



WORLD ASSOCIATION FOR
INFANT MENTAL HEALTH



Irish Association for
Infant Mental Health



WAIMH
15-19 July 2023
Dublin, Ireland

**18TH WORLD CONGRESS FOR
THE WORLD ASSOCIATION FOR
INFANT MENTAL HEALTH**

Early Relationships Matter: Advancing Practice,
Policy And Research In Infant Mental Health

15-19 July 2023
The Convention Centre Dublin, Ireland

www.waimh2023.org

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WELCOME TO THE 18TH WORLD CONGRESS OF WAIMH, DUBLIN



Campbell Paul
Naarm/Melbourne, Australia
President WAIMH

A lot has happened in the world since many of us last met in 2021 upon the lands of the Turrbal and Jagera people, in multicultural Brisbane. This was a very successful hybrid Congress, with our last fully in-person Congress in Rome, the Eternal City, in 2018. We now meet in Dublin, a famed UNESCO City of Literature, also eternal in many ways.

The world is undergoing much social and political change, but many of the profound challenges facing infants, young children, and their families being the same challenges which have confronted humanity for eons.

Natural disasters, war, internal conflict, colonisation and displacement are some of the phenomena which have disrupted the early development of children and their families over time. Young children and families increasingly suffer most in the face of war and forced displacement. Families have adapted, cultures are diverse, but despite progress we now have the largest number of infants and children displaced from their homelands than ever before.

As we come to understand more and more about the development of the child as a person, and the family as a unit within culture, we have many creative ways of supporting families and intervening in the context of crisis and trauma. The developmental neurosciences have opened up amazing perspectives on how we become who we are.

We are excited that this Congress will bring you many innovative and creative approaches, and adaptations of the knowledge acquired over our recent generations of infant mental health clinicians and researchers. The theme of this Congress, *Early Relationships Matter: Advancing Practice, Policy and Research in Infant Mental Health* represents the essence of infant mental health: how we understand what we're doing, then modify and develop through practice and research and bring these understandings to infants and families through application of policy effecting real change for families.

At the Congress, you will hear exciting and creative new developments from all corners of the globe, as well as sobering moments when we hear the struggles that families have, and which we have as professionals, in trying to

implement things that our practice and research suggests will make a difference. We have many diverse formats for sharing our knowledge and understanding, from the plenary lectures through to many creative poster presentations. We hope you enjoy talking, mixing, asking questions and sharing discoveries, excitement, paradoxes and confusions!

Congratulations and profound thanks to the Scientific Program Committee, the Local Organising Committee, the WAIMH executive team, the WAIMH Office in Tampere and our Professional Conference Organiser, In Conference, for bringing everything together now for the key moments when we meet and begin our in-person greetings, conversations, deliberations and presentations! Each of these groups of dedicated people have worked very hard over the last few years to enable us to meet together in Dublin's fair city.

We hope that you enjoy the Congress in Dublin and use the opportunity to continue to further develop the creative networks and relationships that are at the foundation of WAIMH. I believe that the spirit of Dublin complements the spirit of WAIMH, which is one of enthusiastic friendship, collegiality in the search of best outcomes for infants, young children and their families. Similarly, the spirit of WAIMH is one of caring for each other in the sometimes very difficult endeavour in which we are engaged.

I hope you're able to get out and about and enjoy this fabulous city and people which constitute Dublin. For many Congress participants who are part of the immense Irish diaspora, there will be something of a homecoming and for others a warm welcome awaits you. Welcome to the ongoing journey towards the best outcomes for infants and young children. Fáilte roimh chách.

Campbell Paul,
Naarm/Melbourne, Australia
President WAIMH

WELCOME FROM PROGRAM COMMITTEE



Elisabeth Hoehn
Program Committee Chair

It is with great pleasure that the Program Committee welcomes you to WAIMH 2023 in Dublin. It feels like it has been a long road since we last met in person to share stories and practice wisdom and spend time reconnecting as an infant mental health community.

So much has changed in the world since we last met in person in Rome. While we were grateful to have the opportunity to come together and share our work in a hybrid space in Brisbane, it did not have the richness or depth of the in-person Congress experience.

Since our last meeting the world has lived through a pandemic, learnt to embrace technology as a tool in our daily lives and clinical practice, and experienced a shift in global politics toward a more conservative and nationalist position. Conflict, economic hardship and shifts in global order are threatening lives, mental health, and wellbeing. Additionally, there is an ever-growing number of peoples who are displaced from their homes and country because of political unrest, famine, poverty, or natural disaster. Yet amid all of this, we are more connected than ever through social media. Our shared humanity and vulnerability have brought us closer together and has been strengthened through our virtual sharing of experiences across the globe.

Into all of this, babies continue to be born and are celebrated, struggle to survive and need the love and care of the adults in their world to live and thrive. Politically and from a policy perspective the First 2000 days, from conception until a child commences school, and the importance of the early years is gaining growing visibility in many parts of the world.

It is against this backdrop, that the Program Committee has worked to create a program that is stimulating, enriching and inclusive, drawing on infant mental health practice, research, and policy from around the globe. We have invited presentations to represent all continents, so that this Congress in Dublin can bring us together as an international community to share our work, and hold babies and young children, their caregivers and those

who support them in mind. Early Relationships Matter: Advancing Practice, Policy and Research in Infant Mental Health is the theme for this Congress and has inspired a program that highlights the diversity and complexity of the lives of babies and young children in our world, and of infant mental health practice, policy, and scientific investigation. The program reflects the biological, psychological, and social processes that interact with trauma, adversity, and early relationships, to determine outcomes, resilience, and recovery in the earliest years of life.

WAIMH Congresses are always wonderful and exciting opportunities to meet, exchange knowledge and experiences and connect with colleagues from around the world, who share a passion for the mental health and wellbeing of babies, young children, and their families. We hope that your attendance at this Congress will be professionally and personally enriching. We encourage you to take the knowledge and experiences that you have gained back to your homes and work and share them with your colleagues, so that together we can spread the message that Early Relationships Matter.

We extend warm wishes for a great and memorable WAIMH Congress in Dublin!

Elisabeth Hoehn,
Program Committee Chair

WELCOME ADDRESS FROM THE LOCAL ORGANISING COMMITTEE



Catherine Maguire
Co-Chair Local
Organising Committee

As a young Affiliate, the Irish Association for Infant Mental Health since its establishment in 2009, has grown and developed through the consistent nurturance and scaffolding of the WAIMH Organisation, our international supervisors, mentors, friends, and colleagues. These warm constant relationships over many years have enabled the hosting of this unique occasion to become a reality, and we are most grateful.

Our chosen theme: Early Relationships Matter: Advancing Practice, Policy and Research in Infant Mental Health reflects the centrality of connections, shared interactions, and the importance of human bonds as we work together to effect change in our society, for today's infants and tomorrow's adults. We are especially grateful to the Program Committee, for their immense support in operationalising this complex theme and especially for inviting clinical and scientific presentations to represent all continents across the world and for making this Congress a truly global meeting. We are also very appreciative of the enormous trust and guidance we have received from the WAIMH Office and the WAIMH Board.

that this global WAIMH Congress will allow us to reflect and progress DEI issues and also provide opportunities to gain from each other's experiences during our time together in Dublin.

As an Irish people, we too, have experienced opportunities and challenges over the generations. We have embraced the arts, our films, plays, literature, music, song, and dance to enable us to process and express our deepest emotions, especially when words were less forthcoming. Our literary treasures are known throughout the world, Eavan Boland and Rita Ann Higgins, James Joyce, William Butler Yeats, our beloved Seamus Heaney, to name but a few, and of course, Comhaltas Ceoltóirí Éireann, the Chieftains, and Riverdance!

Céad Míle Fáilte - A hundred thousand welcomes to each and every one of you! We warmly welcome you to Dublin and we hope your time with us will be enjoyable and memorable. The city of Dublin and our countryside is beautiful, very accessible, rich in heritage and waiting for you to explore and enjoy. We hope this 18th WAIMH Congress will be stimulating and thought provoking, with space created to celebrate our togetherness, time made to have fun and may it be filled with many moments of shared meaning and connection.

**Catherine Maguire and
Audrey Lonergan,
Co-Chairs Local Organising
Committee**



Audrey Lonergan
Co-Chair Local Organising
Committee

Ireland, similar to other countries across the globe has experienced change, politically historically and culturally, and is in a time of transition. Over the last decade, we have welcomed people from many different countries and cultures and today, we are proud to call ourselves a multicultural society. This spirit of hospitality has also highlighted our need to build awareness regarding the principal issues concerning diversity, equity, and inclusion (DEI) especially as it pertains to infants, children, and their families across the world, and the need to reflect on the benefits that privilege brings, along with the consequences that accompany oppression and hardship. It is our wish

It is with great honour that we, the Local Organising Committee, welcome you to Dublin for this 18th WAIMH World Congress.

CONGRESS ORGANISATION

Program Committee

Elisabeth Hoehn (Chair), Queensland Centre for Perinatal and Infant Mental Health, Australia
 Holly Brophy-Herb, Michigan State University, USA
 Reija Latva, Tampere University Hospital, Finland
 David Oppenheim, University of Haifa, Israel
 Jane Barlow, University of Oxford, United Kingdom
 Catherine Maguire, Childhood Matters, Ireland

I-AIMH Organising Committee

Catherine Maguire (Co-Chair), Childhood Matters, Cork
 Audrey Lonergan (Co-Chair), Health Service Executive, Tipperary
 Hazel Murphy I-AIMH President, Youngballymun, Dublin
 Marie MacSweeney, TUSLA, Cork
 Sharon Byrne, Barnardos, Dublin
 Ella Lovett, Health Service Executive, Cork
 Dorit Deering, Technological University, Dublin

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USEFUL INFORMATION



Congress Registration Details

All delegates will receive their name badge upon arrival at the CCD.

The registration and information desks for the main congress will be open at the following times:

| | |
|----------------------------|--------------------|
| Saturday 15th July | 14:30-19:00 |
| Sunday 16th July | 07:15-18:30 |
| Monday 17th July | 07:15-18:30 |
| Tuesday 18th July | 07:15-18:30 |
| Wednesday 19th July | 08:15-16:30 |



Pre-Congress Institute Registration

Delegates booked to attend the Pre-Congress Institute on Saturday 15th July will be able to register from 09:00.



Security

Your name badge must be worn at all times, otherwise you will not be allowed entry to the convention centre.

Please note that exhibitor passes do not grant access to the scientific sessions.



Speaker Preview

Speaker preview is located in the Liffey Meeting Room 5 (Level 1) and will be open at the following times:

| | |
|----------------------------|--------------------|
| Saturday 15th July | 14:30-18:30 |
| Sunday 16th July | 07:15-18:30 |
| Monday 17th July | 07:15-18:30 |
| Tuesday 18th July | 07:15-18:30 |
| Wednesday 19th July | 08:15-14:00 |

All oral presenters are asked to ensure their presentation is loaded at least 90 minutes prior to their session start time.



Congress Mobile App

The Congress app is a quick and easy way to find out information about the programme, view abstracts and further information about exhibiting companies. Via the app, you may also plan your event schedule and contact fellow delegates.

To download and access the Congress App:

- Search for The Event App by EventsAir in App Store or GooglePlay Store to download for IOS and Android Devices.
- The Event App Code is: WAIMH2023
- You will then be prompted to enter your email address (the one you used to register with) and your personalised app pin (this is located on the reverse of your badge)

If you have any issues accessing the Congress App or have any questions, please visit the Registration Desk in the Ground Floor Foyer.



