

*Presenters: Theresa Costello, MA | Shellie Taggart*

*Room Name: Lincoln West Location: Concourse Level Session: 146*

*Workshop*

Child protective workers routinely create safety plans with families to address danger threats to children. Cases involving domestic violence also may require the development of a safety plan for the non-offending parent and child. These safety plans may be perceived as incompatible or at odds with one another, yet each is designed, at least in part, to support child safety. This session examines the common and competing objectives of both safety plans. Experts in Child Protective Services' safety planning partner with domestic violence experts to present case scenarios illustrating the dual safety planning responsibilities.

*Learning Objectives:*

1. Explore the common objectives of Child Protective Services (CPS) and Domestic Violence (DV) safety plans.
2. Identify the competing objectives of CPS and DV safety plans.
3. Identify successful local practice, which reflects successful resolution of common and competing objectives.

**Crisis Opportunity: Addressing the needs of Children of Incarcerated Parents through Research, Policy, and Programs (Part 2)**

*Presenters: Yali Lincroft, MBA | Susan Phillips, PhD | Dee Ann Newell, MSW*

*Room Name: Embassy Location: Terrace Level Session: 147*

*Policy Forum Institute*

This session addresses the intersection of parental incarceration and the public child welfare system by presenting two decades of research, policy, and program efforts. Thoughtful program development and policymaking for children of incarcerated parents and their families is fraught with major data gaps, and, all too often, complex issues are overly simplified. Presenters provide an opportunity for in-depth dialogue regarding what is known and what remains unknown about this population.

*Learning Objectives:*

1. Cite current research regarding the interconnectedness of child welfare and the criminal justice system.
2. Identify promising policy innovations and reform.
3. Identify strategies for working with individual children and families.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Designing, Implementing, and Evaluating a new Intervention: How Permanency Roundtables Affected Georgia’s Practice and Outcomes**

*Presenters: Cynthia Davis, PhD | Kirk O’Brien, PhD | Linda Jewell Morgan, MSW | Millicent Houston, BSW*

*Room Name: Monroe Location: Concourse Level Session: 148*

*Workshop*

Session presenters describe the Permanency Roundtable Project—a unique collaboration among public and private partners to design, pilot, and evaluate a new case practice intervention. Intended to address permanency for nearly 500 children in foster care, Permanency Roundtables ultimately generated systemic practice change in Georgia. The workshop includes an overview of the roundtable process and strategies; child outcome findings from the 12- and 24-month evaluations, including legal permanency and foster care re-entries; and a comparison of historical permanency rates and analysis of the impact of child characteristics, sibling groups, and roundtable strategies on achieving permanency for youth in foster care.

*Learning Objectives:*

1. Cite the concept and purposes of permanency roundtable case consultations.
2. Identify primary barriers to and predictors of permanency.
3. Describe the impact on child outcomes and case practice of this statewide intervention.

**Developing Online Learning Modules for Child Welfare Professionals**

*Presenters: Tracy Crudo, MSW | Traci LaLiberte, PhD*

*Room Name: Lincoln East Location: Concourse Level Session: 149*

*Workshop*

The varied and changing needs of children and families served by the child welfare system requires today’s professionals to become informed about numerous practice strategies, policies, and populations. The intent of the online learning module project at the University of Minnesota is to present the latest practice-relevant research to child welfare professionals in a format that is timely, efficient, and easy to use. Session presenters discuss the concept, partnerships, funding, and technology that provide the basis for this project.

*Learning Objectives:*

1. List the benefits and challenges of using online training with the child welfare workforce.
2. Examine and comment on a specific model for developing and delivering online training and discuss potential adaptations.
3. Identify funding and marketing strategies for the development and dissemination of online learning modules.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Engaging Lifespan Respite Systems to Enhance Protective Factors**

*Presenters: Jill Kagan, MPH | Maggie Edgar, RN, MSW*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 150*

*Workshop*

This workshop provides the evidence regarding planned and emergency respite's role in enhancing protective factors in families to help prevent abuse or neglect, identifying how especially vital it is for families of children with disabilities and other families in crisis. Presenters discuss the role of respite as a critical portal or complement to more comprehensive approaches to child abuse and neglect, such as home visiting, or as an important component of family support or early childhood initiatives. The session includes information about statewide Lifespan Respite Systems, as well as how to become vital partners and collaborators in such systems.

*Learning Objectives:*

1. Explain how respite contributes to the protective factors in families and helps prevent abuse and neglect.
2. State ways to partner with respite programs and providers in their more comprehensive approaches to child abuse prevention.
3. Describe steps to engage State Lifespan Respite Programs as collaborative partners and to obtain a vital role in the Lifespan Respite System.

**Enmeshed or Engaged: Program Evaluation Strategies in Cross-System Programs**

*Presenters: Ruth Huebner, PhD | Sharon Boles, PhD*

*Room Name: Columbia Hall 12 Location: Terrace Level Session: 151*

*Workshop*

This workshop explores program evaluation functions within complex programs that involve multiple agencies and nested practices and outcomes. Traditional program evaluation is idealized as external to a project with an entirely objective evaluation report. The contemporary environment calls for far closer collaborative work. Evaluators must serve as scientific advisors on evidence-based practices and system organization and partner with program implementers to use evaluation as a catalyst for program refinement. To stimulate dialogue, presenters provide specific examples from two different programs focusing on maltreating and substance-abusing families.

*Learning Objectives:*

1. Explore the emerging roles for program evaluators in programs that require cross-system collaboration.
2. Tell how practitioners can take an active role in the evaluative processes and outcomes.
3. Describe analysis and model building with complex nested data.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Father Readiness: A Community, State, and national Initiative**

*Presenters: B.J. Gore, MS | Vicky Roper, MS | Bruce Bynum, BS | Karen Schrader, BA*

*Room Name: Jefferson West Location: Concourse Level Session: 152*

*Workshop*

The successful National Circle of Parents® and Kansas Fatherhood Initiative Model includes the Conscious Fathering™ evidence-based program, the Circles of Parents® Support Group model, community Fatherhood Summits, and Fatherhood Advisory Councils. All have helped to create fatherhood awareness and its embracement within agencies and the community. The Kansas Fatherhood Model also includes a strong emphasis on Parent Leadership, which engages and encourages fathers to step into leadership roles in program activities. Parent and practitioner representatives from the State of Kansas share information about their implementation of the evidence-based Fatherhood Model.

*Learning Objectives:*

1. State the goals and outcomes of a successful evidence-based Fatherhood Model.
2. Describe steps to implement a successful Fatherhood Model with a strong Parent Leadership component.
3. Explain how to create a successful statewide fatherhood coalition.

**“Hear Our Voice”: A Training for Social Workers on Engaging Youth (Part 2)**

*Presenters: Albert Pacheco Jr., MSW | Diane Blanchard | Diana J. English, PhD*

*Room Name: Gunston East Location: Terrace Level Session: 153*

*Skills Seminar*

A group of six youth and two adult child welfare mentors designed and conducted training for child welfare workers in Hawaii on how to engage youth in making decisions about their current and future life choices. In this workshop, the “Hear Our Voice” youth present and demonstrate aspects of the curriculum they developed, as well as discuss the impact the training had on them and the social workers they trained. This session includes an overview of the conference “Discover Your Voice” the presenters are organizing for foster youth as a prototype for ongoing youth empowerment work in Hawaii.

*Learning Objectives:*

1. Identify skills in engaging adolescents in case planning and decision making.
2. List the issue of youth engagement from a youth perspective.
3. Explain a new perspective on different approaches to engaging youth and promoting youth empowerment.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Implementing a national Program to Improve At-Risk Family Outcomes (Part 2)**

*Presenters: Hillary Elliott*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 154*

*Policy Forum Institute*

Leaders in the evidence-based home visiting world offer an in-depth look at the impact of the Affordable Care Act's Maternal, Infant, and Early Childhood Home Visiting Program on statewide home visiting and early childhood systems. In this session, evidence-based model developer representatives reflect on their experience in both the policy process and working relationships with those responsible for implementing the principles of this historic opportunity for home visiting—sharing both successes and barriers to implementation of this policy.

*Learning Objectives:*

1. State the importance and impact of home visiting.
2. State the importance of collaborative efforts in implementing policy.
3. Identify the best practices and barriers that these implementers have faced through this process.

**Implementing the Principles of Logical Safety Decision Making—Child Safety: A guide for Judges and Attorneys**

*Presenters: Terry Roe Lund, MSSW | Jennifer Renne, JD | Timothy Travis, JD*

*Room Name: International Ballroom East Location: Concourse Level Session: 155*

*Workshop*

Since publication of *Child Safety: A Guide for Judges and Attorneys*, the National Resource Centers for Child Protective Services and Legal and Judicial Issues have provided technical assistance to 24 states. Only some states choose to explore what it might take to implement the *Guide's* concepts across multiple roles and professional disciplines, i.e., child welfare, judges, agency and parent attorneys, Guardians ad Litem, and Court Appointed Special Advocates. The session assumes the participant is familiar with the *Guide's* concepts, as well as interested in taking steps toward implementation and addressing what implementation looks like in this kind of partnership.

*Learning Objectives:*

1. State the basic principles from implementation science regarding how to support changes in practice and decision making.
2. Identify challenges from other states regarding readying the community for the *Guide* (*Child Safety: A Guide for Judges and Attorneys*), as well as the preparatory steps that cannot be skipped.
3. Identify what actions and tasks need to be carried out in participants' communities to prepare for further exploration of implementation of the *Guide's* concepts.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Promoting First Relationships in Child Welfare: a Brief Dyadic Intervention with Caregivers of Toddlers** *Presenters: Susan Spieker, PhD*

*Room Name: Jefferson East Location: Concourse Level Session: 156*

*Workshop*

Promoting First Relationships—a brief intervention based on attachment theory and supported by research—has been used with foster, kin, and birth families with toddlers in the child welfare system. Including a videotaped case to illustrate this approach to intervention and prevention services, the session presents (1) background information regarding the needs and characteristics of the population served by the intervention; (2) the collaboration between university researchers, state and county child welfare offices, and community mental health agencies in support of the research; and (3) the empirical results of the intervention.

*Learning Objectives:*

1. Cite the impact of maltreatment and primary relationship disruptions in the first years of life on toddler development, as well as types of trajectories in child welfare experienced by children ages birth to three years.
2. Identify interventions for caregivers (foster, kin, or birth) of toddlers in the child welfare system, including the results of a recent, Federally-funded randomized trial.
3. Describe theoretical and practice components of Promoting First Relationships, which have been developed and refined in over 20 years of working with diverse populations.

**Racial Disproportionality and Disparity Think Tank: Moving Beyond the Conversation into Action (Part 3)** *Presenters: Donna L. Parrish, MA, LPC | John Fluke, PhD | Kathy Deserly | Joyce James, LMSW-AP | Michelle Howard | Oronde Miller | Maricia Sturdivant*

*Room Name: Fairchild East Location: Terrace Level Session: 157*

*Think Tank*

Agencies and professionals need to possess the skills and resources to address and resolve the widespread challenge of racial disproportionality and disparate outcomes in child welfare. Participants gain an opportunity to co-create strategies, solutions, and interventions that will assist their agencies in (1) developing, maintaining, and fostering a culturally responsive workforce; (2) establishing organizational/operational structures that promote improved outcomes for all children and families; and (3) building and sustaining community ownership and engagement in support of families. By means of these strategies and interventions, agencies and systems can realize improved outcomes for children and families of color.

*Learning Objectives:*

1. Identify steps for engaging in data-driven solution building, workforce development, and community and family engagement.
2. Describe the developing of tangible solutions to mitigate disparate outcomes.
3. Participate in critically reflective agency practice exercises.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Sibling Violence: Assessment and Intervention**

*Presenters: John Caffaro, PhD*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 158*

*Workshop*

Both society's awareness of sibling violence and aggression and its response have lagged behind other clinical social work and psychiatry concerns. This skills-building workshop describes an integrative, evidence-based approach for conducting assessment and clinical intervention with children and families where sibling abuse has occurred. The presenter includes practical examples and research results to illustrate the fundamentals of treating victims of sibling aggression and violence and their families.