Poster Workshop Sessions

Each presenter has been allocated 5 minutes to present their work, using their poster as a medium. The session facilitator will be leading a short discussion amongst presenters and attendees, at the end of the session.



Poster Presentations

Posters will be available for viewing during the lunch breaks on Sunday, Monday and Tuesday, within The Liffey (Level 1).

Authors will be by their boards to discuss their posters between 12:15-13:15 on each of these days.



Exhibition

The Exhibition will be located in The Liffey (Level 1) and will be open at the following times:

| | |
|----------------------------|--------------------|
| Saturday 15th July | 18:30-20:00 |
| Sunday 16th July | 09:30-18:00 |
| Monday 17th July | 09:30-18:00 |
| Tuesday 18th July | 09:30-18:00 |
| Wednesday 19th July | 09:30-14:00 |



Catering

Catering points will be located within the exhibition and poster areas, in The Liffey (Level 1).

If you have a special dietary requirement (other than vegetarian) please advise any member of the catering team who will be able to assist.



Wi-Fi Access

The connection details will be displayed onsite throughout the venue.



Certificate of Attendance

A certificate of attendance will be emailed to all participants following the congress, upon completion of an evaluation survey.

USEFUL INFORMATION



Congress Dinner

The drinks reception and congress dinner will take place within the CCD, in The Forum on the Ground Floor, on Tuesday 18th July, from 19:30-23:30.

Delegates who pre-booked a ticket for the dinner during the registration process will find this indicated on their delegate badge. Please note badges should be worn to attend the dinner in order to guarantee entry.

If you have not pre-booked a ticket, you will unfortunately be unable to attend.



Congress Guidelines

Delegates are advised that they are allowed to take photographs of

any posters or presentations unless the authors/presenters have made it clear that they do not consent. Delegates should also obtain consent from an author before citing any of their work that was presented at the congress.

Mobile phones should be switched to silent (non-vibrate) during sessions.



Twitter

We welcome you joining the discussion of the congress on Twitter. Please use **#WAIMH2023**

Disclaimer

The congress organisers cannot accept any liability for personal injuries

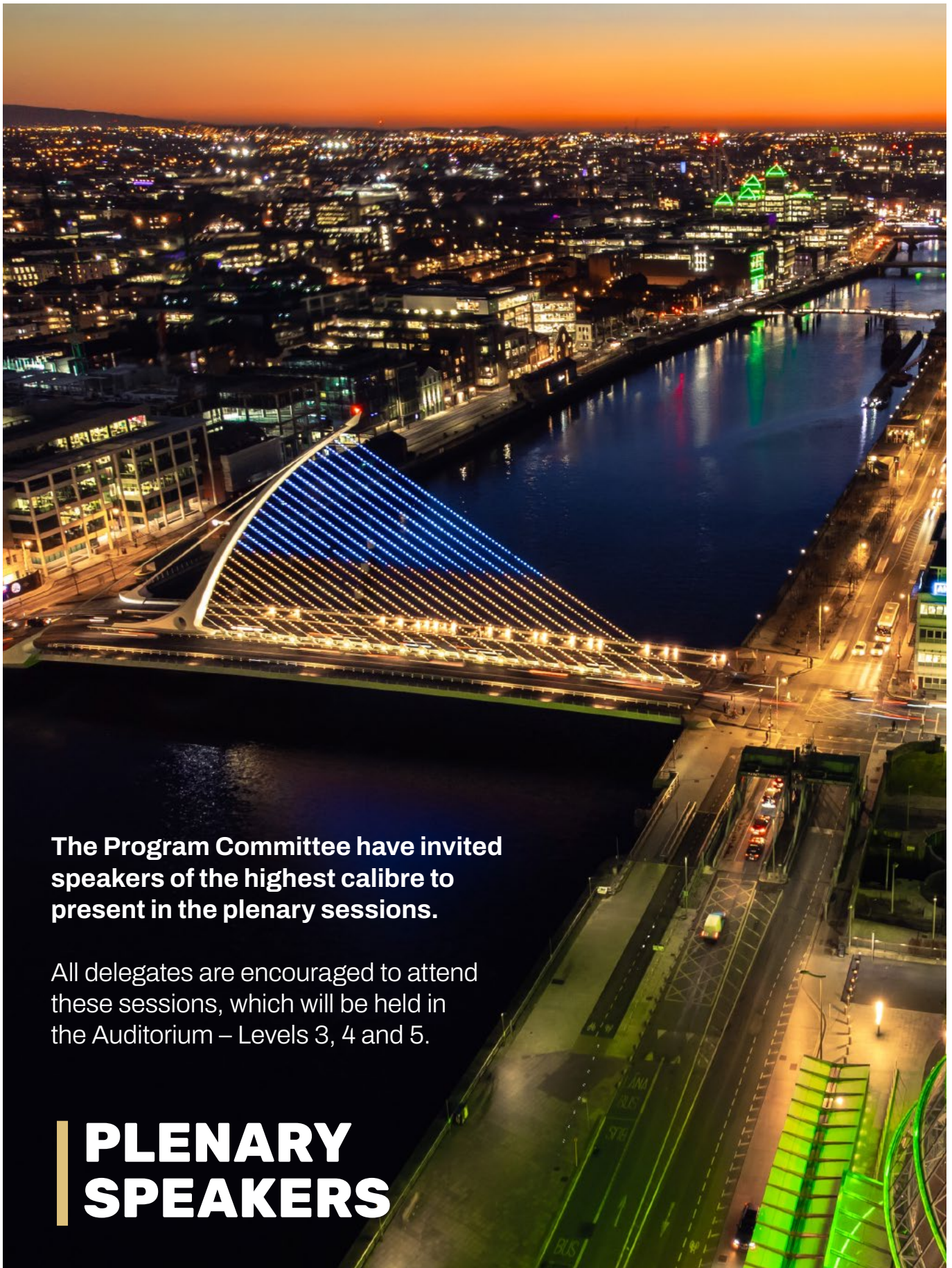
or for loss or damage to property belonging to delegates, either during, or as a result of the congress. Please check the validity of your own personal insurance before travelling.



Session Key

- BOP** Brief Oral Presentations
- KEY** Plenary Speakers
- INVS** Invited Symposium
- PW** Poster Workshops
- SAL** State of the Art Lectures
- SYM** Symposium
- VID** Video Presentations
- WSH** Workshops





The Program Committee have invited speakers of the highest calibre to present in the plenary sessions.

All delegates are encouraged to attend these sessions, which will be held in the Auditorium – Levels 3, 4 and 5.

PLENARY SPEAKERS

PLENARY SPEAKER



J Kevin Nugent
Founder and Director,
Boston Children's Hospital

Dr Nugent is Founder and Director of the Brazelton Institute in the Division of Developmental Medicine at Boston Children's Hospital and has been on the faculty at Harvard Medical School since 1981. He is also Emeritus Professor of Child and Family Studies at the University of Massachusetts at Amherst.

Dr Nugent received his primary and secondary education in Ireland and then studied in the United States where he graduated from Boston College (summa cum laude) with a degree in Philosophy. He received his doctorate in Developmental Psychology and has worked at the Boston Children's Hospital since 1978, conducting research on newborn behavior and early parent-infant relations and training professionals in neurobehavioral assessment and intervention techniques, specifically the NBAS and the NBO.

Dr Nugent has authored or co-authored 10 books, has written 24 book chapters and almost 100 scientific papers. He is co-author with Berry Brazelton of the Neonatal Behavioral Assessment Scale and is the senior author of the handbook for the Newborn Behavioral Observations (NBO) system, a clinical tool designed for clinicians in pediatric and intervention settings. Nugent's research publications include studies on the effects of the NBO on parent-child relations, the effects of different prenatal teratogens on developmental outcome, the origins of temperament, the transition to parenthood and the role of fathers. He has also been studying child development in different cultural settings across the world for the past forty years. He has written a best-selling book for parents, "Your Baby is Speaking to You", published by Houghton-Mifflin Harcourt.

Perinatal Mental Health: A Time of Uncertainty where Hope and Happiness can Meet

The Auditorium, Saturday 15th July, 17:30-18:30

Although the prenatal period and the first 3 months of life make up a very short phase compared with the whole life span or even with the years from birth to three, there is compelling evidence to indicate that this period involves a series of life-changing transitions for the infant, the parents, the parent-child relationship, the family system and indeed for the whole community network into which the child is born. While it is well established that social determinants of mental health – poverty, racism, gender disadvantage, food insecurity, gender-based violence, poor housing, limited education and social networks

are critical targets for infant mental health intervention, the focus of this presentation is on the complementary effects of an individualized strength-based, infant-focused, family-centred approach using the NBO. The focus of the NBO/AMOR approach is on the baby's behaviour and is based on the assumption that babies have the capacity for intersubjective sympathy and that parents are also learners, as parents and babies learn to communicate and motivate each other. The NBO is used therefore to support the emergence of reciprocity in the infant-parent relationship, in a way that is collaborative, non-didactic

and especially respectful of the generational and cultural context of both the baby's and the parent's own personal narratives. The NBO/AMOR approach at this level is essentially interpretative and discursive, a hermeneutic and dialogical approach, that enables the infant mental health clinician to coax into life the metaphorical flame George Bernard Shaw refers to, when he wrote, "Life is a flame that is always burning itself out; but it catches fire again every time a child is born", then to stoke and fan that flame until it bursts into life, offering the child and the family – and the world – hope for the future.

PLENARY SPEAKER



David Oppenheim Professor of Psychology, University of Haifa, Israel

David Oppenheim, Ph.D. is Professor of Psychology and former Chair of the Department of Psychology at the University of Haifa, Israel. He also heads the Center for the Study of Child Development in that University.

Dr Oppenheim's studies the role of parental Insightfulness and parent-child open communication in the organization of attachment relationships throughout childhood.

Dr Oppenheim studies these questions in longitudinal studies including typically developing children, children with atypical development such as Autism and Intellectual Disability, and children at high risk such as those in foster care and those whose parents experienced trauma.

Mother-father-child interactions with young children with Autism: The contribution of parental insightfulness and the impact on children's social competence

The Auditorium, Sunday 16th July, 09:15-10:15

Parental insightfulness, that is, seeing and feeling things from the child's point of view, has been shown to underlie parental sensitive behavior and to be associated with secure attachment in Typically Developing (TD) children. Early work showed that this is also true with regard to children with Autism Spectrum Disorder (ASD), even though it may be harder to read their signals due to the communication and social behavior challenges these children experience. One limitation of this line of research (and most studies of parent-child interaction in ASD) is its exclusively dyadic, parent-child focus, whereas children develop in wider family contexts.

David will describe recent research that adopts a triadic focus and observes mother-father-child interactions with children with ASD. The interactions were observed in the Lausanne Triadic Play (LTP) procedure which is designed to assess the Family Alliance (FA). The findings showed that the associations between maternal and paternal insightfulness and the FA were, perhaps surprisingly, similar to those found in families of TD children, particularly when children's cognitive functioning was within the normative range. Because the family can be seen as the first context in which young children

acquire the skills to interact in a group, the study also examined the contribution of triadic interactions to the development of children's social competence in preschool. Children's responsiveness during the LTP was found to be associated with the development of their social competence over time beyond the contribution of their responsiveness during dyadic interactions with their mothers and fathers, highlighting the unique contribution of children's triadic experiences to their social development. The research and clinical implications of these studies will be discussed.

PLENARY SPEAKER



Nim Tottenham, PhD **Professor of Psychology,** **Columbia University**

Nim Tottenham, PhD is a Professor of Psychology at Columbia University and Director of the Developmental Affective Neuroscience Laboratory. Her research examines brain development underlying emotional behaviour in humans. In particular, her laboratory investigates the interplay between brain development and the special caregiving experienced by humans.

Her research has highlighted fundamental changes in brain circuitry across development and the powerful role that early experiences, such as

caregiving and stress, have on the construction of these circuits. She has authored over 125 journal articles and book chapters.

She is a frequent lecturer both nationally and internationally on human brain and emotional development. She is a Fellow of the Association for Psychological Science and of the Society for Experimental Psychologists, and her scientific contributions have been recognized by the National Institute of Mental Health BRAINS Award, the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology, most recently by the National Academy of Sciences Troland Research Award.

Emotional Brain Development and the Role of Parenting

The Auditorium, Monday 17th July, 09:15-10:15

Humans have the most complex emotional repertoire in the animal kingdom, but it takes a very long time to reach full adult functioning. The nature of emotional brain development maximizes its chances of being influenced by early social environments. Variations in species-typical

experiences, such as parental caregiving, reveal the profound effects of such influences on the development of the neurobiology involved in emotional learning and regulation (e.g., amygdala, hippocampus, medial prefrontal cortex). This talk will focus on both typical development as well as development following caregiving-

related stress showing that early life environments may influence development through learning and modification of developmental trajectories. These age-related changes will be discussed in terms of potential developmental sensitive periods for environmental influence.

PLENARY SPEAKER



Brenda Jones Harden **Professor, Columbia University** **School of Social Work**

Brenda Jones Harden is a professor at Columbia University School of Social Work. Her research examines the development and mental health of young children experiencing adversity, particularly maltreatment, foster care, or other forms of trauma. She focuses on preventing maladaptive developmental outcomes through early childhood programs, on which she has conducted numerous evaluations. The goal of her research is to improve the quality and effectiveness of child and family services and to inform child and family policy, especially in the areas of home

visiting, infant/early childhood mental health, and child welfare. She is currently the President of the Board at Zero to Three.

She received a PhD in developmental and clinical psychology from Yale University and a Master's in Social Work from New York University.

Infants in the Child Protection System: Through the Lens of Trauma, Development, and Race/Ethnicity

The Auditorium, Tuesday 18th July, 09:15-10:15

In many countries, infants are more likely to be victimized by maltreatment than any other age group. As a result, they and their families are more likely to become engaged in the child protection system, including being recipients of preventive and foster care services. Moreover, these children are more likely to be from minoritized backgrounds, including racial minority, indigenous, and immigrant communities.

This plenary will provide an overview of the characteristics, experiences, and outcomes of infants in child protection systems, including the United States and other countries. These issues will be addressed in the context of extant knowledge about infant development and the impact of trauma on infants. Further, the unique experiences of specific racial and ethnic groups will be considered and their implications for child maltreatment and child protection system involvement.

The role of infant mental health professionals in developing more effective and comprehensive child protection systems, delivering more developmentally and culturally appropriate interventions, and advocating for maltreated infants will be explored.

STATE OF THE ART LECTURES



Antoine Guedeney

Professor, University Paris Cité

Why is social withdrawal in infants important to acknowledge and to screen for? Recent developments

Sunday 16th July, 13:15-14:15
The Auditorium



Arietta Slade

Professor of Clinical Child Psychology

Reflective Parenting Programmes: Theory, Evidence and Promise

Sunday 16th July, 16:30-17:30
The Auditorium



Miri Keren

Clinical and Research Consultant, Bar Ilan University Azrieli School of Medicine, Israel

Future directions of infant mental health in these changing and challenging times

Monday 17th July, 13:15-14:15
The Auditorium

**Mary Dozier****Amy Du Pont Endowed Chair
University of Delaware**

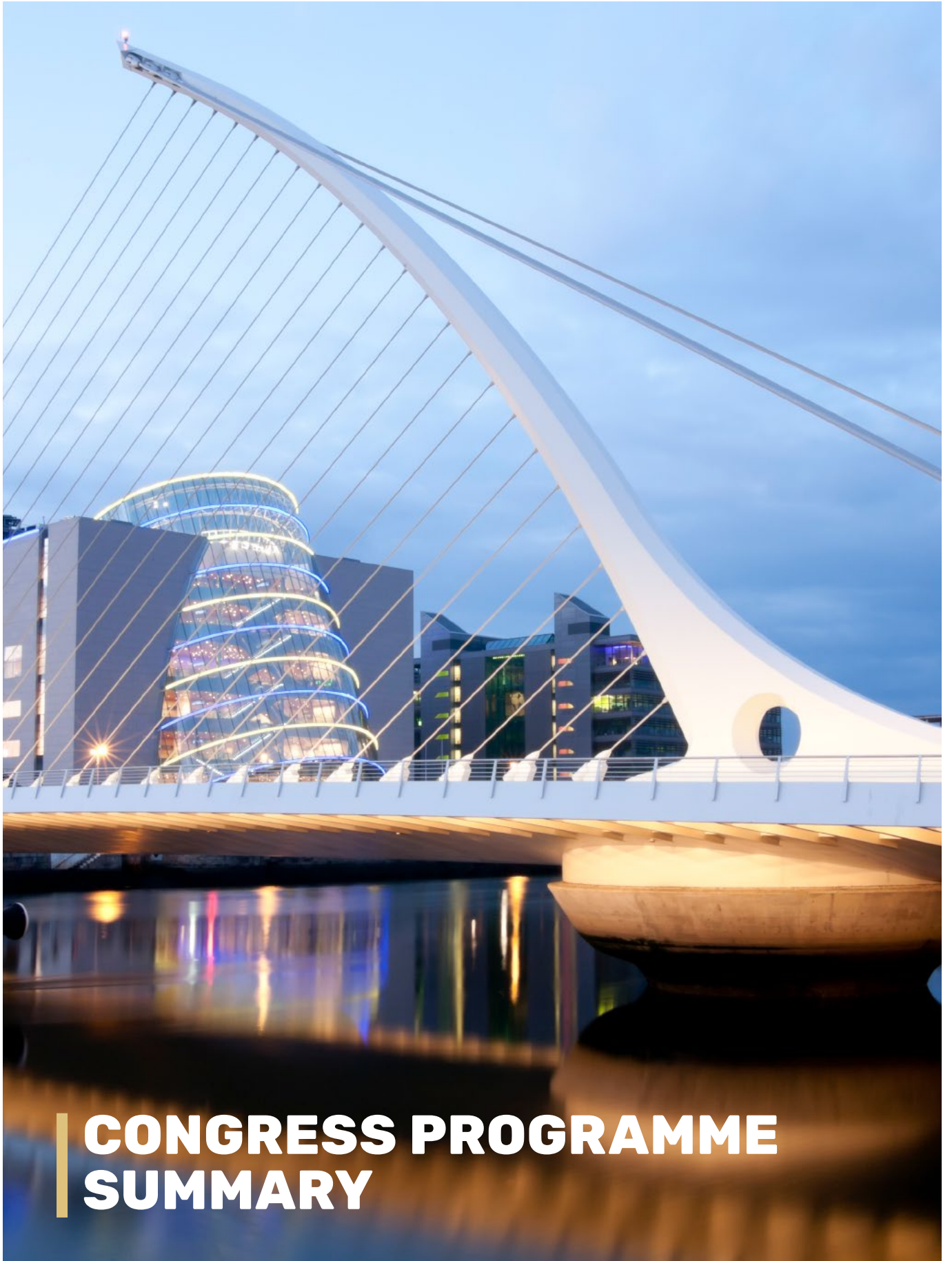
Attachment and Biobehavioral
Catch-up: Intervening with Parents
of Vulnerable Infants

**Tuesday 18th July, 13:15-14:15
The Auditorium**

**Karlen Lyons-Ruth****Professor, Harvard Medical
School**

Threat versus Deprivation in Mother's
Childhood: Differential Relations to Infant
Regional Brain Volumes and Cortisol
Responses Over the First Two Years

**Wednesday 19th July, 09:15-10:15
The Auditorium**



CONGRESS PROGRAMME SUMMARY

CONGRESS PROGRAMME SUMMARY

SATURDAY 15TH JULY 2023

| | | |
|-------------|---|------------------------------------|
| 10:00-15:00 | Pre-Congress Institute: Embracing Diversity Informed Practice in Infant Mental Health across the Globe | Wicklow Hall 2A – Level 2 |
| 13:00-15:00 | WAIMH Affiliate Pre-Congress Institute | EcoCem Room – Level 2 |
| 15:00-16:00 | WAIMH Affiliate Presidents Reception | EcoCem Room – Level 2 |
| 16:30-18:30 | Opening Ceremony & Plenary Presentation: Perinatal Mental Health: A Time of Uncertainty where Hope and Happiness can Meet | The Auditorium – Levels 3, 4 and 5 |
| 18:30-20:00 | Welcome Reception | The Liffey – Level 1 |

SUNDAY 16TH JULY 2023

| | | |
|-------------|--|---------------------------|
| 08:00-08:50 | Masterclasses | |
| S0 - MCL1 | Premature infants and their parents in the NICU during the COVID-19 pandemic: What have we learned? | Wicklow Hall 1 – Level 2 |
| S0 - MCL2 | Healing the Past by Nurturing the Future: Learning from Aboriginal and Torres Strait Islander communities to foster early connectedness and healing | Wicklow Hall 2A – Level 2 |
| S0 - MCL3 | Strengthening Children's Well-being Through Anti-Racism and Cultural Wealth Approaches | Wicklow Hall 2B – Level 2 |
| S0 - MCL4 | An exploration of the Third Space: the interface between infant mental health and adult mental health in responding to infant-parent relationship problems in frontline services | Wicklow Room 1 – Level 2 |
| S0 - MCL5 | Time to Move Beyond the Western Mother: Parental Distress in Different Cultures After the Birth a Premature Baby | Wicklow Room 3 – Level 2 |
| S0 - MCL6 | Spotlight on the practitioner working with infants and their parents: strengths, challenges and self curiosity | Wicklow Room 4 – Level 2 |
| S0 - MCL7 | Early communication within the family system: understanding interactional synchrony | Wicklow Room 5 – Level 2 |
| S0 - MCL8 | The mother's relationship with the unborn baby – what is known and its implications for practice | EcoCem Room – Level 2 |