*Learning Objectives:*

1. Describe an integrative developmental approach to conceptualizing sibling violence.
2. Identify practical clinical intervention strategies for treating and preventing sibling violence.
3. Comment on the impact of culture, gender, and diversity on the sibling relationship when intervening with families where sibling abuse has occurred.

**Stopping the Cycle of Abuse and neglect: A Call to Action to Focus on Pregnant and Parenting Foster Youth**

*Presenters: Jennifer Mullins Geiger, MSW | Lisa Schelbe, MSW*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 159*

*Workshop*

Adolescent parenting is associated with a variety of poor outcomes, including the risk of child abuse and neglect—a risk compounded by a parent's history of abuse. This workshop examines pregnancy and parenting outcomes among foster youth along with current programs and policies targeting this population. The session also presents a research and policy agenda focusing on pregnancy prevention and parent training programs in an effort to reduce the intergenerational child abuse and neglect among foster youth.

*Learning Objectives:*

1. Tell how a history of foster care and child maltreatment impacts the risk of intergenerational child abuse and neglect among foster youth.
2. Describe and evaluate existing programs and policies targeting pregnant and parenting foster youth.
3. Outline research and policy changes that focus on improved pregnancy prevention and parenting programs among foster youth.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**Systems Change: Making Today’s Ubiquitous Buzzword Work—Real People, Real Systems, Real Change (Part 2)**

*Presenters: Jane Nestel-Patt, MEd | Terri Pease, PhD | Bill Marszaleck, MEd*

*Room Name: Fairchild West Location: Terrace Level Session: 160*

*Policy Forum Institute*

To guarantee the replicability and sustainability of outcomes, program innovations must be embedded in a systemic strategy specifically designed to identify and corral individual and organizational/system strengths at every level to increase success and mitigate failure. This session explores a set of Systems Change Assets™ (SCAs™) that apply the same theory of change, the same principles of human development, and the same practice standards to interagency collaboration, to leadership, to supervision/staff development, and to direct service.

*Learning Objectives:*

1. State the attributes of systems that support or impede change, the key tenets of implementation science, and the primary change agent roles/responsibilities of each position in an organization.
2. Explain how implementation science serves as a framework for an integrated set of Systems Change Assets™ that create a shared operating paradigm and language across the system and facilitate systems change to improve child/family well-being outcomes.
3. Tell how the SCAs™ can enable a system to focus simultaneously on all of its component parts to effect/sustain change in leadership, supervision, and direct service, as well as to apply these lessons to systems change efforts in participant’s own organization.

**The Evolving Relationship between Kinship Care and Permanence**

*Presenters: Eun Koh, PhD | Nancy Rolock, AM | James P. Gleeson, PhD | Mark F. Testa, PhD*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 161*

*Workshop*

This workshop examines dramatic changes in the relationship between kinship care and permanence that have occurred over the last 25 years, as well as wide variation in kinship effects on permanence within and across states. The session includes the results of two studies—one that compares permanency outcomes across six states and a second that examines 25 years of efforts to improve permanency outcomes in kinship care in the State of Illinois. Presenters discuss the implications of the findings of both studies for practice and policy.

*Learning Objectives:*

1. Demonstrate increased knowledge of child welfare workers regarding the risk of child maltreatment fatalities.
2. Identify characteristics of workers who experience a child maltreatment fatality.
3. Explain the impact of a child maltreatment fatality on the practice skills and trauma symptomatology of workers.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**The Missouri Story: Better Community Collaboration, Better Prevention of Child Maltreatment, Better Future Family/Child Well-Being**

*Presenters: Kenneth Bopp, PhD | William Holcomb, PhD*

*Room Name: Columbia Hall 1 Location: Terrance Hall Session: 162*

*Workshop*

Over the past 12 years, the Missouri Children's Trust Fund and 14 Missouri communities have pursued a collaboration strategy that enhances the effectiveness of communities in preventing child abuse and neglect. This session identifies the key components of the Missouri Community-Based Child Abuse Prevention Collaborative Model, as well as reports the outcome data gathered from the start to monitor the success of the collaboratives and to use in a continuous quality improvement approach. Valid and reliable assessment measures indicate significant reduction in child abuse/neglect potential and family empowerment.

*Learning Objectives:*

1. Explore outcome data on the Missouri Model of effective community prevention of child abuse and neglect.
2. Cite important components necessary for effective community prevention of child abuse and neglect.
3. Identify the implementation challenges of effective community collaboratives in the current economic environment, as well as strategies to meet these challenges.

**The Neuroscience of Child Welfare Leadership: Understanding How Brain Science Impacts System**

**Reform (Part 2)**

*Presenters: Laurie Ellington, MA, LPC, CPC | Nicholas Rutledge, MSW, LCSW, QCSW*

*Room Name: DuPont Location: Terrace Level Session: 163*

*Think Tank*

The ability to tackle the challenges that put children at risk and strengthen the services for children involved in state child welfare systems remains contingent upon innovative leaders who possess an in-depth understanding of how to influence people and systems. This session explores recent advances in neuroscience and the neural basis for effective leadership practices. Presenters engage participants in a discussion about the "hard science" underlying how leaders make decisions, solve problems, collaborate with others, and facilitate system reform efforts and change, as well as provide a brainstorming opportunity.

*Learning Objectives:*

1. Articulate a basic understanding of how recent breakthroughs in contemporary neuroscience can be applied to child welfare leadership practices.
2. Generalize the nature of the brain and its influence on the challenges faced by leaders engaging in child welfare organizational and systemic change.
3. Identify strategies for developing more effective and emotionally intelligent leadership practices within participants' agencies based on the latest research in the field of neuroscience, learning organizations, and leadership development.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

**The Preventive Impact of Parent Aide Services on Physical Child Abuse and neglect: Findings from the First Randomized Clinical Trial**

*Presenters: Neil Guterman, PhD | Jiyoung Kim Tabone, PhD | George Bryan, MDiv | Cynthia Napoleon-Hanger, MEd*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 164*

*Workshop*

Although widespread throughout the United States, little evidence is available to shed light on the effectiveness of parent aide services—an older “cousin” strategy to early home visitation services—in preventing physical child abuse and neglect. This presentation releases findings from the first-ever randomized clinical trial examining the effectiveness of parent aide services in reducing risk for physical child abuse and neglect, including observed outcomes comparing parent aide-served families to those receiving case management. Presenters address implications for parent aide service programs and the broader field of child maltreatment prevention.

*Learning Objectives:*

1. Identify parent aide services as a strategy to reduce risk for future physical child abuse and neglect.
2. Explain how parent aide services fit in the array of services targeting the prevention of physical child abuse and neglect.
3. State the findings of the first randomized clinical trial evaluating the effectiveness of parent aide services, as well as their implications for child maltreatment prevention.

**Therapy Animals Helping Maltreated Children and Strategies for Successful Implementation in Children’s Advocacy Centers, Prosecutor’s Offices, and Courtrooms (Part 2)**

*Presenters: Allie Phillips, JD | Diana Davis, LMSW*

*Room Name: Gunston West Location: Terrace Level Session: 165*

*Policy Forum Institute*

Children feel safe and more comfortable to speak about their maltreatment experiences when trained therapy animals are incorporated into the process. This policy forum institute addresses how to establish an animal-assisted therapy program, while understanding the legal implications of effectively incorporating therapy animals in work with children that often entails a difficult court process. In addition to benefiting a children’s advocacy center, prosecutor’s office, police station, child welfare agency, and courthouse, therapy animals can be incorporated effectively as greeters or to assist in the forensic interview or evaluation, the medical examination, individual or group therapy, court preparation, and courtroom testimony.

*Learning Objectives:*

1. Cite the benefits and drawbacks of incorporating therapy animals into work with maltreated children.
2. Give examples of the dos and don’ts of using therapy animals as greeters and in forensic interviews, medical examinations, therapy, court preparation, and courtroom testimony.
3. Describe the legal objections to incorporating therapy animals into work with maltreated children.



Sessions

THURSDAY | 4:00 – 5:30 p.m.

### **Trauma Informed Child Maltreatment Forensic Investigations**

*Presenters: Donna Pence, BS | Charles Wilson, MSSW*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 166*

#### *Workshop*

Traditionally, criminal and juvenile laws have informed the steps in a thorough child maltreatment investigation. Investigative process techniques have evolved over time as court decisions and research influenced methodology. Recent attention to the role and impact of traumatic stress on children and adults sheds new light on strategies to improve investigative outcomes, reduce the traumatic aspects of the investigation, and facilitate long-term healing. This workshop explores the components of a culturally sensitive “trauma informed” investigation and addresses how consideration of the impact of trauma can improve family engagement, investigative outcomes, safety and risk decision making, and legal outcomes.

#### *Learning Objectives:*

1. List the positive aspects of multidisciplinary coordination between other agencies working with child maltreatment cases and its importance in reducing trauma to child victims.
2. Identify the impact of trauma on the ability of the child to describe events in the investigative/forensic interview, as well as child and family willingness to participate in the investigation process.
3. Describe three things which can be done in the planning and early stages of the investigation to reduce “systeminduced” trauma for the child.

### **Using Innovative Therapeutic games to Enhance Evidence-Based Treatment for Childhood Sexual Abuse**

*Presenters: Craig Springer, PhD | Justin Misurell, PhD*

*Room Name: Cardozo Location: Terrace Level Session: 167*

#### *Skills Seminar*

Treatments for childhood sexual abuse (CSA) typically involve confronting traumatic experiences, which can be unpleasant and painful. For this session, presenters combine didactics, demonstrations, and experiential exercises to teach clinicians about Game-Based Cognitive-Behavioral Therapy (GB-CBT), a fun and engaging format for treating CSA. GB-CBT uses developmentally appropriate games to teach, practice, and incorporate social-emotional and abuse-specific skills. Discussion includes empirical findings and strategies for ensuring cultural competency and overcoming common programmatic obstacles.

#### *Learning Objectives:*

1. Cite the rationale and underpinnings of Game-Based Cognitive Behavioral Therapy (GB-CBT).
2. Identify criteria for making determinations about client appropriateness for individual versus group administration of GB-CBT, as well as the relative strengths and weaknesses of each.
3. Describe strategies for ensuring cultural competency and overcoming common treatment barriers.



## **ACYF Commissioner's Awards Ceremony And Reception**

April 19, 2012 | 6:00 – 8:30 p.m.

The ACYF Commissioner's Awards pay tribute to an individual selected from each state and U.S. territory in recognition of her or his outstanding contribution and commitment to the field of child abuse and neglect. Bryan Samuels, Commissioner of the Administration on Children, Youth and Families, will present this prestigious award. By invitation only, the ceremony and reception are open to honorees and their guests. The Award Ceremony will be held in the International Ballroom, located on the Concourse Level of the Washington Hilton Hotel.



FRIDAY, APRIL 20, 2012

**Plenary IV** | 9:00 a.m. – 10:30 a.m. | International Ballroom, Concourse Level

## **PRESIDING AND OPENING REMARKS**

**Jan Shafer**

*Director, Division of Program Innovation*

*Children's Bureau, Administration on Children, Youth and Families*

*Administration for Children and Families*

*U.S. Department of Health and Human Services*

## **FEATURED SPEAKER**

**James Garbarino, PhD**

### **CHILD ABUSE AND THE HUMAN RIGHTS OF CHILDREN: THE STRUGGLE TO UNDERSTAND**

Dr. James Garbarino reviews the struggle the child welfare field has faced over the last 40 years to understand the relationship between child abuse and the human rights of children. During this period, both have emerged as significant “movements” among professionals, policymakers, and the general public, as well as come to represent intellectual, emotional, social, and political challenges to American culture and society. In his session, Dr. Garbarino focuses on the issues of privacy, parental autonomy, the relationship between science and culture, and the role of economic deprivation as a toxic force in the lives of children and families.

#### *Learning Objectives:*

1. Explain the child welfare field's 40-year struggle to understand the relationship between child abuse and the human rights of children.
2. Describe the challenges these two significant “movements” represent to American culture and society.
3. Identify the pertinent issues.



FRIDAY, APRIL 20, 2012

**Plenary IV** | 9:00 a.m. – 10:30 a.m. | International Ballroom, Concourse Level

**2012 RAY E. HELFER, M.D. AWARD**

**Presented by Sue Williams**, President Board of Directors National Alliance of Children's Trust and Prevention Funds and Executive Director, South Carolina Children's Trust

**Award Presented to: Joan M. Phillips, MD**

The Ray E. Helfer, MD Award is presented to highlight the valuable contributions of a pediatrician to local and national efforts to prevent child abuse. Dr. Helfer, a pediatrician, educator, and pioneer in the prevention of child abuse, is considered the "father" of State Children's Trust and Prevention Funds. He conceived the idea that "Children's Trust Funds" should be created in each state to ensure that our nation's children grow up nurtured, safe, and free from harm. Every year, Children's Trust and Prevention Funds provide \$100,000,000 in direct funding, technical assistance, and other supports to community-based child abuse prevention programs.

The National Alliance of Children's Trust and Prevention Funds and the American Academy of Pediatrics are pleased to present the 2012 Ray E. Helfer, MD Award to Dr. Joan M. Phillips. Since 1992, Dr. Phillips has been a compassionate leader and an unwavering advocate of efforts to prevent child abuse and neglect and to support children and families. She was the first pediatrician in West Virginia with a Board Certification in Child Abuse Pediatrics. In 2004, she became Co-Medical Director of the Women and Children's Hospital Child Advocacy Center and Clinical Director of Children's Services at Charleston Area Medical Center. An active member of the Advisory Team of *Our Babies: Safe and Sound* — a highly successful statewide education campaign on infant safe sleep and shaken baby syndrome prevention, Dr. Phillips also championed implementation of the Period of PURPLE Crying program in four of the State's largest birthing hospitals. An expert in child sexual abuse and one of the first pediatricians to participate in the multidisciplinary team approach in West Virginia, Dr. Phillips has held various leadership positions in the West Virginia Chapter of American Academy of Pediatrics and been the recipient of numerous awards, including the No Greater Legacy Award for Child Advocacy.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Bridging the Education-Child Welfare Communication gap: A Model for Cross-System Collaboration**

*Presenters: Melinda Gushwa, PhD | Tonya Glantz, MSW*

*Room Name: Columbia Hall 9 Location: Terrace Level Session: 168*

*Workshop*

This presentation highlights the findings from the Education Collaboration Project, which sought to identify challenges and barriers associated with educational stability for youth in foster care from the perspectives of youth, teachers, and child welfare workers. Presenters introduce a model for a training curriculum that incorporates a relationship-building approach between child welfare professionals and teachers. The model includes a unique focus on creating environments which support working together versus within a single system, thus ultimately resulting in the potential for improved educational outcomes for youth in foster care.

*Learning Objectives:*

1. Cite recent findings of the Education Collaboration Project (ECP) study, emphasizing particularly the needs of youth, child welfare workers, and teachers with regard to educational stability.
2. Identify barriers to school success, strengths and challenges of the current process, and proposals for improvement.
3. Describe a model for cross-system collaboration that will promote educational stability and positive outcomes for youth in foster care.

**Building Observational Skills and Supporting Reflective Practice Using the Keys to Interactive Parenting Scale (KIPS)**

*Presenters: Marilee Comfort, PhD, MPH | Maria Frontera, MSW, LSW*

*Room Name: Fairchild East Location: Terrace Level Session: 169*

*Workshop*

Combining observational parenting assessment with reflective supervision offers a powerful means of enhancing child maltreatment prevention services. The Keys to Interactive Parenting Scale (KIPS), a structured observational tool providing a reliable and valid means of assessing parent-child interactions, can serve to facilitate the reflective process. Session presenters introduce KIPS, demonstrate the online learning program designed to promote skills, as well as discuss the use of observational assessment and supporting materials to promote reflection and the incorporation of assessment information into family prevention services.

*Learning Objectives:*

1. Explore the value of integrating observational parenting assessment and reflective supervision into child maltreatment prevention services.
2. Examine tools that support coupling observational parenting assessment and reflective practice.
3. Explore staff training and support processes for incorporating observational parenting assessment and staff reflection to enrich understanding of individual family strengths and needs, inform service planning, and build quality family services.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Collaboration with a Researcher: You Can't Be Serious!**

*Presenters: Phil Redmond, JD | Rebecca Macy, PhD, ACSW, LCSW*

*Room Name: Columbia Hall 1 Location: Terrace Level Session: 170*

*Workshop*

With diminishing resources, funders look to multiagency collaborations as innovative approaches for accelerating and improving outcomes. Simultaneously, the emphasis on evidence forces programs to work with researchers to document outcome. With all that is required, research in a community-based setting becomes a time and resource-intensive endeavor for both researchers and the service providers. Presenters share the strategies employed by a researcher, two community-based agencies, and a funder to develop an effective university-community collaboration, that is: adopting a technology exchange perspective and a longitudinal perspective on the collaboration, knowing one's partners, and establishing unambiguous agreements with clear budgets.

*Learning Objectives:*

1. Articulate the elements of multiagency collaborations that foster program success.
2. Identify a plan to address challenges that occur in multiagency collaborations.
3. Describe how to select an appropriate researcher for participant's projects.

**Crisis or Crossroads: Child Welfare Professionals and Child Maltreatment Fatalities**

*Presenters: Emily Douglas, PhD*

*Room Name: Jefferson West Location: Concourse Level Session: 171*

*Workshop*

Annually, about 2,000 U.S. children die from maltreatment, and, roughly, 12 percent of the child protective workforce directly faces a maltreatment-related death. This workshop addresses the intersection of child maltreatment fatalities (CMFs) and child welfare practice by reporting on the results of a national-based study of child welfare workers (n=453) in relation to CMFs. Topics include worker knowledge of risk factors, characteristics of workers who experience a CMF, and the impact of CMFs on worker practice skills and trauma symptomatology.

*Learning Objectives:*

1. Demonstrate increased knowledge of child welfare workers regarding the risk of child maltreatment fatalities.
2. Identify characteristics of workers who experience a child maltreatment fatality.
3. Explain the impact of a child maltreatment fatality on the practice skills and trauma symptomatology of workers.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Decision Support Systems and Informatics for Child Welfare Administrative Data to Inform Practice and Policy** *Presenters: Hye-Chung Kum, PhD | Joy Stewart, MSW | Terry Moore, MSW | Michael Dineen, MA*

*Room Name: Columbia Hall 4 Location: Terrace Level Session: 172*

*Workshop*

The use of administrative data significantly increases an agency's capacity to make informed policy decisions, strengthen practice, and build an evidence base over time. Producing useful data for multiple audiences, developing skills for data usage, and growing a culture for using data are very challenging tasks. In this workshop, a panel identifies how a number of states are addressing these challenges, as well as how effective university partnerships have contributed.

*Learning Objectives:*

1. Identify strategies for cultural changes for data usage, research, and quality improvement.
2. Describe steps to develop and maintain a comprehensive Knowledge Discovery and Databases (KDD) informatics system for child welfare.
3. Describe the creation of longitudinal databases for reporting and research.

**Edgewood's Kinship Navigator Program: Evaluating needs and Resources for Kinship Caregivers in California** *Presenters: Michelle Rosenthal, PhD*

*Room Name: Columbia Hall 11 Location: Terrace Level Session: 173*

*Workshop*

This workshop explores the intersection between research and practice in an assessment of the innovations of the Edgewood Kinship Navigator Program to the field of kinship care through a "navigator" model of service delivery for California's kinship families. In addition, the session addresses the ways research staff worked closely with program staff in a successful collaboration that resulted in data-informed program improvement.

*Learning Objectives:*

1. Explore evaluation findings from Edgewood's Kinship Navigator Program, a three-year Federal demonstration project for California's kinship families.
2. Cite evaluation methods utilized to assess the project's innovations to the field of kinship care through a "navigator" model of service delivery for California's kinship families.
3. Analyze the intersection between research and practice in successful research and program collaborations.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Enough Abuse Campaign: Mobilizing States and Communities to Prevent Child Sexual Abuse**

*Presenters: Jetta Bernier, MA | Patricia K. Cronin, LCSW-C | Rush Russell, MPA*

*Room Name: Columbia Hall 8 Location: Terrace Level Session: 174*

*Workshop*

Since its launch in Massachusetts in 2002, the mission of the Enough Abuse Campaign—a citizen education and state-community mobilization initiative—has been to prevent adults and youth from sexually abusing children today, as well as to prevent children from developing sexually abusive behaviors in the future. This session highlights the Enough Abuse Campaign’s documented success, focusing on implementation of the Enough Abuse Campaign in Massachusetts along with the efforts of leaders in New Jersey and Maryland to implement the Campaign in their states.

*Learning Objectives:*

1. Describe the Enough Abuse Campaign’s three frameworks for social change and their importance for sexual abuse prevention.
2. Cite evaluation results of the Enough Abuse Campaign’s organizing structures, community strategies, and prevention curricula.
3. Tell how leaders in New Jersey and Maryland are implementing the Enough Abuse Campaign.

**Exploring Positive Practices in Child Protection Work with Women in Domestic Violence Cases**

*Presenters: Simon Lapierre, PhD | Isabelle Côté*

*Room Name: Jefferson East Location: Concourse Level Session: 175*

*Workshop*

This presentation draws upon the findings from a study investigating child protection policies and practices in relation to domestic violence in Canada and the United Kingdom. Data were gathered via two case studies, involving interviews with 40 child protection frontline workers. Study results show that current practices remain focused largely on women and their “failure” to protect their children. However, this presentation highlights practices in which protection workers managed to work with abused women without blaming them: recognizing there are two victims in domestic violence situations, building a trusting relationship, providing emotional and practical support, and balancing risk and safety.

*Learning Objectives:*

1. Explain the tensions between a narrow definition of the child protection mandate and the abused woman’s experiences and needs.
2. Explore positive practices with these women, drawing upon the child protection workers’ accounts of their work with families living with domestic violence.
3. Reflect and comment upon some of the structural changes that appear to be required in terms of policies, procedures, and resources as such changes could facilitate the widespread integration of more positive practices with abused women.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Family Visit Coaching for Children in Foster Care: Setting and Diving into a Research Agenda**

*Presenters: Christina Cutshaw, PhD | Melissa Affronti, PhD | S. Auguste Elliott, LPMA | Marty Beyer, PhD*

*Room Name: DuPont Location: Terrace Level Session: 176*

*Workshop*

Session presenters discuss a model of visit coaching used during family visits for children in foster care. In visit coaching, coaches aim to build empathy, empowerment, active parenting, and responsiveness to child needs during family visits; however, thus far, it is unknown whether these capacities (1) are increased by visit coaching, (2) demonstrated upon reunification, and (3) protective against future maltreatment. Presenters from three states discuss first attempts to build a knowledge base about visit coaching.

*Learning Objectives:*

1. Outline the planning phases involved in designing an evaluation of visit coaching.
2. Assess and comment on the current state of visit coaching evaluation in different child welfare entities across the country, as well as next steps for developing a strong evidence base.
3. Apply visit coaching evaluation techniques to other local child welfare practices when more systematic knowledge is needed.

**Findings from the 2010 national Tribal Child Welfare needs Assessment Conducted by the national Resource Center for Tribes**

*Presenters: Joe Walker, MM*

*Room Name: Lincoln West Location: Concourse Level Session: 177*

*Workshop*

This session reports findings from the 2010 national tribal child welfare needs assessment of the Children's Bureau National Resource Center for Tribes (NRC4Tribes) and also discusses lessons learned from conducting large-scale assessments in Indian country. Using a culturally-based approach and a mixed-methods design, this assessment gathered feedback from over 400 individuals across 127 Federally-recognized tribes. The findings present a current holistic view of the strengths, challenges, and needs of tribal child welfare that will inform the work of the NRC4Tribes—as well as that of individual tribes—in strengthening services to improve outcomes for children.