SUNDAY 16TH JULY 2023

| | | |
|--------------------------|--|----------------------------------|
| 09:00-10:15 | WAIMH Award & Plenary Speaker Presentation: Mother-father-child interactions with young children with Autism: The contribution of parental insightfulness and the impact on children's social competence | The Auditorium – Levels 3, 4 & 5 |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-12:15 S1 - SYM1 | Attachment-based assessment and intervention: A move towards implementation | The Auditorium – Level 3 |
| S1 - SYM2 | Impediments and enablers: mental health services for infants and families - global perspectives | Liffey Hall 1 – Level 1 |
| S1 - INVS15 | The parent infant psychotherapist in today's world: dilemmas in relation to our patients, ourselves, research, culture and war | Wicklow Hall 2A – Level 2 |
| S1 - SYM6 | Excessive crying and infant regulatory problems: Epidemiology, long-term outcomes, and treatment | Wicklow Hall 2B – Level 2 |
| S1 - SYM7 | Ethical Dilemmas in Infant and Early Childhood Mental Health: Cases, Conundrums, and Perspectives | Wicklow Room 1 – Level 2 |
| S1 - BOP1 | The Impact of a Parent-Toddler-Group on the Development of Children at Risk: The Case Nikolai | Wicklow Room 2A – Level 2 |
| S1 - BOP2 | Pre-term early intervention | Wicklow Room 2B – Level 2 |
| S1 - SYM8 | The role of parental gender and caregiving involvement in different family contexts | Wicklow Room 3 – Level 2 |
| S1 - SYM9 | Maternal Drug Use in Pregnancy: Impacts on Subsequent Parenting and Child Development | Wicklow Room 4 – Level 2 |
| S1 - SYM10 | Trauma in perinatal: clinical research about parents-child dyads and professionals | Wicklow Room 5 – Level 2 |
| S1 - BOP3 | IMH in early childhood education and care | Liffey Meeting Room 1 – Level 1 |
| S1 - BOP4 | Equity and social justice in IMH | Liffey Meeting Room 2A – Level 1 |
| S1 - BOP5 | Community approaches to infant mental health - Application of a holistic systems thinking approach to practice | Liffey Meeting Room 2B – Level 1 |
| S1 - SYM11 | Family and Community-Based Interventions for Autism Spectrum Disorder (ASD) Children | Liffey Meeting Room 3 – Level 1 |
| S1 - SYM12 | Adapting a Video-Feedback Intervention (VIPP) for Parents and Children in different contexts: Evidence and Implementation | EcoCem Room – Level 2 |

SUNDAY 16TH JULY 2023

| | | |
|--------------------|--|----------------------------------|
| 12:15-13:15 | Lunch Break, Exhibition & Poster Session 1 | The Liffey – Level 1 |
| | WAIMH Membership Meeting | The Auditorium – Level 3 |
| 13:15-14:15 | State of the Art Lecture: Why is social withdrawal in infants important to acknowledge and to screen for? Recent developments | The Auditorium – Level 3 |
| S2 - WSH1 | Clinical Workshops 1 | Liffey Hall 1 – Level 1 |
| S2 - WSH2 | What about the Baby? Overview and Evidence Base for the Michigan IMH-Home Visiting Model | Liffey Hall 2 – Level 1 |
| S2 - WSH3 | Raising public awareness of babies' emotional needs in the first three months of life | Wicklow Hall 1 – Level 2 |
| S2 - WSH4 | Attending to Attachment With Early Care Professionals: The Circle of Security Classroom Approach | Wicklow Hall 2A – Level 2 |
| S2 - WSH5 | Infant participation in a new key - Part one: epistemological foundations and research procedures | Wicklow Hall 2B – Level 2 |
| S2 - WSH6 | Examining Barriers to Diversity, Equity, Inclusion and Access Through Virtual Cross-Discipline Reflective Consultation | Wicklow Room 1 – Level 2 |
| S2 - VID2 | Step in Time - Synchronization, Timing and the Development of Self | Wicklow Room 2B – Level 2 |
| S2 - WSH19 | The NeoNatal Neurobehavioral Scale (NNNS-II): Its Use in the Clinical Setting with At-Risk Infants | Wicklow Room 3 – Level 2 |
| S2 - WSH8 | Indigenous Communities Promoting and Supporting Infant Mental Health through Community-Led Models | Wicklow Room 4 – Level 2 |
| S2 - WSH9 | Child-Parent Psychotherapy with Infants Hospitalized in the Neonatal Intensive Care Unit | Wicklow Room 5 – Level 2 |
| S2 - WSH10 | Infant-peer triads in the caregiving context of childcare | Liffey Meeting Room 1 – Level 1 |
| S2 - WSH11 | Coaching Confidence: Ways to Support a Strengths-Based Early Intervention Program | Liffey Meeting Room 2A – Level 1 |
| S2 - WSH30 | Linking Sensory Integration and Mental Health | Liffey Meeting Room 2B – Level 1 |
| S2 - WSH13 | The development and implementation of Position Statements by the Australian Association for Infant Mental Health | Liffey Meeting Room 3 – Level 1 |
| S2 - WSH14 | Including parents with a serious mental illness in perinatal and infant mental health practice | EcoCem Room – Level 2 |

SUNDAY 16TH JULY 2023

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| S2 - PW1 | Posters Workshop 1 | The Liffey – Level 1 |
| 14:15-14:30 | Comfort Break & Room Change | |
| 14:30-1600 S3 - INVS2 | Transforming the Foundations - Diversifying the Field of Infant and Early Childhood Mental Health | The Auditorium – Level 3 |
| S3 - SYM14 | Multiculturally sensitive infant mental health training, research, and interventions: Lessons from South Africa | Liffey Hall 1 – Level 1 |
| S3 - SYM48 | Mechanisms in the intergenerational transmission of the adverse consequences of childhood maltreatment | Liffey Hall 2 – Level 1 |
| S3 - SYM16 | Beyond the parent-infant dyad(s): The role of family-level processes | Wicklow Hall 1 – Level 2 |
| S3 - INVS14 | The Yellow Brick Road - Integrated Perinatal and Infant Mental Health Care | Wicklow Hall 2A – Level 2 |
| S3 - SYM18 | Becoming fathers: interplay among family-level risk and protective factors and implications for perinatal mental health | Wicklow Hall 2B – Level 2 |
| S3 - SYM19 | Parental Reflective Functioning during Pregnancy: Associations with Psychological and Demographic Risks, Parenting and Child Behavior | Wicklow Room 1 – Level 2 |
| S3 - BOP6 | Evaluation and outcome studies | Wicklow Room 2A – Level 2 |
| S3 - SYM20 | Role of the NBO in the care of high-risk infants in the NICU and beyond | Wicklow Room 2B – Level 2 |
| S3 - SYM29 | Early Parent-Infant Relationships: Perspectives from Clinical and Non-Clinical Samples | Wicklow Room 3 – Level 2 |
| S3 - SYM22 | Parents' and Children's Smartphone Use and Effects on Young Children's Development | Wicklow Room 4 – Level 2 |
| S3 - SYM23 | Infant Parent Intervention Research in non-WEIRD Countries | Wicklow Room 5 – Level 2 |
| S3 - BOP11 | Supporting neuro developmental outcomes | Liffey Meeting Room 1 – Level 1 |
| S3 - BOP8 | Reflective supervision from an organisational lens | Liffey Meeting Room 2A – Level 1 |
| S3 - BOP9 | Working with high risk mothers | Liffey Meeting Room 2B – Level 1 |
| S3 - SYM24 | Coaching with PICCOLO in the USA, Spain, and Italy: Improving parent-child interaction and child development | Liffey Meeting Room 3 – Level 1 |
| S3 - SYM25 | Responsive Caregiving: Evidence for Infants' Mental Representations and Promising Intervention Effects Across Contexts of High-Risk | EcoCem Room – Level 2 |

SUNDAY 16TH JULY 2023

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| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 | State of the Art Lecture: Reflective Parenting Programmes: Theory, Evidence and Promise | The Auditorium – Level 3 |
| S4 - BOP10 | Children with special medical and developmental needs | Liffey Hall 1 – Level 1 |
| S4 - BOP13 | Personal and professional Impacts of International Engagement and Its importance During the Global Pandemic | Liffey Hall 2 – Level 1 |
| S4 - BOP12 | Early parenting interventions in the context of risk | Wicklow Hall 1 – Level 2 |
| S4 - INVS11 | Mentoring in Infant Mental Health: A Symposium Commemorating Robert N Emde | Wicklow Hall 2A – Level 2 |
| S4 - BOP14 | Engaging parents and babies through music, movement, touch and play | Wicklow Hall 2B – Level 2 |
| S4 - BOP15 | Child protection | Wicklow Room 1 – Level 2 |
| S4 - WSH15 | Hope in the Face of Adversity: Promoting Family Relational Health using the Newborn Behavioral Observations | Wicklow Room 2B – Level 2 |
| S4 - WSH16 | Infant Mental Health and Occupational Therapy Collaborative Intervention to Support a Child with Medical Complexity | Wicklow Room 3 – Level 2 |
| S4 - WSH17 | Intersubjective pain in postpartum: interest of a combination of tools to screen mother-baby bonding disorders | Wicklow Room 4 – Level 2 |
| S4 - WSH18 | Embracing Structural Humility to Advance Equity in Mental Health Services for Families Experiencing Trauma | Wicklow Room 5 – Level 2 |
| S4 - BOP61 | IMH Services 4 | Liffey Meeting Room 1 – Level 1 |
| S4 - BOP17 | Understanding and managing the complexities of infant sleeping difficulties | Liffey Meeting Room 2A – Level 1 |
| S4 - WSH7 | Framing the work: A coparenting model for guiding infant mental health encounters with families | Liffey Meeting Room 2B – Level 1 |
| S4 - WSH20 | Five for Five: The Five Paradigm Shifts Necessary to Implement the Five Protective Factors | Liffey Meeting Room 3 – Level 1 |
| S4 - BOP45 | Fathers and co-parenting | EcoCem Room – Level 2 |
| S4 - PW2 | Posters Workshop 2 | The Liffey – Level 1 |

MONDAY 17TH JULY 2023

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| 08:00-08:50 | Masterclass Sessions | |
| M0 - MCL9 | Providing a Developmental Response to Developmental Concerns in the Absence of a Diagnosis | Wicklow Hall 1 – Level 2 |
| M0 - MCL10 | From Child and Parental Mental Health needs toward generation of an empirically supported treatment: The Chilean experience with Video-Feedback | Wicklow Hall 2A – Level 2 |
| M0 - MCL11 | The next generation of co-parenting progress for the field of infant mental health | Wicklow Hall 2B – Level 2 |
| M0 - MCL12 | Tays Huoma Digital platform and Parental Coaching program: a web-based service for parents of young children | Wicklow Room 1 – Level 2 |
| M0 - MCL13 | Reviving 'Amae' and Communicative Musicality of Infancy to Recover and Retrieve Sense of Self in Relational Context | Wicklow Room 3 – Level 2 |
| M0 - MCL14 | The Atypical Maternal Behavior Instrument for Assessment and Classification-Brief (AMBIANCE-Brief): Clinical Applications and Video Review | Wicklow Room 4 – Level 2 |
| M0 - MCL15 | Improving outcomes for vulnerable infants living in families with parental substance abuse: an overview of the Parents under Pressure program | Wicklow Room 5 – Level 2 |
| 09:00-10:15 | Sonya Bemporad Award & Plenary Speaker Presentation: Emotional Brain Development and the Role of Parenting | The Auditorium – Levels 3, 4 & 5 |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-12:15 M1 - SYM26 | Intensive Attachment-Based Intervention with High Risk Families Around the World: Comparing Approaches | The Auditorium – Level 3 |
| M1 - SYM27 | Individual Differences of Maternal Mind-Mindedness and Cultural Comparison | Liffey Hall 1 – Level 1 |
| M1 - INVS1 | Measuring and Enhancing Parental Reflective Functioning: What Do We Know Today? - Part 1: Key Issues in Measurement | Liffey Hall 2 – Level 1 |
| M1 - INVS6 | Perspectives of Infant Mental Health in Asia - Part 1: Development of Infant Mental Health Work in Asia | Wicklow Hall 1 – Level 2 |
| M1 - SYM30 | How can perinatal research that integrates developmental neuroscience help us interrupt intergenerational violence? | Wicklow Hall 2A – Level 2 |
| M1 - SYM31 | The Complexity of Feeding and Eating Disorders: Clinical and Scientific Perspectives | Wicklow Hall 2B – Level 2 |
| M1 - SYM32 | All changed, changed utterly, a terrible beauty is born: social systems, anxiety and vulnerable infants | Wicklow Room 1 – Level 2 |
| M1 - BOP18 | FAN: Facilitating attuned interactions | Wicklow Room 2A – Level 2 |
| M1 - BOP19 | Perinatal risk and treatment | Wicklow Room 2B – Level 2 |