*Learning Objectives:*

1. Define the National Resource Center for Tribes (NRC4Tribes) designed and conducted a national tribal child welfare needs assessment.
2. Identify the strengths and needs of tribal child welfare programs.
3. Explain how the assessment is being translated into services, training, and technical assistance provided by the Children's Bureau T/TA Network.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Wee Cuddle and grow: Preventing Maltreatment of Very Young, Vulnerable Children by Promoting Parent-Child Attachment**

*Presenters: Carole Norris-Shortle, LCSW-C | Kim Cosgrove, LCSW-C*

*Room Name: Columbia Hall 10 Location: Terrace Level Session: 140 (moved from Thursday) Workshop*

Sensitive parenting and secure attachment can serve as protective factors against the trauma of child maltreatment and other developmental risks associated with high-risk environments. Presenters review the principles of infant mental health, attachment theory, and family therapy to facilitate understanding of how trauma impacts the child's ability to learn and how voices from the parents' past intrude on responsiveness to their child's needs. Noting that these issues often arise in the child's protracted separation anxiety, the session offers hands-on strategies to intervene, as well as facilitates awareness of how to promote parent-child attachment.

*Learning Objectives:*

1. Tell how trauma, like abuse and homelessness, can impact a child's development and the ability of parents to respond.
2. List the key components to enhance parent and child attachment.
3. State the crippling effect of separation anxiety in traumatized babies and how to intervene with both parent and child.

**How Early Maltreatment Is Associated with Cognitive and Executive Functioning Deficits and What Interventions Help**

*Presenters: Lisa Hayden, PhD | Kristin Valentino, PhD | David J. Bridgett, PhD*

*Room Name: Gunston East Location: Terrace Level Session: 179*

*Workshop*

Children's temperaments and cognitive abilities can be worsened by maltreatment or can be protective and lead to better recoveries. This workshop reports findings from a hospital study, showing some cognitive and executive functioning deficits to be more pronounced in abused and neglected children even years after the maltreatment occurred—with protective factors identified and transactional processes evident. Presenters address their findings in the broader context of how chronic abuse and neglect is thought to alter neuropsychological functioning and outline effective treatment strategies.

*Learning Objectives:*

1. Comment on how negative family experiences can change underlying child temperament and cognitive and executive functioning, as well as how these changes then can interact with parenting in a transactional manner.
2. Explain how developmental trauma affects the brain and how protective factors can limit the impact and/or allow for a return to healthier functioning.
3. Identify effective treatments for temperament challenges and cognitive and executive functioning deficits that will lessen the long-term impact of trauma.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

### **How to Build a Bridge Over Troubled Waters**

*Presenters: Hon. James W. Payne (retired)| Tracy Feild*

*Room Name: International Ballroom West Location: Concourse Level Session: 180*

*Workshop*

This workshop addresses the numerous “pieces” necessary to plan, implement, and sustain system change in an environment of “permanent whitewater.” Based on the Indiana Department of Child Services’ endeavor to establish an agency focusing on embracing effective interventions for children and families, the presentation (1) emphasizes the critical role of leadership in staying the course and remaining committed to the agency’s vision and founding principles of the practice model, (2) reviews additional necessary system requirements, and (3) identifies the successes and challenges encountered during this process along with the steps taken to alleviate barriers and continue forward momentum.

*Learning Objectives:*

1. Tell how leadership plays a key role in the ability of a child welfare agency to completely restructure.
2. Explain the role of establishing measurable outcomes and developing practice guidelines to reach those outcomes.
3. Give examples of how staff development plays a critical role in shifting paradigms to a family-centered approach.

### **Implementation of Statewide Family Court Rules of Procedure and Practice: A Strategy Promoting Best Practice**

*Presenters: Patrick Yewell, MSW | Sara Boswell Dent, JD | Crystal Collins-Camargo, MSW, PhD*

*Room Name: International Ballroom Center Location: Concourse Level Session: 181*

*Workshop (Webinar)*

This presentation describes Kentucky’s innovative approach to promoting best practices in child welfare and other family law cases. A collaborative initiative led to the development and implementation of uniform Family Court Rules of Procedure and Practice statewide. The session exhibits how this initiative has integrated various Federal projects, including model courts, training, data integration, and court performance measures to improve the court’s response. Presenters conclude with a summary of preliminary evaluation results.

*Learning Objectives:*

1. Cite a history of court improvement activities and the current functioning of the Kentucky court system in regard to family law cases.
2. Describe an innovative, comprehensive process for promoting best practice in the court system and improving outcomes for the children and families served.
3. Explore the evaluation findings regarding this court improvement initiative centered on the development and implementation of Family Court Rules of Procedure and Practice, as well as integration with other best practice initiatives.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Preventing Child Abuse in the Catholic Church: Organizational Culture, Implementation, and Conversion** *Presenters: Anthony Rizzuto, PhD | Joan Duffell*

*Room Name: Columbia Hall 5 Location: Terrace Level Session: 182*

*Workshop*

The 2002 eruption of the clergy child sexual abuse crisis had a profound effect on the Catholic Church in the United States and around the globe. Session presenters focus on the elements that needed to be addressed from a systems and organizational change perspective in the U.S. epicenter of the crisis, i.e., the Archdiocese of Boston, in order to better protect the children in its care, as well as the ongoing requirement to integrate the lessons learned into church culture. The presentation offers relevance to organizations adopting, sustaining, and interested in evaluating innovative programs aimed at child abuse prevention.

*Learning Objectives:*

1. State the unique organizational and cultural challenges of the Catholic Church related to child sexual abuse.
2. Identify the required changes in policy, procedures, education and training, screening mechanics, and service to victims.
3. State a perspective on the major systemic changes made in the Catholic Church to protect children in the future.

**Psychotropic Medication Use With Children in Foster Care: One State's Approach**

*Presenters: Margaret Rudin, PhD, APRN | Lesley Siegel, MD*

*Room Name: Columbia Hall 2 Location: Terrace Level Session: 183*

*Workshop*

This workshop addresses Connecticut's creation in 2007 of a centralized medication consent unit (CMCU) staffed by advanced practice registered nurses and child psychiatrists in response to legislative concerns regarding possible over-medication of foster care youth. The CMCU provides oversight for the use of psychotropic medication with this population—receiving, triaging, reviewing, approving/denying/modifying consent for psychotropic medication and permission requests with improved timelines by medical personnel with expertise in child and adolescent behavioral health. Since its inception, the CMCU has struggled with challenging prescribing practices, such as minimizing polypharmacy and recognizing when presenting symptoms may not be medication-responsive.

*Learning Objectives:*

1. Name the issues regarding treatment of complex symptoms of trauma, which may not be medication responsive.
2. Identify the challenges of providing consent for psychotropic medication within a broad range of accepted medical practice.
3. Explain that consent issues with prescribers are limited by brief, inconsistent patient relationships and limited medical information.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

### **Revolutionizing Practice for Maltreating Substance-Abusing Families: Partnerships and Evidence**

*Presenters: Ruth Huebner, PhD | Tina Willauer, MPA | Lynn Posze, MA*

*Room Name: Columbia Hall 7 Location: Terrace Level Session: 184*

#### *Workshop*

The challenge for Child Protective Services in addressing the needs of families with child maltreatment and substance use disorders is growing. The solution requires strong partnerships with treatment providers and the courts, as well as innovative solutions in each system. This workshop presents the strategies that have halved the rate of children entering out-of-home care and doubled the rate of sobriety among parents in the START (Sobriety, Treatment, and Recovery Teams) program. Presenters identify the approach as one that requires problem-focused change locally and dissemination of practices statewide.

#### *Learning Objectives:*

1. Describe the supporting evidence for practices that have revolutionized the system of care.
2. Identify strategies for challenging the myths and developing partnerships in substance abuse and Child Protective Services intervention.
3. Identify strategies to sustain the revolutionized practice, including cost avoidance.

### **Strengthening Supervision through a Child Welfare Practice Model**

*Presenters: Jon Rubin, MSW Christeen Borsheim, MPA*

*Room Name: Columbia Hall 3 Location: Terrace Level Session: 185*

#### *Workshop*

Efforts on the part of the Minnesota Department of Human Services to strengthen child welfare supervision in 2011 included making the values and principles of the Minnesota Child Welfare Practice Model operational for supervisors. This strategic approach, which uses the values within the practice model as a driving force for supervision, supports consistency while providing supervisors clarity of expectations and benchmarks of success. In this workshop, participants gain an understanding of the methods used to make the practice model operational and also learn about the impact of the implementation of this practice.

#### *Learning Objectives:*

1. Demonstrate an understanding of how child welfare leadership can envision, using their practice model (or their vision, mission, and values) as a tool to support consistent frontline practice and improved performance and outcomes.
2. State how Minnesota went about making the values and principles in their practice model operational for supervisors, including the techniques used for developing the operational definitions and the implementation of these efforts.
3. State the outcomes, impact, and lessons learned from the strengthening supervision effort along with how this technique supports better frontline practice and allows for supervisory self-assessment and continuous improvement.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**The national Survey of Child and Adolescent Well-Being: Overview of NSCAW and NSCAW II, and Main Child Well-Being Findings of NSCAW II**

*Presenters: Cecilia Casanueva, PhD, PsyD | Melissa Dolan, PhD*

*Room Name: Fairchild West Location: Terrace Level Session: 186*

*Workshop*

The study presented in this workshop summarizes the well-being of children based on the second National Survey of Child and Adolescent Well-Being (NSCAW II). NSCAW II includes 5,873 children ranging in age from birth to 17.5 years old and sampled from child welfare investigations in 83 counties nationwide. Overall, children reported for maltreatment in 2008-2009 were at higher risk for poor health and negative developmental, behavioral/emotional, and cognitive outcomes than children in the general population.

*Learning Objectives:*

1. Describe the developmental, emotional/behavioral, and cognitive needs of maltreated children based on results from nationally representative data on children in the child welfare system (National Survey of Child & Adolescent Well-Being II).
2. Cite to the child welfare community examples of the type of information available through NSCAW that can inform their practice and decision-making process based on the needs of children.
3. Explore differences in need by subgroups of children of interest for caseworkers, agency directors, and state level departments of health and human services, including substantiation, type of placement, and children within and outside the system after investigation.

**The Validity and Utility of the California Family Risk Assessment under Practice Conditions in the Field**

*Presenters: Will Johnson, PhD*

*Room Name: Monroe Location: Concourse Level Session: 187*

*Workshop*

The presenter describes low-cost, effective implementation of a valid, cloud-based, computerized risk-assessment model that can increase rates of service provision to higher-risk cases and reduce rates of service provision to lower-risk cases without endangering children, as defined by Federal child maltreatment recurrence outcome requirements. Implementation of this model makes possible substantial reallocation of existing service resources to higher-risk cases and/or substantial savings by eliminating unneeded services to low-risk cases.

*Learning Objectives:*

1. Summarize the state of the art in child abuse/neglect risk assessment and major implications for reducing program costs and increasing service effectiveness.
2. Describe how a child abuse/neglect risk assessment model stacks up according to prescribed criteria for assessing the validity of medical prognostic models.
3. Describe low-cost, effective implementation of a cloud-based, computerized risk- assessment instrument that will increase rates of service provision to higher-risk cases and reduce service provision rates to lower-risk cases without endangering children.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Threshold Shift: Applications of the Decision-Making Ecology**

*Presenters: John Fluke, PhD | Donald Baumann, PhD | Alan Dettlaff, PhD*

*Room Name: Embassy Location: Terrace Level Session: 188*

*Workshop*

The Decision-Making Ecology/General Assessment and Decision-Making (DME/GADM) framework presented in this workshop represents an ongoing research effort to advance the field of child welfare decision-making using the knowledge gained from the decision-making sciences. The session incorporates three different applications of the DME/ GADM model: (1) a structural model that illuminates the factors affecting the placement decision, (2) examination of the disproportionate placement decisions in a Canadian sample, and (3) a statistical model of substantiation that identifies possible sources of decision-making errors associated with the relationship between race, income, and risk assessment.

*Learning Objectives:*

1. Define the Decision Making Ecology and General Assessment and Decision Making Models.
2. Explain how decision errors may be associated with heterogeneity in decision making.
3. Explain how decisional errors may be related to disparities.

**Toward an Understanding of Program Engagement and Attrition in Child Abuse Prevention: A Mixed-Methods Approach**

*Presenters: Jane Silovsky, PhD | Arthur Owora, MPH | Leigh E. Ridings, MA*

*Room Name: Gunston West Location: Terrace Level Session: 189*

*Workshop*

Participant perception of service approach provides an important guide to service delivery and outcome. The session outlines a qualitative approach using focus groups to understand participant retention and attrition in a home-based child abuse prevention model and services as usual. Specific interest is directed to the similarities and differences in themes that emerge from participants who were engaged versus unable to engage in services. Presenters blend qualitative with quantitative data to provide a mixed-methods approach to understanding program engagement and attrition in a home-based child abuse prevention model.

*Learning Objectives:*

1. Articulate past research on barriers associated with service engagement and attrition in home-visiting programs.
2. Identify strategies for engaging a parent partnership planning committee to inform barriers to service engagement and attrition.
3. Describe the blending of a mixed-methods approach to understand and improve service engagement in child abuse prevention.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**Toward Culturally Sensitive Practice With Lesbian, Gay, Bisexual, Transgender, and Questioning Youth in Out-of-Home Care**

*Presenters: Flor Bermudez, Esq.*

*Room Name: Lincoln East Location: Concourse Level Session: 190*

*Workshop*

This workshop provides training on building the capacity, awareness, and skills of child welfare practitioners to better serve and respond to the needs of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth in out-of-home care. The session utilizes small group discussion, role play, and learning labs to enable participants to (1) explore their personal views and values regarding this population and develop strategies to balance personal views and professional responsibilities when the two conflict, (2) examine in greater depth many of the issues LGBTQ clients face in out-of-home care systems, and (3) develop a better understanding about best practices to serve LGBTQ youth.

*Learning Objectives:*

1. Identify risks, challenges, and strengths specific to Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) youth and young adult populations, their families, other caregivers, and service delivery systems.
2. Articulate the psychosocial needs of LGBTQ adolescents and identify risk and protective factors facing LGBTQ youth in out-of-home care.
3. Cite skills that increase confidence and competence in discussing sexual orientation and gender identity issues with adolescents and in helping families and other caregivers adapt and adjust to children's sexual orientation diversity and gender variance.

**Understanding Medication-Assisted Treatment for Families Affected by Parental Substance Use Disorders**

*Presenters: Jason Fields, MD | Linda Mann, LCSW, CAP | Ken DeCerchio, MSW*

*Room Name: Columbia Hall 6 Location: Terrance Level Session: 191*

*Workshop*

The epidemic rise in prescription drug abuse and the advent of medications designed to treat substance use disorders requires persons working with children and families to understand the efficacy, use, and implications of medication-assisted treatment (MAT) for families receiving child welfare services. In addition to providing an overview of MAT and exploring medical interventions currently available, session content focuses on the special needs of pregnant women and implications in the post-natal phase and beyond. Presenters highlight a successful community partnership, as well as discuss various policies addressing the use of MAT in child welfare and dependency court cases.

*Learning Objectives:*

1. State the value and efficacy of Medication Assisted Treatment for parents with substance use disorders.
2. Identify the implications to safety and child well-being as a result of myths associated with medication-assisted treatment.
3. State policy and practice considerations that can be adapted in a participant's jurisdiction to ensure a comprehensive and collaborative approach for families affected by substance use disorders.



Sessions

FRIDAY | 10:45 a.m. – 12:15 p.m.

**“You Want Me to Eat Right and Exercise!” — An Agency’s Paradigm Shift Toward Wellness**

*Presenters: Mary Barber, MS | Kimberly Flynn, RD | Peter Evers, LICSW*

*Room Name: International Ballroom East Location: Concourse Level Session: 192*

*Workshop*

The rise in obesity among children has called upon the nation to make changes in its eating and exercise habits as reflected in the 2010 *Dietary Guidelines*, the new MyPlate icon, and the “Let’s Move” initiative of Michelle Obama. This workshop describes how one agency—The Home for Little Wanderers—shifted its culture to recognize physical wellbeing as fundamental to its work with strengthening families and created a wellness environment by making systemic changes. These changes had an impact on finance and budgeting systems; employee hiring, evaluating, and training systems; and food service systems, as well as served to strengthen client-focused services.

*Learning Objectives:*

1. Tell of the obesity epidemic and the associated risks for children and families served through the child welfare system.
2. Identify strategies for responding to the broad wellness reforms the nation has undertaken by creating systemic changes throughout a child welfare agency.
3. Identify strategies for empowering staff to educate and serve as role models for children and families.



FRIDAY, APRIL 20, 2012

**Plenary V | Closing Session** | 12:30 – 1:30 p.m. | International Ballroom, Concourse Level

### **PRESIDING AND CLOSING REMARKS**

**Catherine M. Nolan, ACSW**

*Director, Office on Child Abuse and Neglect*

*Children's Bureau, Administration on Children, Youth and Families*

*Administration for Children and Families*

*U.S. Department of Health and Human Services*

### **FEATURED SPEAKER**

**Tonier Cain**

#### **Trauma and Recovery**

Tonier Cain recounts her story of growing up in a home and community where neglect and sexual abuse went unrecognized. She focuses on the curative factors contributing to her becoming a dynamic and accomplished person. Ms. Cain is featured in the documentary *Behind Closed Doors: Trauma Survivors and the Psychiatric System* and also is the subject of *Healing Neen*—a documentary based on her life as she moved through multiple systems of care.

#### *Learning Objectives:*

1. Recount the presenter's perspective on growing up in a home and community that failed to recognize sexual abuse and neglect.
2. Describe the curative factors contributing to the presenter becoming a dynamic and accomplished adult.
3. Identify the multiple systems of care a victim of child abuse and neglect may encounter in the struggle to recover.



FRIDAY, APRIL 20, 2012

**Plenary IV | Closing Session** | 12:30 – 1:30 p.m. | International Ballroom, Concourse Level

### **THE VINCENT DE FRANCIS AWARD**

**Presented by:** Mark Stubis, *Chief Communications Officer, American Humane Association*

#### **Award Presented to: Lewis P. Lipsitt, PhD**

The American Humane Association's Vincent de Francis Award recognizes those with the vision and commitment to reach across disciplines to improve child welfare systems on a national level. Vincent de Francis, Director of Children's Services for the American Humane Association from 1954 to 1977, made enormous contributions to the field of child protection. Many of his early writings provide the underlying foundation to child protection as we know it today. Thanks to his extraordinary vision and talent, this lawyer by training and social worker at heart transformed child protection from a punitive to a preventive and rehabilitative model.

This year the American Humane Association presents the 2012 Vincent de Francis Award to Dr. Lewis P. Lipsitt in recognition of his outstanding research, thoughtful leadership, and ongoing advocacy on behalf of our nation's children. Professor Emeritus of Psychology, Medical Sciences, and Human Development at Brown University and Founder and Director of the Brown University Child Study Center, Dr. Lipsitt is acknowledged to be one of America's leading child development pioneers. Also the founding editor of *Advances in Child Development and Behavior* and the *Brown University Child and Adolescent Behavior Newsletter*, his articles on infant learning and perception, prenatal risk, crib death, adolescent suicide, and other conditions that threaten young people's lives have appeared in numerous scientific journals and popular national magazines. Dr. Lipsitt has focused attention on addressing "behavioral misadventures," the conditions that kill and debilitate more young people than all diseases combined, as well as on children's memory and memory aberrations. For many years, Dr. Lipsitt co-directed the KidsPeace Lee Salk Center for Research, conducting groundbreaking research and developing abuse and crisis prevention tools reaching millions of young people and their families. Additionally, Dr. Lipsitt's background includes serving on the Board of Directors of Rhode Island Kids Count, the State's premier child advocacy organization; Executive Director for Science at the American Psychological Association; and President of the Eastern Psychological Association.



Film Forum

Please note that all videos will be shown via closed circuit television on Channel 58 at the Washington Hilton Hotel.

**TUESDAY, APRIL 17, 2012**

**Which Way Home**

*Topic Area: Immigration*

As the United States continues to build a wall between itself and Mexico, **Which Way Home** shows the personal side of immigration through the eyes of children who face harrowing dangers with enormous courage and resourcefulness as they endeavor to make it to the United States. The film follows several unaccompanied child migrants as they journey through Mexico en route to the U.S. on a freight train they call "The Beast." Director Rebecca Cammisa (*Sister Helen*) tracks the stories of children like Olga and Freddy, nine-year-old Hondurans who are desperately trying to reach their families in Minnesota, and Jose, a ten-year-old El Salvadoran who has been abandoned by smugglers and ends up alone in a Mexican detention center, and focuses on Kevin, a canny, streetwise 14-year-old Honduran, whose mother hopes that he will reach New York City and send money back to his family. These are stories of hope and courage, disappointment and sorrow. They are the ones you never hear about – the invisible ones.

Producer/Director: Rebecca Cammisa, Mr. Mudd/Documentaries Films Productions (c. 2009)

Audience: Home viewers ages 13 to adult

Length: 83 minutes

To order: Visit <http://whichwayhome.net>

**Multiple Transitions: A Young Child's Point of View on Foster Care and Adoption**

*Topic Area: Foster Care*

**Multiple Transitions: A Young Child's Point of View on Foster Care and Adoption** is a short video which presents the experiences of children who are involved in foster care and the adoption process.

Producer/Director: Michael Trout (c. 1997)

Audience: Foster care providers, educators, family/youth psychologist.

Length: 16 minutes

To order: Call 217-352-4060 or write The Infant-Parent Institute at 328North Neil Street, Champaign, Illinois 61820



## **Circles of Caring**

*Topic Area: Prevention*

People often ask, “What does child abuse prevention look like?” or “Is it really possible to prevent child abuse?” This video answers these questions by showing ways that individuals, groups and communities can prevent child maltreatment by building “Circles of Caring” that support optimal child development, which research shows is essential for our communities’ future shared prosperity. The Circles of Caring are based on research by the Center for the Study of Social Policy (CSSP) through their national Strengthening Families Initiative, <http://www.strengtheningfamilies.net>.

Producer/Director: Mountainside Media (2009)

Length: 9.34 minutes

To Order: Contact Prevent Child Abuse West Virginia at: [preventchildabusewv.org](http://preventchildabusewv.org)



Film Forum

**WEDNESDAY, APRIL 18, 2012**

### **Healing Neen**

*Topic Area: Trauma/Recovery*

**Healing Neen** is a documentary about a woman who after surviving a childhood of abuse and neglect, Tonier “Neen” Cain lived on the streets for two nightmarish decades, where she endured unrelenting violence, hunger, and despair while racking up 66 criminal convictions related to her addiction. Incarcerated and pregnant in 2004, treatment for her lifetime of trauma offered her a way out...and up. Her story illustrates the consequences that untreated trauma has on individuals and society at-large, including mental health problems, addiction, homelessness and incarceration. Today, she is a nationally renowned speaker and educator on the devastation of trauma and the hope of recovery.

Producer/Director: Laura Cain, Thom Stromer, Tonier Cain, Leon Shea, Gallery 144 Productions, In the Hollow Films (c. 2010)

Audience: Home viewers ages 13 to adult

Length: 55 minutes

To order: Visit <http://www.healingneen.com> \***Tonier Cain** is the Featured Speaker scheduled to present at the Closing Plenary Session on Friday, April 20, 2012 at 12:30 p.m. in the International Ballroom.

### **Through My Eyes**

*Topic Area: Violence*

**Through My Eyes** is a short video project produced for the Office for Victims of Crime in the U.S. Department of Justice which illustrates children’s responses to various types of violence.

Producer: Video/Action (2000)

Audience: Early childhood professionals, child welfare professionals, therapists, parent educators

Length: 9 minutes

To order: Call Video/Action 202-338-1094

### **The Road Beyond Abuse**

*Topic Area: Trauma/Recovery*

There are an estimated 39 million survivors of childhood sexual abuse (CSA) in America today. Most child victims like sisters Johnnetta and Sonya, never report their abuse. In 2009, Georgia Public Broadcasting (GPB) presented the EMMY AWARD WINNING documentary, **The Road Beyond Abuse** in recognition of National Child Abuse and Prevention Month. Narrated by Jane Fonda, the documentary depicts the journey of Johnnetta McSwain’s extraordinary life’s story of how she triumphed over unforeseeable atrocious childhood sexual, physical, and emotional abuse. Johnnetta McSwain beat all the odds and not only narrowly escaped poverty, self-destruction, prison, drugs and death, but has broken every generational cycle and is a symbol and voice of survival.