MONDAY 17TH JULY 2023

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| 10:45-12:15 M1 - SYM33 | The role of parenting and culture in early development | Wicklow Room 3 – Level 2 |
| M1 - SYM34 | Born to be wired: The relevance of the early social interactions for infant mental health | Wicklow Room 4 – Level 2 |
| M1 - SYM35 | Supporting Parent and Infant Well-Being in the NICU and beyond: There's an app for that! | Wicklow Room 5 – Level 2 |
| M1 - BOP20 | IMH Services 2 | Liffey Meeting Room 1 – Level 1 |
| M1 - BOP38 | IMH Service Development | Liffey Meeting Room 2A – Level 1 |
| M1 - BOP22 | Promoting young children's mental health across contexts: Findings from a research-to-practice center | Liffey Meeting Room 2B – Level 1 |
| M1 - BOP21 | Equity and social justice in early intervention | Liffey Meeting Room 3 – Level 1 |
| 12:15-13:15 | Lunch Break, Exhibition & Poster Session 2 | The Liffey – Level 1 |
| | WAIMH Affiliate Council Meeting | EcoCem Room – Level 2 |
| 13:15-14:15 | State of the Art Lecture: Future directions of infant mental health in these changing and challenging times | The Auditorium – Level 3 |
| M2 - WSH21 | Clinical Workshops 2 | Liffey Hall 1 – Level 1 |
| M2 - WSH22 | Adversity and Resilience in Caregivers and Young Children: Protective and Compensatory Experiences (PACES) | Liffey Hall 2 – Level 1 |
| M2 - WSH23 | White caregivers parenting Children of Color: Navigating race and identity in Multiracial Families | Wicklow Hall 1 – Level 2 |
| M2 - WSH24 | Clinical decision making for young children with posttraumatic stress disorder | Wicklow Hall 2A – Level 2 |
| M2 - WSH25 | Beyond building blocks: A community driven approach to strengthening infant and early mental health care | Wicklow Hall 2B – Level 2 |
| M2 - VID4 | Supporting early parenting through engaging videos to promote positive, safe interactions with infants/toddlers | Wicklow Room 2A – Level 2 |
| M2 - VID5 | Reuniting psychodynamic thinking and the interpretive method with DIR treatment for neurodiverse individuals | Wicklow Room 2B – Level 2 |
| M2 - WSH27 | Using phenomenological approaches in building relationships with vulnerable mothers and infants | Wicklow Room 3 – Level 2 |

MONDAY 17TH JULY 2023

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| M2 - WSH29 | The Brazelton Touchpoints™ Approach: Developmental, Relational, and Trauma Frameworks for Supporting Children and Families | Wicklow Room 5 – Level 2 |
| M2 - WSH12 | The Missing Piece in the Interdisciplinary Work with a Challenging Eating Disorder Case | Liffey Meeting Room 1 – Level 1 |
| M2 - WSH31 | The Maternal Looking Guide: Translating the science and research to frontline practice | Liffey Meeting Room 2A – Level 1 |
| M2 - WSH32 | Substance Use and Family Separation: A Critical Examination | Liffey Meeting Room 2B – Level 1 |
| M2 - WSH33 | Reaching for the “good enough father” in therapy with mothers, sons and generations of dads | Liffey Meeting Room 3 – Level 1 |
| M2 - PW3 | Posters Workshop 3 | The Liffey – Level 1 |
| 14:15-14:30 | Comfort Break & Room Change | |
| 14:30-16:00 M3 - INVS7 | Men's Mental Health and the Centrality of Fathers in Infant-Family Mental Health Approaches | The Auditorium – Level 3 |
| M3 - SYM37 | Global Child-Parent Attachment Science through the Lens of Meta-Analytic Research: Looking Back and Planning Ahead | Liffey Hall 1 – Level 1 |
| M3 - INVS3 | Measuring and Enhancing Parental Reflective Functioning: What Do We Know Today? - Part 2: Promoting Change | Liffey Hall 2 – Level 1 |
| M3 - INVS10 | Perspectives of Infant Mental Health in Asia - Part 2: Exploring Inner Resources to Promote Infant Mental Health in Asia | Wicklow Hall 1 – Level 2 |
| M3 - BOP28 | Language and speech in infancy | Wicklow Hall 2A – Level 2 |
| M3 - SYM41 | Father involvement matters during early child development: crossing pathways of influence | Wicklow Hall 2B – Level 2 |
| M3 - SYM42 | Perinatal Mental Health, Dysregulated Babies and Early Intervention | Wicklow Room 1 – Level 2 |
| M3 - BOP60 | Building reflective practice | Wicklow Room 2A – Level 2 |
| M3 - BOP25 | Implementing IMH services and programmes | Wicklow Room 2B – Level 2 |
| M3 - SYM47 | First steps together: Screening tools and care pathways for infant and early childhood mental health | Wicklow Room 3 – Level 2 |
| M3 - SYM43 | Parental mental health problems, dyadic interaction and intervention in pregnancy and early childhood | Wicklow Room 4 – Level 2 |
| M3 - SYM44 | Elements and settings associated to the quality of mother-infant interaction | Wicklow Room 5 – Level 2 |

MONDAY 17TH JULY 2023

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| 14:30-16:00 M3 - BOP43 | Interventions | Liffey Meeting Room 1 – Level 1 |
| M3 - SYM75 | The New Child Development Ambassadors foster infant/child mental health in Under-Resourced Countries: Beyond Disciplinary/International Boundaries | Liffey Meeting Room 2A – Level 1 |
| M3 - BOP26 | Attachment 2 | Liffey Meeting Room 2B – Level 1 |
| M3 - SYM5 | Relationship building interventions for young traumatized foster children | Liffey Meeting Room 3 – Level 1 |
| M3 - SYM49 | The Newborn Behavioral Observation as an Intervention for Front-Line Caregivers | EcoCem Room – Level 2 |
| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 M4 - INVS5 | International Perspectives on the Effects of Trauma on Infants and Young Children | The Auditorium – Level 3 |
| M4 - BOP27 | Learnings from the Covid-19 pandemic | Liffey Hall 1 – Level 1 |
| M4 - INVS13 | Exploring Progress in Embedding Infant Mental Health Principles and Practice: Perspectives from Colleges of Practice and National Health Service Delivery in Ireland | Liffey Hall 2 – Level 1 |
| M4 - BOP29 | Supporting outcomes with pre-term infants | Wicklow Hall 1 – Level 2 |
| M4 - BOP53 | Feeding | Wicklow Hall 2A – Level 2 |
| M4 - BOP31 | Early autism detection and intervention | Wicklow Hall 2B – Level 2 |
| M4 - BOP32 | A systematic approach to trauma-informed care | Wicklow Room 1 – Level 2 |
| M4 - VID6 | “That’s just like me!” Universal Baby shares responsive caregiving across the globe | Wicklow Room 2A – Level 2 |
| M4 - WSH34 | Preparing Providers to Effectively Engage and Support Diverse Families | Wicklow Room 2B – Level 2 |
| M4 - WSH35 | Centering Critical Consciousness, Critical Self-Reflection, Racial Equity and Inclusion in Reflective Supervision/Consultation | Wicklow Room 3 – Level 2 |
| M4 - WSH36 | Addressing the Challenges of Center/School Readiness, Suspension and Expulsions with Young Children, Parents and Educators | Wicklow Room 4 – Level 2 |
| M4 - WSH37 | Innovations in Efficiently Integrating Infant Mental Health in Primary Care | Wicklow Room 5 – Level 2 |
| M4 - BOP33 | Fathers in prenatal and early childhood contexts | Liffey Meeting Room 1 – Level 1 |
| M4 - BOP34 | IMH training for students and new practitioners | Liffey Meeting Room 2A – Level 1 |

MONDAY 17TH JULY 2023

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| 16:30-18:00 M4 - WSH38 | Art at the Start: Art-based approaches to facilitating positive interactions and supporting early attachment | Liffey Meeting Room 2B – Level 1 |
| M4 - SYM57 | Parental mentalization and psychological distress: associations with parent-infant interaction and child socio-emotional and cognitive competence | Liffey Meeting Room 3 – Level 1 |
| M4 - BOP23 | Courts, the legal system and supporting the parent-infant relationship | EcoCem Room – Level 2 |
| M4 - PW4 | Posters Workshop 4 | The Liffey – Level 1 |

TUESDAY 18TH JULY 2023

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| 08:00-08:50 | Masterclass Sessions | |
| T0 - MCL17 | Attachment and Trauma-Informed Child Protection: The Infant-Toddler Court Team Collaborative Approach | Wicklow Hall 1 – Level 2 |
| T0 - MCL18 | Is the 'sensitive mother' the same the world over? Developing culturally sound infant mental health practice in South Africa | Wicklow Hall 2A – Level 2 |
| T0 - MCL19 | Promoting the Professional Development of Pre-Service and In-Service Educators of Infants and Toddlers: Developmental Approaches to Supporting Dispositions, Knowledge, and Skills in Relationship-Based Practices | Wicklow Hall 2B – Level 2 |
| T0 - MCL20 | What should scaling early intervention for infant mental health look like? | Wicklow Room 1 – Level 2 |
| T0 - MCL21 | Child-led tube-management and tube-weaning | Wicklow Room 3 – Level 2 |
| T0 - MCL22 | When does a baby need a psychotherapist? | Wicklow Room 4 – Level 2 |
| T0 - MCL23 | Neglect in Young Children: Research, Practice and Policy Issues | Wicklow Room 5 – Level 2 |
| 09:00-10:15 | Serge Lebovici Award & Plenary Speaker Presentation: Infants in the Child Protection System: Through the Lens of Trauma, Development, and Race/Ethnicity | The Auditorium – Levels 3, 4 & 5 |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-12:15 T1 - SYM50 | A 20-Year Longitudinal Study of Early Deprivation: Contributions to Neuroscience, Developmental Science and Child Protection | The Auditorium – Level 3 |
| T1 - SYM4 | Beyond maternal sensitivity: Shedding light on different facets of parent-child interaction quality | Liffey Hall 1 – Level 1 |
| T1 - INVS12 | Building an Infant Mental Health Workforce | Liffey Hall 2 – Level 1 |
| T1 - SYM53 | Parent/Caregiver-Child Early Relational Health (ERH): The sum is greater than its parts | Wicklow Hall 1 – Level 2 |
| T1 - INVS4 | Joint World Psychiatric Association, Marce International and WAIMH symposium - The interplay between Adult and Infant Psychiatry | Wicklow Hall 2A – Level 2 |