Producer/Director: Pamela Roberts, Georgia Public Broadcasting (c. 2009)

Audience: Home viewers ages 13 to adult

Length: 57 minutes To order: Visit <http://www.gpb.org/road-beyond-abuse>

\***Johnnetta McSwain** is scheduled to present a workshop session on Thursday, April 19, 2012 at 2:00 p.m. in Columbia Hall 6.



## Film Forum

**THURSDAY, APRIL 19, 2012**

### **Ask Us Who We Are**

*Topic Area: Foster Care*

**Ask Us Who We Are** is a documentary film focused on the challenges and extraordinary lives of youth in foster care. The film is a reflection on loss and the search for belonging and finding family. The documentary also explores the lives of foster care and kinship parents, and two birth parents who lose their children to the system. The film is now available as an educational package perfect for schools and trainings.

Producer/Director: Bess O'Brien, Kingdom County Productions (c. 2011)

Audience: Foster care providers, legal advocates, educators, family/youth psychologists

Length: 75 minutes

To order: Visit [www.kingdomcounty.org](http://www.kingdomcounty.org) or call 802-357-4616

### **For Their Own good**

*Topic Area: Child Protective Services/ Foster Care*

**For Their Own good** is a documentary that takes you inside Juvenile Court Services in Indiana as real-life stories of parents involved in family court struggle to maintain custody of their children. This documentary offers a front row view of the court room and features Judge Payne discussing his role as a Juvenile Court Judge.

Audience: home viewers ages 13 to adult

Length: 41 minutes

Shown with the permission of Indiana Department of Child Services/ Produced by Claamari Productions and Dateline NBC.

**\*The Honorable Judge Payne** is scheduled to present a workshop on Friday, April 20, 2012 at 10:45 a.m. in the International Ballroom West.



## Featured Speaker Bios

**Barbara L. Bonner, PhD** | Dr. Barbara L. Bonner is a Professor and the CMRI/Jean Gumerson Endowed Chair in Clinical Psychology, Director of the Center on Child Abuse and Neglect (CCAN), and Associate Director of the Child Study Center (CSC) in the Department of Pediatrics at the University of Oklahoma Health Sciences Center. Her clinical and research interests include the assessment and treatment of abused children, program effectiveness, child fatality prevention, and treatment of youth with inappropriate or illegal sexual behavior.

Dr. Bonner has served as the President of the American Professional Society on the Abuse of Children and the President of the International Society for the Prevention of Child Abuse and Neglect.

**Tonier Cain** | Tonier Cain is a consumer advocate who has spoken nationally on trauma, incarceration, and recovery. She has served as a member of the Protection and Advocacy for Individuals with a Mental Illness (PAIMI) Council. She is the team leader for the National Center for Trauma Informed Care, which provides consultation, technical assistance, and training to revolutionize the way mental health and human services are organized, delivered and managed, while furthering the understanding of trauma-informed practices through education and outreach.

Ms. Cain is featured in the documentary *“Behind Closed Doors: Trauma Survivors and the Psychiatric System.”* and is the subject of *“Healing Neen,”* a documentary based on her life as she moved through multiple systems of care.

**Deborah Daro, PhD** | Dr. Deborah Daro, is a Senior Research Fellow at Chapin Hall at the University of Chicago. Prior to joining Chapin Hall, she served as Director of the National Center on Child Abuse Prevention Research, a program of the National Committee to Prevent Child Abuse.

Dr. Daro has directed some of the field’s largest multisite program evaluations and is currently the co-project director for the national cross-site evaluation of the Supporting Evidence-based Home Visitation Programs to Prevent Child Maltreatment.

Dr. Daro has published and lectured widely. In 2009, she testified before the House Ways and Means Committee in support of President Obama’s proposal to provide home visiting services to new parents. She has served as President of the American Professional Society on the Abuse of Children and as Treasurer and executive council member of the International Society for the Prevention of Child Abuse and Neglect.

**Lucille Echohawk** | Lucille Echohawk is a member of the Pawnee Nation of Oklahoma and resides in Arvada, Colorado. She has worked in the Indian child welfare field as both a volunteer and as a Strategic Advisor with Casey Family Programs. She is a founder and former Board Chair of the Denver Indian Family Resource Center. She currently serves on the Board of Directors for the Child Welfare League of America, on the Board of Directors and Child Welfare Committee for the American Humane Association, and as an Executive Consultant and member of the National Advisory Council for the National Resource Center for Tribes.



**James Garbarino, PhD** | Dr. James Garbarino holds the Maude C. Clarke Chair in Humanistic Psychology and was the founding Director of the Center for the Human Rights of Children at Loyola University Chicago. Previously, he was an Elizabeth Lee Vincent Professor of Human Development and Co-Director of the Family Life Development Center at Cornell University.

Dr. Garbarino has served as consultant and advisor to numerous national and international organizations and the media. He also serves as a scientific expert witness in criminal and civil cases involving issues of violence and children. He is an influential author in the arena of child abuse and neglect and has been honored with numerous awards including the National Conference on Child Abuse and Neglect's first C. Henry Kempe Award in 1985.

**Dr. Eliana Gil, PhD** | Dr. Eliana Gil is in group private practice at Gil Center for Healing and Play in Fairfax, VA. Dr. Gil is also Director of Star-bright Training Institute for Child and Family Play Therapy which provides trainings on family play therapy and specialized therapy with youth and families who have experienced childhood trauma. She is also an adjunct faculty member at Virginia Tech's Family Therapy Department.

Dr. Gil has served on the Board of Directors of the American Professional Society on the Abuse of Children and the National Resource Center on Child Sexual Abuse and is a former President of the Association for Play Therapy.

**Marva Hammons** | Marva Hammons oversees the Casey Family Program foundation's direct practice work and field offices.

Prior to joining Casey Family Programs, she has provided leadership to several public agencies including the Colorado Department of Human Services, the Family Independence Agency in the state of Michigan, New York City's Human Resources Administration, and the Denver Department of Human Services.

Ms. Hammons has been part of U.S. delegations to Poland, England, Japan, Israel and Africa. She currently serves on the Board of Trustees of the Hunt Alternatives Fund and has previously served on numerous boards and commissions including time spent as the President of the American Public Human Services Association Board of Directors.

**Richard D. Krugman, MD** | Richard D. Krugman, MD, is the Vice Chancellor for Health Affairs at the University of Colorado Denver and Dean of the University of Colorado School of Medicine. He is a former Director of the C. Henry Kempe National Center for the Prevention and Treatment of Child Abuse and Neglect.

Dr. Krugman has earned many honors in the child welfare field and has headed the U.S. Advisory Board of Child Abuse and Neglect. He is a past Chair of both the Association of American Medical Colleges (AAMC) and the Council of Deans of the AAMC and has served on the boards of Princeton University and the Hasbro Children's Foundation. He currently serves on the Boards of University of Colorado Hospital and The Children's Hospital of Denver, among others. He has authored over 100 papers, chapters, editorials and four books and was the Editor-in-Chief of *Child Abuse and Neglect: The International Journal*.



**John E.B. Myers** | John E.B. Myers is a Professor of Law at the University of the Pacific, McGeorge School of Law located in Sacramento, CA. He has published nine books and has authored more than 100 articles and chapters on legal issues in child maltreatment, intimate partner violence, sexual assault, and elder abuse. Mr. Myers has also written and published extensively on the history of child protection in America. He is a frequent speaker at conferences in the United States and abroad.

**Kojo Nnamdi** | Kojo Nnamdi is the host of *The Kojo Nnamdi Show*, a daily live talk show produced by WAMU 88.5, as well as the host of a weekly radio show *The Politics Hour*. He is also seen on WHUT-TV as the host of *Evening Exchange with Kojo*.

Mr. Nnamdi welcomes a lineup of interesting guests who offer new perspectives about current events, political issues, social policy, art, science, and other topics. The show encourages listener calls, creating a dynamic dialogue about important issues to the Washington region.

In 2003, the Library of Congress selected Mr. Nnamdi as the keynote speaker for African American history month, and in 2001, he was honored as a civil rights hero by the National Council for Community Justice. In 2005, he was named a “Washingtonian of the Year” by *Washingtonian* magazine. *Washingtonian* magazine has also named Mr. Nnamdi one of the “150 Most Influential People in Washington.”

In addition to his hosting duties, Mr. Nnamdi has chaired the board of the Public Access Corporation of Washington, D.C., since 1997. He is also active in Guyaid, an organization devoted to the welfare of children in Guyana.

**Cecelia Tichi, PhD** | Dr. Cecelia Tichi is the William R. Kenan Jr. Professor of English at Vanderbilt University. Before coming to Vanderbilt in 1987, she taught at Boston University.

Dr. Tichi is the author of six scholarly books as well as the editor of several others. Her most recent book, *Exposes and Excess: Muckraking in America 1900 / 2000*, was published by the University of Pennsylvania Press in 2003. Her articles have appeared in *American Literature*, *American Literary History*, and *The Boston Review*. She is an expert on the life and history of Julia Lathrop, the first Bureau Chief in the Children’s Bureau.

**Carol Wilson Spigner, DSW** | Dr. Carol Wilson Spigner retired from the University of Pennsylvania School of Social Policy and Practice in 2010 after having served as Associate Professor for a decade. Previously, she was the Associate Commissioner of the Children’s Bureau at the U.S. Department of Health and Human Services’ Administration for Children and Families (ACF).

Most recently, Dr. Spigner has served on: the Pew Commission for Children in Foster Care; the Mayor’s Child Welfare Review Panel for the City of Philadelphia; and the Workgroup for the Michigan Racial Equity Task Force.

Dr. Spigner has served as a Senior Associate at the Center for the Study of Social Policy and as the Director of the National Child Welfare Leadership Center. She has held professorships at the University of North Carolina at Chapel Hill and the University of California, Los Angeles. Dr. Spigner has published a variety of articles and has received numerous distinguished awards.