TUESDAY 18TH JULY 2023

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| 10:45-12:15 T1 - SYM55 | Fathers' wellbeing, involvement, and contributions to maternal and child health: Informing father-inclusive early interventions | Wicklow Hall 2B – Level 2 |
| T1 - SYM56 | Starting early matters - Increasing pre- and postnatal Emotional Availability (EA) in clinical contexts | Wicklow Room 1 – Level 2 |
| T1 - BOP35 | Digital media | Wicklow Room 2A – Level 2 |
| T1 - BOP36 | IMH workforce development | Wicklow Room 2B – Level 2 |
| T1-SYM81 | The Role of WAIMH in Global Crises Situation | Wicklow Room 3 – Level 2 |
| T1 - SYM58 | Customization of Circle of Security Intervention in different teaching contexts and cultures | Wicklow Room 4 – Level 2 |
| T1 - SYM59 | Intricate associations between maternal risk factors and children's socio-emotional development - Mediating and moderating factors | Wicklow Room 5 – Level 2 |
| T1 - BOP46 | Parenting in cultural context | Liffey Meeting Room 1 – Level 1 |
| T1 - BOP7 | IMH Services 1 | Liffey Meeting Room 2A – Level 1 |
| T1 - BOP39 | Building hope: Evidence base positive narratives about futures of young children in difficult circumstances | Liffey Meeting Room 2B – Level 1 |
| T1 - SYM60 | Targeting protective factors to facilitate positive outcomes for young children: 4 diverse interventions | Liffey Meeting Room 3 – Level 1 |
| T1 - SYM61 | Researching the impact of the Newborn Behavioural Observations – reflections on methodological strengths and challenges | EcoCem Room – Level 2 |
| 12:15-13:15 | Lunch Break, Exhibition & Poster Session 3 | The Liffey – Level 1 |
| 13:15-14:15 | State of the Art Lecture: Attachment and Biobehavioral Catch-up: Intervening with Parents of Vulnerable Infants | The Auditorium – Level 3 |
| T2 - WSH40 | Clinical Workshops 3 | Liffey Hall 1 – Level 1 |
| T2 - WSH41 | Reflections Process to Disrupting Racism and Creating Equity in Scholarship in Infant Mental Health | Liffey Hall 2 – Level 1 |
| T2 - WSH42 | A Paradigm Shift for Early Childhood Professionals: Integrative Mental health, culturally-informed biopsychosocial reflective training | Wicklow Hall 1 – Level 2 |
| T2 - WSH43 | Tipperary Infant Mental Health Steering Group: Building an IMH Community Services | Wicklow Hall 2A – Level 2 |
| T2 - WSH44 | Continuum of Infant Mental Health Services for Medically-Fragile Infants: Prenatal to Hospital to Home | Wicklow Hall 2B – Level 2 |

TUESDAY 18TH JULY 2023

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| 13:15-14:15 T2 - WSH45 | Culture-Connection-Continuity: First Nations inform maternal-infant practice in an Australian tertiary hospital | Wicklow Room 1 – Level 2 |
| T2 - VID9 | Collateral value: Transitioning to parenthood, what can we learn from COVID times about this lifechanging experience | Wicklow Room 2A – Level 2 |
| T2 - WSH46 | An ultra-brief video feedback intervention for coparenting and the family alliance using Lausanne play tasks | Wicklow Room 2B – Level 2 |
| T2 - WSH47 | “Pandemic as Portal”: Lessons learned from dissemination of the Diversity-Informed Tenets | Wicklow Room 3 – Level 2 |
| T2 - WSH48 | The use of ‘Narrative Picture Books’ to support trauma processing in infants | Wicklow Room 4 – Level 2 |
| T2 - WSH49 | Psychodynamic Treatment of Feeding Tube Dependency | Wicklow Room 5 – Level 2 |
| T2 - WSH50 | Creating a Multidisciplinary Fellowship in Early Relational Health | Liffey Meeting Room 1 – Level 1 |
| T2 - WSH51 | Using the B-ERA Video Replay to Engage Parents in the Compassionate Assessment of Early Relationships | Liffey Meeting Room 2A – Level 1 |
| T2 - WSH52 | Increasing positive home visiting practices: Applying HOVRS and motivational interviewing | Liffey Meeting Room 2B – Level 1 |
| T2 - WSH53 | Understanding and managing medical trauma during early childhood | Liffey Meeting Room 3 – Level 1 |
| T2 - WSH57 | The psyche-soma connection: Helping medically ill babies tell their story through their nonverbal “bodily-felt” experience | EcoCem Room – Level 2 |
| 14:15-14:30 | Comfort Break & Room Change | |
| 14:30-1600 T3 - SYM62 | Eating disorders, pregnancy and perinatal practices: Hazards of early parent-child interaction | The Auditorium – Level 3 |
| T3 - SYM63 | A multi-perspective on affective touch and attachment: C-Tactile afferents in early development | Liffey Hall 1 – Level 1 |
| T3 - INVS15 | The parent infant psychotherapist in today’s world: dilemmas in relation to our patients, ourselves, research, culture and war | Liffey Hall 2 – Level 1 |
| T3 - SYM65 | The Long Reach of Parent Adversity to Early Child Development: Implications, Mechanisms, and Prevention | Wicklow Hall 1 – Level 2 |
| T3 - INVS16 | Adversity and Resilience: The challenges of caring for infants and young children in the context of natural disasters | Wicklow Hall 2A – Level 2 |
| T3 - SYM67 | Exploring Embodied Trauma through the lens of Parental Embodied Mentalizing: Clinical, empirical and conceptual aspects | Wicklow Hall 2B – Level 2 |

TUESDAY 18TH JULY 2023

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| T3 - SYM68 | Parents under Pressure – Challenges and needs of families with young children during COVID-19 | Wicklow Room 1 – Level 2 |
| T3 - BOP40 | Parental mental health | Wicklow Room 2A – Level 2 |
| T3 - BOP41 | Foster care and child welfare | Wicklow Room 2B – Level 2 |
| T3 - SYM69 | Parenting in Substance Use Disorder: how do different mechanisms and interventions affect quality of care? | Wicklow Room 3 – Level 2 |
| T3 - SYM70 | Illuminating the importance of relationships through diagnostic case studies | Wicklow Room 4 – Level 2 |
| T3 - SYM71 | Parent-Child Interaction Across Countries, Cultures and Contexts: Implications for Policy and Practice | Wicklow Room 5 – Level 2 |
| T3- SYM28 | Developing and evaluating a tool for assessing parent-child interaction in universal child health services: CARO | Liffey Meeting Room 1 – Level 1 |
| T3 - SYM45 | Varying Contexts for Caregivers' Emotion-Related Practices with Infants and Toddlers | Liffey Meeting Room 2A – Level 1 |
| T3 - BOP44 | Supporting infants in traumatic contexts | Liffey Meeting Room 2B – Level 1 |
| T3 - SYM72 | International Perspectives from Australia, Ireland, Hawaii and USA on Adapting the Competency Guidelines and Endorsement | Liffey Meeting Room 3 – Level 1 |
| T3 - SYM73 | Promoting mother-infant relationships: The encounter between intrapsychic and intersubjective biopsychological perspectives | EcoCem Room – Level 2 |
| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 T4 - WSH59 | Into the Forest I Go: Nature as a Partner in Reflective Practice | Liffey Hall 1 – Level 1 |
| T4 - WSH54 | Studying clinical processes of rupture and repair in psychoanalytic parent infant psychotherapy | Liffey Hall 2 – Level 1 |
| T4 - BOP47 | Early relationships and child behaviours | Wicklow Hall 1 – Level 2 |
| T4 - BOP48 | Perinatal risk and trauma | Wicklow Hall 2A – Level 2 |
| T4 - BOP49 | Advocacy, keeping babies and children in mind | Wicklow Hall 2B – Level 2 |
| T4 - BOP50 | Supporting emotional availability, sensitivity and mentalisation | Wicklow Room 1 – Level 2 |
| T4 - VID8 | Sensorimotor observation as an earliest tool to prevent developmental disorders | Wicklow Room 2A – Level 2 |

TUESDAY 18TH JULY 2023

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| 16:30-18:00 T4 - WSH55 | Weathering the Storm: Working with infants in the context of significant parental psychopathology | Wicklow Room 2B – Level 2 |
| T4 - WSH56 | Mother-Infant Dialectical Behaviour Therapy plus ABC - Changing the intergenerational impact of perinatal borderline personality disorder? | Wicklow Room 3 – Level 2 |
| T4 - WSH58 | Pregnancy in the Shadow of Grief: Attachment Relationships with the Unborn Baby Carried After Loss | Wicklow Room 4 – Level 2 |
| T4 - BOP42 | IMH Services 3 | Wicklow Room 5 – Level 2 |
| T4 - BOP51 | Innovative Means of Meaningful Relational Work in Perinatal through Five Mental Health | Liffey Meeting Room 1 – Level 1 |
| T4 - BOP52 | IMH training for practitioners | Liffey Meeting Room 2A – Level 1 |
| T4 - BOP30 | Pregnancy, birth and early parenting during the Covid-19 pandemic | Liffey Meeting Room 2B – Level 1 |
| T4 - BOP37 | Attachment 1 | Liffey Meeting Room 3 - Level 1 |
| T4 - SYM51 | On gender and cultural differences in parental embodied mentalizing | EcoCem Room – Level 2 |
| T4 - PW6 | Posters Workshop 6 | The Liffey – Level 1 |
| 19:30-23:30 | Congress Dinner | The Forum – Ground Floor |

WEDNESDAY 19TH JULY 2023

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| 09:00-10:15 | Rene Spitz Award & State of the Art Lecture: Threat versus Deprivation in Mother's Childhood: Differential Relations to Infant Regional Brain Volumes and Cortisol Responses Over the First Two Years | The Auditorium – Levels 3, 4 & 5 |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-13:00 | New Investigator, Honorary President and Regional Vice President Awards & Presidential Symposium: Advocating for infants in a complex world with competing priorities: ensuring that the infant's voice is heard and honoured | The Auditorium – Levels 3, 4 & 5 |
| 13:00-14:00 | Lunch Break, Exhibition & Posters | The Liffey – Level 1 |

WEDNESDAY 19TH JULY 2023

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| 14:00-15:30 W1 - SYM74 | Attachment and social-emotional development in challenging caregiving contexts | Liffey Hall 1 – Level 1 |
| W1 - BOP24 | Supporting infants and young children in contacts with the child protection system | Liffey Hall 2 – Level 1 |
| W1 - SYM76 | Very early signs of autism in infants: from detection, to intervention assessment. New tools? | Wicklow Hall 1 – Level 2 |
| W1 - SYM77 | The contribution of mentalizing and contingent parenting to early empathy and symbolic play | Wicklow Hall 2A – Level 2 |
| W1 - SYM78 | Parental and Infant Risk: Contributions to Child Social Emotional Adaptation in Four Longitudinal Studies | Wicklow Hall 2B – Level 2 |
| W1 - SYM79 | The conundrums of behavioural sleep interventions in infants: Parental voices and choices | Wicklow Room 1 – Level 2 |
| W1 - BOP54 | Telehealth and online intervention | Wicklow Room 2A – Level 2 |
| W1 - BOP55 | Paediatric primary care | Wicklow Room 2B – Level 2 |
| W1 - BOP56 | Sensory issues in early mother infant interaction | Wicklow Room 3 – Level 2 |
| W1 - BOP57 | Lessons learned and considerations in implementing services in community contexts | Wicklow Room 4 – Level 2 |
| W1 - BOP58 | Bonding | Wicklow Room 5 – Level 2 |
| W1 - BOP59 | Supporting the parent-infant relationship through pregnancy and birth | Liffey Meeting Room 1 – Level 1 |
| W1-BOP63 | Welcome (to your health) Home: Addressing the well-being of young children in primary care | Liffey Meeting Room 2A – Level 1 |
| W1 - BOP16 | The role of fathers matters | Liffey Meeting Room 2B – Level 1 |
| W1 - BOP62 | Supporting new families: Contextual challenges and successes | Liffey Meeting Room 3 – Level 1 |
| W1 - SYM80 | Strong Roots Programs: Adaptations to meet the needs of culture and community | EcoCem Room – Level 2 |
| 15:30-16:00 | Closing Ceremony | |
| 16:00 | Congress Close | |



SUMMARY OF WAIMH MEETINGS

SATURDAY 15TH JULY

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| 13:00-15:00 | WAIMH Affiliate Pre-Congress Meeting WAIMH Affiliate Presidents and Affiliate representatives are invited. Leaders of WAIMH Affiliate study groups are also invited. <i>Chair: Anna Huber, WAIMH Affiliate Council Chair</i> | EcoCem – Level 2 |
| 15:00-16:00 | WAIMH Affiliate Presidents Reception WAIMH Affiliate Presidents and Affiliate representatives are invited. Leaders of WAIMH Affiliate study groups are also invited. <i>Hosts: Anna Huber, WAIMH Affiliate Council Chair and the WAIMH Board</i> | Level 2 Foyer |

SUNDAY 16TH JULY

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| 12:15-13:15 | WAIMH Membership Meeting WAIMH members are invited to this meeting. <i>Chair: Campbell Paul, WAIMH President</i> | The Auditorium - Level 3 |
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MONDAY 17TH JULY

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| 12:15-13:15 | WAIMH Affiliate Council Meeting WAIMH Affiliate Presidents and Affiliate representatives are invited. Leaders of WAIMH Affiliate study groups are also invited but they do not carry voting rights. <i>Chair: Anna Huber, WAIMH Affiliate Council Chair</i> | EcoCem Room - Level 2 |
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DETAILED CONGRESS PROGRAMME

SATURDAY 15TH JULY

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| 10:00-15:00 | Pre-Congress Institute: Embracing Diversity Informed Practice in Infant Mental Health across the Globe | Wicklow Hall 2A – Level 2 |
| | <p>Speakers <i>Dr Colette Murray, Technological University Dublin</i> <i>Dr Elisabeth Hoehn, Queensland Centre for Perinatal and Infant Mental Health</i> <i>Salisha Maharaj, Tygerberg Hospital</i> <i>Dr Juané Voges, Stellenbosch University</i> <i>Dr Chaya Kulkarni, Infant Mental Health Promotion, Sickkids</i></p> <p>Facilitators <i>Dr Kandace Thomas, Memphis, United States</i> <i>Dr Lynette Aytch, Washington, USA</i></p> | |
| 13:00-15:00 | WAIMH Affiliate Pre-Congress Institute <i>Dr Anna Huber, Families In Mind Psychology</i> <i>Sahilu Baye Alemu, Enrichment Center Ethiopia</i> <i>Dr Satya Raj, Christian Medical College</i> <i>Dr Juané Voges, Stellenbosch University</i> | EcoCem Room – Level 2 |
| 15:00-16:00 | WAIMH Affiliate Presidents Reception | EcoCem Room – Level 2 |
| 16:30-18:30 | Opening Ceremony and Plenary Presentation | The Auditorium – Levels 3, 4 and 5 |
| 16:30-17:30 | Opening Ceremony Speakers: <i>Campbell Paul, WAIMH President</i> <i>Catherine Maguire, Co-Chair Local Organising Committee</i> <i>Audrey Lonergan, Co-Chair Local Organising Committee</i> | |
| 17:30-18:30 | KEY.1: Plenary Presentation <i>Session Chair: Campbell Paul, WAIMH President</i> Perinatal Mental Health: A Time of Uncertainty where Hope and Happiness can Meet <i>Prof Kevin Nugent, Brazelton Institute, Boston Children's Hospital</i> | |
| 18:30-20:00 | Welcome Reception & Opening of Exhibition | The Liffey – Level 1 |

SUNDAY 16TH JULY 2023

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| 08:00-08:50 | Masterclasses | |
| S0 - MCL1 | Premature infants and their parents in the NICU during the COVID-19 pandemic: What have we learned? <i>Dr Grażyna Kmita, University of Warsaw</i> | Wicklow Hall 1 – Level 2 |
| S0 - MCL2 | Healing the Past by Nurturing the Future: Learning from Aboriginal and Torres Strait Islander communities to foster early connectedness and healing <i>Prof Catherine Chamberlain, The University of Melbourne</i> <i>Prof Caroline Atkinson, University of Melbourne</i> <i>Alison Elliott, Bouverie Centre/La Trobe University</i> | Wicklow Hall 2A – Level 2 |

SUNDAY 16TH JULY 2023

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| S0 - MCL3 | Strengthening Children's Well-being Through Anti-Racism and Cultural Wealth Approaches <i>Dr Iheoma Iruka, University of North Carolina</i> | Wicklow Hall 2B – Level 2 |
| S0 - MCL4 | An exploration of the Third Space: the interface between infant mental health and adult mental health in responding to infant-parent relationship problems in frontline services <i>Catherine Maguire, Childhood Matters</i> <i>Mairead Carolan, HSE</i> | Wicklow Room 1 – Level 2 |
| S0 - MCL5 | Time to Move Beyond the Western Mother: Parental Distress in Different Cultures After the Birth a Premature Baby <i>Prof Naama Atzaba-Poria, University of The Negev</i> | Wicklow Room 3 – Level 2 |
| S0 - MCL6 | Spotlight on the practitioner working with infants and their parents: strengths, challenges and self curiosity <i>Tessa Baradon, Anna Freud Centre</i> | Wicklow Room 4 – Level 2 |
| S0 - MCL7 | Early communication within the family system: understanding interactional synchrony <i>Julia Scarano de Mendonca, Federal University of Pará</i> | Wicklow Room 5 – Level 2 |
| S0 - MCL8 | The mother's relationship with the unborn baby – what is known and its implications for practice <i>Dr Jane Barlow, University of Oxford</i> | EcoCem Room – Level 2 |
| 09:00-10:15 | WAIMH Award <i>Session Chair: Hisako Watanabe, Watanabe Clinic</i> <i>Recipient: Maree Foley, Foley House Publishing</i> Honorary President Award <i>Recipient: Prof Antoine Guedeney, University Paris Cité</i> | The Auditorium – Levels 3, 4 & 5 |
| KEY.2 | Plenary Speaker Presentation: Mother-father-child interactions with young children with Autism: The contribution of parental insightfulness and the impact on children's social competence <i>Prof David Oppenheim, University of Haifa</i> | |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| ALL S1 SESSIONS WILL TAKE PLACE FROM 10:45-12:15 | | |
| S1 - SYM1 | Attachment-based assessment and intervention: A move towards implementation <i>Prof Carlo Schuenge, Vrije Universiteit Amsterdam</i> | The Auditorium – Level 3 |
| S1 - SYM1.2 | Assessing parental sensitivity: Bridging science and child welfare practice <i>Dr Mirjam Oosterman, Vrije Universiteit Amsterdam</i> | |
| S1 - SYM1.3 | Adapting Attachment and Biobehavioral Catchup for young children with intellectual disabilities in South Africa <i>Ahmed Riaz Mohamed, Vrije Universiteit Amsterdam (Netherlands), North-West University (South Africa) & University of Pretoria (South Africa)</i> | |
| S1 - SYM1.4 | Feasibility and Application of the AMBIANCE-Brief Measure in Community Settings <i>Dr Sheri Madigan, University of Calgary</i> <i>Rachel Eirich, University of Calgary</i> | |

SUNDAY 16TH JULY 2023

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| S1 - SYM2.2 | Impediments and enablers: mental health services for infants and families - global perspectives | Liffey Hall 1 – Level 1 |
| S1 - SYM2.3 | Staff burnout and support: how this may affect infant mental health service provision <i>Assoc Prof Elizabeth Barrett, Children's Health Ireland</i> | |
| S1 - SYM2.4 | A model for translating research into intervention programme for families/children beginning in infancy <i>Prof Fiona McNicholas, Children's Health Ireland</i> | |
| S1 - SYM2.5 | Roles and responsibilities as Child Psychiatrists within Infant Mental Health <i>Dr Aoife Twohig, Children's Health Ireland</i> | |
| S1 - SYM2.6 | Training - Bringing the infant to the mind and experience of trainees in psychiatry <i>Norbertas Skokauskas</i> | |
| S1 - SYM2.6 | Ensuring that child and adolescent mental health services and trainees get to know infants <i>Assoc Prof Campbell Paul, Royal Children's Hospital Melbourne</i> | |
| S1 - INVS15 | The parent infant psychotherapist in today's world: dilemmas in relation to our patients, ourselves, research, culture and war <i>Tessa Baradon, Anna Freud Centre</i> <i>Dr Björn Salomonsson, Karolinska Institute</i> <i>Oleksandra Mirza, Ukrainian Psychoanalytic Society</i> | Wicklow Hall 2A – Level 2 |
| S1 - SYM6 | Excessive crying and infant regulatory problems: Epidemiology, long-term outcomes, and treatment <i>Prof Dieter Wolke, University of Warwick</i> | Wicklow Hall 2B – Level 2 |
| S1 - SYM6.2 | The association of early regulatory problems with behavioural problems and cognitive functioning in adulthood <i>Dr Ayten Bilgin, University of Essex</i> | |
| S1 - SYM6.3 | Infant calming behaviors and their physiological mechanisms in response to maternal regulatory stimulations <i>Dr Alessandro Carollo, University of Trento</i> | |
| S1 - SYM6.4 | Crying in the first 12 months of life: synthesising and modelling parent-reported data <i>Dr Christine Parsons, Aarhus University</i> | |
| S1 - SYM6.5 | The efficacy of focused parent-infant psychotherapy: long-term stability and mothers' subjective therapy experience <i>Dr Anna Georg, University Hospital Heidelberg</i> | |
| S1 - SYM7 | Ethical Dilemmas in Infant and Early Childhood Mental Health: Cases, Conundrums, and Perspectives <i>Dr Jon Korfmacher, Chapin Hall</i> | Wicklow Room 1 – Level 2 |
| S1 - SYM7.2 | Ethical Guidance in Infant Mental Health: An Introduction <i>Dr Alison Steier, Southwest Human Development</i> | |

SUNDAY 16TH JULY 2023

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| S1 - SYM7.3 | Let me out: Coercion in a parent-infant inpatient unit <i>Dr Izaak Lim, Monash University</i> <i>Dr Kandace Thomas, First 8 Memphis</i> | |
| S1 - SYM7.4 | To Tell or Not to Tell, That Is the Dilemma <i>Dr Paula Zeanah, University of Louisiana at Lafayette</i> | |
| S1 - BOP1 | The Impact of a Parent-Toddler-Group on the Development of Children at Risk: The Case Nikolai | Wicklow Room 2A – Level 2 |
| S1 - BOP1.1 | Nikolai's experience of attending a therapeutic parent-toddler group from the perspective of the leading therapists <i>Judith Thaller, Child Guidance Clinic Vienna</i> <i>Alexa Weber, Child Guidance Clinic Vienna</i> | |
| S1 - BOP1.2 | Struggling for a helpful working alliance in the context of a parent-toddler group <i>Christin Reisenhofer, University of Vienna</i> | |
| S1 - BOP1.3 | The concept of the therapeutic "Parent-Toddler-Group" in Vienna <i>Sabine Freilinger, Child Guidance Clinic Vienna</i> <i>Dr Peter Zumer, Child Guidance Clinic Vienna</i> | |
| S1 - BOP1.4 | The Impact of a Parent-Toddler-Group on the Development of Children at Risk: The Case Nikolai <i>Christin Reisenhofer, University of Vienna</i> | |
| S1 - BOP1.5 | The research design of "The Viennese Parent-Toddler-Group Study" "Univ.-Prof. Dr Wilfried Datler" <i>Christin Reisenhofer, University of Vienna</i> | |
| S1 - BOP1.6 | Young Child Observation of Nikolai during his participation in a therapeutic parent toddler group <i>Dr Phil Margit Datler, University College of Teacher Education Vienna/Krems (KPH)</i> | |
| S1 - BOP1.7 | Young Child Observation of Nikolai's experience in his family during visiting a therapeutic parent-toddler group <i>Dr Wilfried Datler, University of Vienna</i> | |
| S1 - BOP2 | Pre-term early intervention | Wicklow Room 2B – Level 2 |
| S1 - BOP2.1 | Intervention of a severely depressed infant and implementation of IMH practices within a paediatric hospital <i>Andrea Barrett, Perth Children's Hospital</i> | |
| S1 - BOP2.2 | COCOON: a patient-centered, family-integrated, baby-led model of care - engaging families in NICU care <i>Dr Leah Hickey, The Royal Children's Hospital</i> | |