Exhibitors

**ACTION FOR CHILD PROTECTION**

Charlotte, NC

*Booth: 7*

**ADOPTUSKIDS**

Baltimore, MD

*Booth: 10*

**ALICE C. TYLER VILLAGE OF  
CHILDHELP**

Lignum, VA

*Booth: 34*

**AMERICAN PSYCHOLOGICAL  
ASSOCIATION**

Washington, DC

*Booth: 31*

**AMERICAN PROFESSIONAL SOCIETY ON  
THE ABUSE OF CHILDREN (APSAC)**

Elmhurst, Illinois

*Booth: 20*

**BREVARD C.A.R.E.S.**

Rockledge, FL

*Booth: 28*

**COMMISSION ON ACCREDITATION OF  
REHABILITATION FACILITIES (CARF)  
INTERNATIONAL**

Tucson, AZ

*Booth: 18*

**CENTER FOR ADVANCED STUDIES IN CHILD  
WELFARE, UNIVERSITY OF MINNESOTA**

St. Paul, MN

*Booth: 5 & 6*

**CENTERS FOR DISEASE CONTROL AND  
PREVENTION**

Atlanta, GA

*Booth: 16*

**CHILD WELFARE INFORMATION**

**GATEWAY** Fairfax, VA

*Booth: 50*

**CHILDREN'S BUREAU TRAINING AND  
TECHNICAL ASSISTANCE NETWORK**

North Bethesda, MD

*Booth: 29*

**FOSTER FAMILY-BASED TREATMENT  
ASSOCIATION (FFTA)**

Hackensack, NJ

*Resource Table Booth 30*

**FRIENDS NATIONAL RESOURCE CENTER  
FOR COMMUNITY-BASED CHILD ABUSE  
PREVENTION (CBCAP)**

Chapel Hill, NC

*Booth Number: 39*

**HEAD START RESOURCE CENTER**

Arlington, VA

*Booth Number: 3*



**IN SAFE HANDS EDUCATORS IN SAFETY  
PTY LTD**

Brisbane, Queensland

*Booth Number: 35*

**INSTITUTE OF MEDICINE**

Washington, DC

*Booth: 32*

**KIDS CENTRAL, INC.**

Ocala, FL

*Booth: 19*

**LYCEUM BOOKS, INC.**

Chicago, IL

*Resource Table*

**MIGRATION AND REFUGEE SERVICES**

Washington, DC

*Booth: 27*

**MSW@USC**

*University of Southern California School  
of Social Work*

*Booth: 21*

**NATIONAL ABANDONED INFANTS  
ASSISTANCE (AIA) RESOURCE**

**CENTER** Berkeley, CA

*Booth: 13*

**NATIONAL ALLIANCE OF CHILDREN'S  
TRUST & PREVENTION FUNDS** Seattle,

WA

*Booth: 12*

**NATIONAL ASSOCIATION OF SOCIAL  
WORKERS**

Washington, DC

*Booth1: 44 Booth2: 47*

**NATIONAL AUTISM ASSOCIATION**

Attleboro Falls, MA

*Booth: 9*

**NATIONAL CENTER ON SUBSTANCE ABUSE  
AND CHILD WELFARE**

Irvine, CA

*Booth: 48*

**NATIONAL CHILD WELFARE RESOURCE  
CENTER FOR ORGANIZATIONAL  
IMPROVEMENT**

Portland, ME

*Booth: 24*

**NATIONAL CHILDREN'S ADVOCACY  
CENTER**

Huntsville, AL

*Booth: 17*

**NATIONAL CHILDREN'S ALLIANCE**

Washington, DC

*Booth: 15*



**NATIONAL COUNCIL OF JUVENILE AND  
FAMILY COURT JUDGES**

Reno, NV  
Booth: 25

**NATIONAL FATHERHOOD  
INITIATIVE** Germantown, MD

Booth: 37

**NATIONAL MILITARY FAMILY  
ASSOCIATION** Alexandria, VA

Booth: 45

**NATIONAL RESOURCE CENTER FOR CHILD  
PROTECTIVE SERVICES**

Charlotte, NC  
Booth: 8

**NATIONAL RESOURCE CENTER FOR YOUTH  
DEVELOPMENT (NRCYD)**

Tulsa, OK  
Booth: 49

**NATIONAL RESOURCE CENTER ON LEGAL  
AND JUDICIAL ISSUES**

Washington, DC  
Booth: 36

**NATIONAL SAFECARE TRAINING &  
RESEARCH CENTER AT GEORGIA STATE  
UNIVERSITY**

Atlanta, GA  
Booth: 2

**NEW HOPE TREATMENT CENTERS**

North Charleston, SC  
*Resource Table*

**OFFICE OF FAMILY ASSISTANCE WELFARE  
PEER TA NETWORK**

Rockville, MD  
*Booth: 51 & 52*

**OFFICE OF JUVENILE JUSTICE AND  
DELINQUENCY PREVENTION**

Rockville, MD  
*Booth: 46*

**PARENTS ANONYMOUS® INC.**

Pomona, CA  
*Booth: 40*

**PARENTS AS TEACHERS**

St. Louis, MO  
*Booth: 26*

**PIEL CANELA PERU-FAIR TRADE  
ORGANIZATION**

Salem, OR  
*Booth: 1*

**QUALITY IMPROVEMENT CENTER ON  
DIFFERENTIAL RESPONSE IN CHILD  
PROTECTIVE SERVICES** Washington, DC

*Booth: 38*

**QUALITY IMPROVEMENT CENTER ON THE  
PRIVATIZATION OF CHILD WELFARE  
SERVICES (QIC PCW)**

Louisville, KY  
*Booth: 23*



**ROUTLEDGE JOURNALS**

Philadelphia, PA

*Booth: 43*

**SCIMETRIKA**

Durham, NC

*Booth: 4*

**SPIN USA INC**

Lexington, MA

*Booth: 33*

**THE NATIONAL CHILD AND DEATH REVIEW  
RESOURCE CENTER**

Okemos, MI

*Booth: 41*

**THE NATIONAL RESOURCE CENTER FOR  
HEALTHY MARRIAGE AND FAMILIES**

Fairfax, VA

*Booth: 42*

**TITLE IV-E PEER REVIEWER RECRUITMENT**

North Bethesda, MD

*Resource Table*

**TRAINING AND TECHNICAL ASSISTANCE  
TO STATE LEGISLATORS ON THE CHILD  
AND FAMILY SERVICES REVIEWS**

North Bethesda, MD

*Booth: 22*

**VIDA HEALTH COMMUNICATIONS,  
INC. Cambridge , MA**

*Booth: 11*

**WESTAT**

Rockville, MD

*Booth: 14*

**UBC INTERPROFESSIONAL CONTINUING  
EDUCATION**

Vancouver, BC

*Resource Table*



Primary Presenter Contact List

**Golnaz Agahi, LCSW**

University of Southern  
California School of Social  
Work  
Workshop Number 49, 78

**Sandra Alexander, MEd**

Centers for Disease Control  
Division of Violence  
Prevention  
Workshop Number 2, 69, 99,  
127

**Mary Armstrong, PhD**

University of South  
Florida  
Workshop Number 53

**Christine Baker, PhD**

Family Life Education  
Center  
Workshop Number 11

**Ronald Banks, PsyD**

Children's Institute, Inc.  
Workshop Number 52

**Mary Barber, MS**

The Home for Little  
Wanderers  
Workshop Number 192

**David Bard, PhD**

University of Oklahoma  
Health Sciences  
Center  
Workshop Number 96

**Ronald G. Barr, MD, CM**

National Center on Shaken  
Baby Syndrome  
Workshop Number 100

**Pamela Bennett**

Action for Child Protection  
Workshop Number 64, 91

**Debra Bercovitz, MPH**

FRESH Start  
Poster

**Flor Bermudez, Esq**

Lambda Legal  
Workshop Number 190

**Freda Bernatovicz**

University of Southern Maine  
Muskie School of Public  
Service  
Pre-Conference D, Poster

**Jetta Bernier, MA**

Massachusetts Citizens for  
Children  
Workshop Number 36,  
174

**Kimberly Boller, PhD**

Mathematica Policy  
Research  
Workshop Number 109,  
Poster

**Kenneth Bopp, PhD**

University of Missouri  
Workshop Number 162

**Cheryl Anne Boyce, PhD**

National Institutes of Health  
National Institute on Drug  
Abuse  
Workshop Number 130

**Charmaine Brittain, MSW**

Butler Institute for Families  
Workshop Number 39

**Charlyn Harper Browne, PhD**

Center for the Study of Social  
Policy  
Workshop Number 76

**Larry Burd, PhD**

North Dakota Fetal Alcohol  
Syndrome Center  
Pre-Conference F

**John Caffaro, PhD**

California School of  
Professional  
Psychology  
Workshop Number 158



**Deborah Callins, MAEd**  
National Children's Advocacy  
Center  
Workshop Number 26

**Cecilia Casanueva, PhD,  
PsyD**  
RTI International Survey  
Research Division  
Workshop Number 186

**Kerry Caverly**  
Parents as Teachers  
Workshop Number 63

**Patti Chamberlain, PhD**  
Oregon Social Learning  
Center  
Workshop Number 108

**Jeff Chambers, MA**  
Midwest Child Welfare  
Implementation Center  
Workshop Number 50

**Patricia Cole, MA**  
ZERO TO THREE  
Workshop Number 48

**Julie Collins, LCSW**  
Child Welfare League of  
America  
Workshop Number 21

**Crystal Collins-Camargo,  
MSW, PhD**  
University of Louisville  
Kent School of Social Work  
Pre-Conference D,  
Workshop Number 1, 138,  
181

**Marilee Comfort, PhD,  
MPH** Comfort Consults  
Workshop Number 169

**Lisa Conradi, PsyD**  
Rady Children's Hospital,  
San Diego Chadwick  
Center for Children and  
Families  
Workshop Number 93, 118

**Theresa Costello, MA**  
National Resource Center for  
Child Protective Services  
Workshop Number 7, 34, 66,  
146

**Tracy Crudo, MSW**  
University of Minnesota  
Center for Advanced Studies  
in Child Welfare  
Workshop Number 149

**Christina Cutshaw, PhD**  
Division of Health Promotion  
Sciences  
Workshop Number 176

**Christina Danko, MA**  
DePaul University  
Department of  
Psychology  
Poster

**Deborah Daro, PhD**  
Chapin Hall at the University  
of Chicago  
Workshop Number 14

**Sarah Dauber, PhD**  
National Center on Addiction  
and Substance Abuse at  
Columbia University  
Poster

**Cynthia Davis, PhD**  
Care Solutions, Inc.  
Workshop Number 148

**Louise Davis, PhD**  
Mississippi State University  
Department of Human  
Sciences  
Poster

**Ken Decerchio, MSW**  
Children and Family  
Futures  
Workshop Number 92, 191

**Ramona Denby-Brinson, PhD**  
University of Nevada, Las  
Vegas  
Workshop Number 121



**Diane DePanfilis, PhD**

University of Maryland  
School of Social Work  
Workshop Number 60

**James Desantis, PhD**

James Bell Associates  
Workshop Number 126

**Alan Dettlaff, PhD**

University of Illinois, Chicago  
Jane Addams College of  
Social Work  
Workshop Number 5, 95,  
188

**Carly Dierkhising, MA**

University of California,  
Riverside Department of  
Psychology  
Poster

**Emily Douglas, PhD**

Bridgewater State  
University  
Workshop Number 171

**Howard Dubowitz, MD**

University of Maryland  
School of Medicine  
PreConference H, Workshop  
Number 19, 45, 75, 127

**Anne Duggan, ScD**

Johns Hopkins University  
Workshop Number 20,  
82

**J. Mark Eddy, PhD**

Oregon Social Learning  
Center  
Workshop Number 20,  
51

**Jennifer Elkins, PhD**

The University of Georgia  
School of Social Work  
Poster

**Alberta J. Ellett, PhD**

University of Georgia School  
of Social Work  
Workshop Number 30, 107

**Laurie Ellington, MA, LPC,  
CPC**

Zero Point Leadership  
Pre-Conference C,  
Workshop Number 135,  
163

**Hillary Elliott**

Parents as Teachers  
Workshop Number 125, 154

**S. Auguste Elliott, LPMA**

Easter Seals Vermont  
Workshop Number 80,  
176

**Raquel Ellis, PhD**

Child Trends  
Workshop Number 122

**Mark Ells, JD**

Midwest Child Welfare  
Implementation Center  
Workshop Number 18

**Diana J. English, PhD**

Casey Family Programs  
Workshop Number 19,  
45, 75, 97, 123, 153

**Jessica Eslinger, MSW**

University of Kentucky  
College of Social Work  
Poster

**Patrick Falke, BS**

Project Harmony Child  
Protection Center  
Workshop Number 178

**Jason Fields, MD**

Drug Abuse and  
Comprehensive Coordinating  
Office, Inc.  
Workshop Number 191



**John Fluke, PhD**  
American Humane  
Association Child Protection  
Research Center  
Pre-Conference G,  
Workshop Number 7, 34,  
66, 96, 129, 157, 188

**Wendy Fournier**  
National Autism  
Association  
Workshop Number 75

**Hayley Friedman, MD**  
The Freddie Mac Foundation  
Child and Adolescent  
Protection Center Children's  
National Medical Center  
Poster

**Sid Gardner, MPA**  
Children and Family  
Futures  
Workshop Number 41, 70

**Teri Garstka, PhD**  
University of Kansas Institute  
for Educational Research  
and Public Service  
Poster

**Marsha Gebhardt, MSW**  
Parents as Teachers  
Workshop Number 46

**Jennifer Mullins Geiger,  
MSW**  
Arizona State University  
School of Social Work  
Workshop Number 159

**Marya Gilborn, LMSW** The  
Family Center  
Workshop Number 132

**James P. Gleeson, PhD**  
University of Illinois Jane  
Addams College of Social  
Work  
Workshop Number 67,  
161

**B.J. Gore, MS**  
Kansas Children's Service  
League  
Workshop Number 52

**Michelle Graef, PhD**  
Midwest Child Welfare  
Implementation Center  
Workshop Number 61

**Gwen Gray, LMSW**  
Texas Department of Family  
and Protective Services  
Workshop Number 113

**Melinda Gushwa, PhD**  
Rhode Island College School  
of Social Work  
Workshop Number 168

**Neil Guterman, PhD**  
University of Chicago School  
of Social Service  
Administration  
Workshop Number 164

**Amy Hahn, MSW**  
American Humane  
Association  
Workshop Number 8

**Michael L. Haney, PhD**  
Forensic and Mental Health  
Consultant Workshop  
Number 127

**Nancy Hanson**  
National Association of  
Children's Hospitals and  
Related Institutions  
Poster

**Robin Hartinger-Saunders,  
PhD**  
Georgia State University  
Workshop Number 107

**Lisa Hayden, PhD**  
State of Connecticut  
Department of Children and  
Families  
Workshop Number 179

**Toni Heineman, DMH**  
A Home Within  
Workshop Number 13



**Todd Holder, MSW** ACTION  
for Child Protection  
Workshop Number 16

**Anita Horner, BA**  
American Humane  
Association  
Workshop Number 94

**Andrew Hsi, MD, MPH**  
University of New Mexico  
Workshop Number 88,  
117

**Lee Ann Huang, MPP**  
Chapin Hall at the University  
of Chicago  
Workshop Number 47

**Lucy Hudson, MS**  
ZERO TO THREE  
Workshop Number 23,  
126

**Ruth Huebner, PhD**  
Kentucky Department for  
Community Based Services  
Workshop Number 151,  
184

**Sophia Hwang, MEd**  
PolicyLab at the Children's  
Hospital of Philadelphia  
Workshop Number 6

**Kathryn Icenhower, PhD,  
LCSW**  
SHIELDS for Families  
Workshop Number 72

**Gina Jackson, MSW**  
National Council of Juvenile  
and Family Court Judges  
Workshop Number 44, 74

**Elizabeth Jarpe-Ratner,  
MPH**  
Chapin Hall at the University  
of Chicago  
Poster

**Will Johnson, PhD**  
California State University,  
East Bay  
Workshop Number 187

**Jennifer Jolley, MSW**  
Washington University in St.  
Louis Brown School of Social  
Work  
Workshop Number 145

**Blake Jones, PhD**  
University of Kentucky  
Training Resource Center  
Workshop Number 138

**Michael Kadish, LCSW**  
Kentucky River Community  
Care, Inc.  
Workshop Number 25

**Jill Kagan, MPH**  
ARCH National Respite  
Network and Resource  
Center  
Workshop Number 150

**Caren Kaplan, ACSW**  
American Humane  
Association  
Workshop Number 4

**Harvey Karp, MD**  
University of Southern  
California School of  
Medicine Department of  
Pediatrics  
Workshop Number 128

**Eun Koh, PhD**  
University of Arkansas  
Workshop Number  
161

**Patricia Kohl, PhD**  
Washington University in St.  
Louis Brown School of Social  
Work  
Workshop Number 42

**Hye-Chung Kum, PhD**  
University of North Carolina,  
Chapel Hill  
Workshop Number 172

**Traci LaLiberte, PhD**  
University of Minnesota  
Center for Advanced Studies  
in Child Welfare  
Workshop Number 40, 149



**Simon Lapierre, PhD**  
University of Ottawa School  
of Social Work  
Workshop Number 175

**Terry Roe Lund, mssW**  
National Resource Center  
for Child Protective Services  
Workshop Number 33, 155

**Maury Mendenhall, MSW**  
United States Agency for  
International Development  
Workshop Number 54, 83

**Justin Lee, MGA**  
University of Pittsburgh,  
School of Social Work The  
Pennsylvania Child  
Welfare Training Program  
Poster

**Paulette Mader, msn**  
Mercer County Family  
Support Organization  
Workshop Number 89

**Lisa Merkel-Holguin, MSW**  
American Humane  
Association  
Workshop Number 4, 43,  
94

**Jessica Lertora, LCSW-C**  
University of Maryland Taghi  
Modarressi Center for Infant  
Study: Secure Starts  
Workshop Number 114

**Valerie Maholmes, PhD**  
Eunice Shriver Kennedy  
National Institute of Child  
Health and Human  
Development  
Workshop Number 10

**Roxana Torrico Meruvia,  
MSW**  
National Association of  
Social Workers  
Workshop Number 28

**Meryl Levine, MSSA**  
Parents Anonymous Inc.  
Workshop Number 17

**Leslie Malkin, JD**  
New Jersey Coalition  
for Battered Women  
Pre-Conference E

**Nancy Miller**  
National Council of Juvenile  
and Family Court Judges  
Workshop Number 22

**Brittany Liebsack, BA**  
VA Boston Healthcare  
System  
National Center for  
Posttraumatic Stress  
Disorder  
Poster

**Adam McCormick, PhD**  
St. Ambrose University  
Workshop Number 110

**Beth Molnar, ScD**  
Harvard School of Public  
Health  
Workshop Number 32

**Yali Lincroft, MBA**  
First Focus  
Workshop Number 5,  
119, 147

**Johnnetta McSwain, MSW**  
Breaking the Cycle,  
Beating the Odds  
Workshop Number 141

**Kurt Moore, PhD**  
WRMA, Inc.  
Workshop Number 134

**Judith A. Morgitan, med,  
Bsn, rn**  
National Association of  
School Nurses Perkiomen  
Valley School District  
Workshop Number 144



**Kathleen Mulrooney MA,  
LPC, ACS**  
ZERO TO THREE  
Workshop Number 105

**Ande Nesmith, PhD**  
University of St. Thomas  
Workshop Number 24

**Jane Nestel-Patt, MEd**  
SPIN USA  
Workshop Number 133,  
160

**Carole Norris-Shortle,  
LCSW-C**  
PACT's Therapeutic Nursery  
& Center for Infant Study  
Workshop Number 140

**Allison Olson, MS**  
Wisconsin Child Welfare  
Professional Development  
System  
Workshop Number 37

**Olga Osby, DSW**  
Jackson State University  
Workshop Number 71

**Albert Pacheco Jr., MSW**  
Department of Human  
Services, East Hawaii  
Workshop Number 123,  
153

**Vincent Palusci, MD, MS**  
New York University  
School of Medicine  
Workshop Number 87, 123

**Donna L. Parrish, MA, LPC**  
American Humane  
Association  
Workshop Number 103, 129,

**Diane Paulsell, MPA**  
Mathematica Policy  
Research  
Workshop Number 62

**Hon. James W. Payne  
(Retired)**  
Indiana Department of Child  
Services  
Workshop Number 180

**Donna Pence, Bs**  
San Diego State University  
Public Child Welfare Training  
Academy  
Workshop Number 166

**Staci Perlman, PhD, MSW**  
Kutztown University of  
Pennsylvania  
Poster

**Anne C. Petersen, PhD**  
University of Michigan  
Workshop Number 115

**Donna D. Petras, PhD**  
Child Welfare League of  
America  
Workshop Number 52,  
85

**Laura Peveto**  
Office of Children's Services  
Workshop Number 143

**Allie Phillips, JD**  
National District Attorneys  
Association  
Workshop Number 136,  
165

**Maryellen Pistalu, MS**  
WestCare California, Inc.  
SMART 2 Program  
Workshop Number 116

**Richard Puddy, PhD**  
Centers for Disease  
Control  
Workshop Number 2, 99

**Mary Pulido, PhD**  
The New York Society for the  
Prevention of Cruelty to  
Children  
Workshop Number 101

**Mary E. Rauktis, PhD**  
School of Social Work,  
University of  
Pittsburgh  
Workshop Number 98

**Phil Redmond, JD**  
The Duke Endowment  
Workshop Number  
170



**Tarrin Reed, MSW**  
National Resource Center for  
Child Protective Services  
Workshop Number 64

**Michelle Rosenthal, PhD**  
Edgewood Center for  
Children and Families  
Workshop Number 173

**Robert Sege, MD**  
Boston University School of  
Medicine  
Workshop Number 56

**Warren Reich, PhD**  
The Family Center  
Workshop Number 88

**Jon Rubin, MSW**  
American Public Human  
Services Association  
Workshop Number 185

**Nancy Seibel, MEd**  
ZERO TO THREE  
Pre-Conference B

**Alberto Reynoso, MS,  
MSW, LCSW**  
University of Southern  
California Center on Child  
Welfare  
Workshop Number 120

**Margaret Rudin, PhD**  
Department of Children and  
Families  
Workshop Number 183

**Shannon Self-Brown, PhD**  
Georgia State University  
Workshop Number 57, 131

**Steven Rider, PhD**  
Pacific Research and  
Evaluation  
Workshop Number 56, 102

**Nicholas Rutledge, MSW,  
LCSW, QCSW**  
District of Columbia Child  
and Family Services Agency  
Pre-Conference C,  
Workshop Number 31, 59

**Jane Silovsky, PhD**  
University of Oklahoma  
Health Sciences Center  
Workshop Number 57,  
96, 189

**Anthony Rizzuto, PhD**  
Abuse Prevention  
Consultant Workshop  
Number 182

**Kevin Ryan, JD, LMM**  
Public Catalyst  
Workshop Number 77

**Julie Sims, MS**  
Extension Human Sciences  
Mississippi State University  
Poster

**Shawna Rodrigues, LCSW**  
Office of Head Start  
Workshop Number 35

**Robert Sawyer, MSW**  
American Humane  
Association  
Workshop Number 137

**H. Jane Sites, LSW, EdD**  
Cincinnati Children's Hospital  
Medical Center  
Workshop Number 90

**Kimberly Rose, MSW**  
Rhode Island Council on  
Residential Programs Chafee  
Youth Services Center  
Workshop Number 9

**Cindy Schaeffer, PhD**  
Medical University of  
South Carolina Family  
Services Research Center  
Workshop Number 3



**Kristen Slack, PhD**  
University of Wisconsin,  
Madison Center on Child  
Welfare Policy and  
Practice  
Workshop Number 106

**Carla Snodgrass, BSW,  
MPA**  
Prevent Child Abuse  
Tennessee  
Workshop Number 38, 68

**Susan Spieker, PhD**  
University of  
Washington  
Workshop Number 156

**Craig Springer, PhD**  
Newark Beth Israel Medical  
Center  
Workshop Number 139,  
167

**Mary Jo Stahlschmidt, MA**  
Washington University in St.  
Louis Brown School of Social  
Work  
Poster

**Christa Stewart, JD**  
New York State Bureau of  
Refugee and Immigrant  
Assistance  
Workshop Number 124

**Heather Taussig, PhD**  
University of Colorado  
Kempe Center  
Workshop Number 12

**Aileen Torres, PhD**  
YCS Institute for Infant and  
Preschool Mental Health  
Workshop Number 55, 84

**Jessica Trudeau, MPH**  
Child Abuse Prevention  
Center  
Workshop Number 81

**Dawnya Underwood, IGSW**  
Lutheran Immigration and  
Refugee Service  
Pre-Conference A

**Marvin Ventrell, JD** Juvenile  
Law Society  
Workshop Number 58, 86

**Joe Walker, MM**  
National Child Welfare  
Resource Center for  
Tribes  
Workshop Number 177

**Elizabeth Warren**  
Darkness to Light  
Workshop Number  
65

**Daniel Whitaker, PhD**  
Georgia State University  
Workshop Number 57,  
131

**Ruth White, MSSA**  
National Center for Housing  
and Child Welfare  
Workshop Number 79

**Jodi Whiteman, MEd**  
ZERO TO THREE  
Workshop Number 112

**Adrienne Whitt-Woosley,  
MSW, LCSW**  
University of Kentucky –  
Center for the Study of  
Violence Against Children  
Poster

**Charles Wilson, MSSW**  
Rady Children's Hospital,  
San Diego Chadwick Center  
for Children and Families  
Workshop Number 73, 118,  
166, Poster

**Patrick Yewell, MSW**  
Kentucky Administrative  
Office of the Courts  
Workshop Number 181

**Nancy Young, PhD, MSW**  
Children and Family Futures  
National Center on  
Substance Abuse and Child  
Welfare  
Workshop Number 104,  
142



**Ying-Ying Yuan, PhD**  
Walter R. McDonald &  
Associates, Inc.  
Workshop Number 29

**Blake Zimmet, LCSW**  
Rady Children's Hospital,  
San Diego California  
Evidence-Based  
Clearinghouse for Child  
Welfare  
Workshop Number 73

**Joan Levy Zlotnik, PhD,**  
**ACSW**  
National Association of  
Social Workers Social  
Work Policy Institute  
Pre-Conference

*Children's Bureau, Administration on Children, Youth and Families  
Administration for Children and Families  
U.S. Department of Health and Human Services*