SUNDAY 16TH JULY 2023

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| S1 - BOP2.3 | Psychological early intervention for complex premature infants and their parents <i>Sivan Kotler, Schneider Children's Medical Center</i> <i>Odette Boukai, Schneider Medical Center, Israel</i> | |
| S1 - BOP2.4 | Early Intervention: Bridging the gap between neonatal discharge & community care <i>Elaine McMahon, Royal Free London NHS Foundation Trust</i> | |
| S1 - BOP2.5 | The development of a postdischarge responsive parenting intervention for moderate preterm infants in The Netherlands <i>Dr Eline Möller, Amsterdam UMC</i> | |
| S1 - BOP2.6 | Family intervention for reducing anxiety among siblings accompanying a premature baby hospitalized at the NICU <i>Liat Shaish-Markowitz, The Edmond and Lily Safra Children's Hospital</i> | |
| S1 - BOP2.7 | Child and parent factors associated with parent-child relationships after web-based early intervention following preterm birth <i>Assoc Prof Karli Treyvaud, La Trobe University</i> | |
| S1 - SYM8 | The role of parental gender and caregiving involvement in different family contexts | Wicklow Room 3 – Level 2 |
| S1 - SYM8.2 | Association between early and actual care experiences and attention to infant faces in same-sex mothers <i>Micol Gemignani, University of Trento,</i> <i>Dr Michele Giannotti, University of Trento</i> <i>Dr Paola Rigo, University of Padova</i> <i>Paola Venuti, University of Trento</i> <i>Simona De Falco, University of Trento</i> | |
| S1 - SYM8.3 | Sensitivity and attachment in sexual minority parent families: Differences by parent gender and caregiving role <i>Dr Maria Quintigliano, Scuola Di Psicoterapia Psicoanalitica Dell'eta'evolutiva (ASNE-SIPsIA)</i> | |
| S1 - SYM8.4 | Effect of caregiving involvement on responsiveness to children cues in same-sex families: an fMRI-EEG study <i>Dr Paola Rigo, University of Padova</i> | |
| S1 - SYM8.5 | Coparenting quality moderates the impact of mother's prenatal depressive symptoms on infant self-regulation <i>Prof Tiago Miguel Pinto, Universidade Lusófona</i> | |
| S1 - SYM8.6 | How Do Fathers Interact and Talk with their Preschoolers with Autism? <i>Silvia Perzoli, University of Trento</i> | |

SUNDAY 16TH JULY 2023

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| S1 - SYM9 | Maternal Drug Use in Pregnancy: Impacts on Subsequent Parenting and Child Development | Wicklow Room 4 – Level 2 |
| S1 - SYM9.2 | Prenatal methamphetamine exposure and executive function in children prior to school entry <i>Prof Trecia Wouldes, The University of Auckland</i> | |
| S1 - SYM9.3 | Behavioural adjustment of children exposed prenatally to methamphetamine: Impact of maternal distress and home environment <i>Dr Suzanne Stevens, University of Auckland</i> | |
| S1 - SYM9.4 | Early Parenting Experiences of Children Born to Mothers with an Opioid Use Disorder <i>Dr Samantha Lee, University of Canterbury</i> | |
| S1 - SYM9.5 | Mental Health Outcomes of Children Born to Opioid Dependent Mothers <i>Prof Lianne Woodward, University of Canterbury</i> | |
| S1 - SYM9.6 | Long-term neurocognitive and behavioral development of children born to opioid-maintained mothers <i>Dr Carolien Konijnenberg, Inland Norway University of Applied Sciences</i> | |
| S1 - SYM10 | Trauma in perinatality: clinical research about parents-child dyads and professionals | Wicklow Room 5 – Level 2 |
| S1 - SYM10.2 | Cries of Silence <i>Dr Erika Parlato-Oliveira, University Federal de Minas Gerais (Brazil)</i> | |
| S1 - SYM10.3 | COVID19 lockdown: impact on maternal psychological status, couple and mother child interaction: a prospective study <i>Sylvie Viaux Savelon</i> | |
| S1 - SYM10.4 | Psychotherapeutic interventions after Post Natal Post traumatic stress syndrome, results of a french survey <i>Dr Bérengère Beauquier-Maccotta, Epsve</i> | |
| S1 - SYM10.5 | The baby in search of connection: parental mood disorders and the care pathway during Covid 19 <i>Dr Claire Squires, Université Paris Cité</i> | |
| S1 - BOP3 | IMH in early childhood education and care | Liffey Meeting Room 1 – Level 1 |
| S1 - BOP3.1 | How Do Early Childhood Educators Experience Reflective Consultation? <i>Assoc Prof Elita Amini Virmani, Sonoma State University</i> | |
| S1 - BOP3.2 | Characteristics of Young Children Served Through a Statewide Child Psychiatry Access Program <i>Dr Amie Bettencourt, Johns Hopkins School of Medicine</i> | |
| S1 - BOP3.3 | Socioemotional Development, Attachment and Early Brain Development in Infant/ Toddler Early Childcare Centres in Ireland <i>Catriona Hodgers, Trinity College Dublin</i> | |

SUNDAY 16TH JULY 2023

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| S1 - BOP3.4 | <p>The “8 S’s”: A Consultation Tool for Challenging Early Childhood Behavior <i>Dr Mary Leppert, Kennedy Krieger Institute/Johns Hopkins School of Medicine</i> <i>Dr Joyce Harrison, Kennedy Krieger Institute/Johns Hopkins School of Medicine</i></p> | |
| S1 - BOP3.5 | <p>Enhancing ECE Practice Related to Trauma, Stress & Mental Health – learnings from Canada <i>Michele Lupa, Canadian Mothercraft Society</i></p> | |
| S1 - BOP3.6 | <p>Integrating Behavioral and Mental Health Approaches to Promote Secondary Attachment Relationships in Infant/Toddler Care Programs <i>Dr Kaitlin Mulcahy</i> <i>Lindsay Pearson, Lana Nenide</i> <i>Kate Sweeney</i> <i>Dr Margo Candelaria</i></p> | |
| S1 - BOP3.7 | <p>Digital Stories in Early Education: a pilot study for supporting emotional development of young children <i>Prof Kaija Puura, Tampere University and Tampere University Hospital</i></p> | |
| S1 - BOP3.8 | <p>Creating Attachment-Informed Preschools Using Circle of Security <i>Dr Kimberly Renk, University of Central Florida</i></p> | |
| S1 - BOP4 | <p>Equity and social justice in IMH</p> | Liffey Meeting Room 2A – Level 1 |
| S1 - BOP4.1 | <p>Exploring Equity in Reflective Supervision: A Deeper Dive <i>Faith Eidson, Alliance for the Advancement of Infant Mental Health</i> <i>Aditi Subramaniam, UMass Chan Medical School</i></p> | |
| S1 - BOP4.2 | <p>Cultura, conexión y financiación equitativa: how reflection and culturally-affirming funding generate equitable IMH change-making <i>Dr Janina E Fariñas, La Cocina</i> <i>Monica Beltran, W.K. Kellogg Foundation</i></p> | |
| S1 - BOP4.3 | <p>Addressing Systemic Impacts of Racism in Early Childhood through an Interactive Training Model <i>Dr Anjali Ferguson, Parenting Culture</i></p> | |
| S1 - BOP4.4 | <p>Disrupting a Standard: Reflections on Equity Change <i>Ashley McCormick, Alliance for the Advancement of Infant Mental Health</i></p> | |
| S1 - BOP4.5 | <p>First Nations Concepts for Childhood Wellbeing and Healing <i>Dr Mishel McMahon, La Trobe Rural Health School</i></p> | |
| S1 - BOP4.6 | <p>Restoring Dignity: An Approach to Culturally Responsive Infant and Early Childhood Mental Health Intervention <i>Dr Rebecca Parilla, Nurse Family Partnership and Child First</i> <i>Shannon Quieroga, Nurse Family Partnership and Child First</i></p> | |
| S1 - BOP4.7 | <p>Mitigating the Effects of Discrimination and Promoting Healthy Relationships Through Comprehensive Planning and Action <i>Glory Ressler, Canadian Mothercraft Society</i></p> | |
| S1 - BOP4.8 | <p>Residual effects of colorism and the impacts of implicit bias on our decision making <i>Pamela Williams, ParentChild+/StartEarly WA</i></p> | |

SUNDAY 16TH JULY 2023

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| S1 - BOP5 | Community approaches to infant mental health - Application of a holistic systems thinking approach to practice | Liffey Meeting Room 2B – Level 1 |
| S1 - BOP5.1 | Advocating positive relationships through trauma-informed workforce: Challenges and opportunities from delivery of trauma-informed training <i>Clare Law, Centre for Early Child Development (NSPCC)</i> | |
| S1 - BOP5.2 | Client and practitioner relationships: A pilot of Behavioural Activation for women experiencing postnatal low mood <i>Melanie Farman, Centre for Early Child Development</i> | |
| S1 - BOP5.3 | Community approaches to infant mental health - Application of a holistic systems thinking approach <i>Clare Law, Centre for Early Child Development (NSPCC)</i> | |
| S1 - BOP5.4 | Developing the workforce around the family: The enhanced health visitor service and Infant Mental Health <i>Melanie Farman, Centre for Early Child Development</i> | |
| S1 - BOP5.5 | How are the constructs of infant mental health prioritised by families? A longitudinal community consultation <i>Dr Karen Kinloch, Centre for Early Child Development (CECD)</i> | |
| S1 - BOP5.6 | Right Help, Right Time, Right Place, Right People: Scaling-up Evidenced-based Approaches supporting infant mental health <i>Clare Law, Centre for Early Child Development (NSPCC)</i> <i>Elaine Fulton, The For Baby's Sake Trust</i> | |
| S1 - BOP5.7 | Strategies to supporting positive relationships through a community approach: Applying Reach, Engagement, Change (REC) <i>Clare Law, Centre for Early Child Development (NSPCC)</i> | |
| S1 - BOP5.8 | What is measured counts – but for whom? Exploring outcome measures for Parent-Infant Relationship Services <i>Dr Karen Kinloch, Centre for Early Child Development (CECD)</i> | |
| S1 - SYM11 | Family and Community-Based Interventions for Autism Spectrum Disorder (ASD) Children | Liffey Meeting Room 3 – Level 1 |
| S1 - SYM11.2 | Techniques Derived from Infant Research to Enhance Existing Interactive Interventions for Young ASD Children <i>Dr Alexandra Harrison, Harvard Medical School</i> | |
| S1 - SYM11.3 | Coaching Parents to engage affectively with their toddlers at-risk for ASD <i>Dr Molly Witten, Chicago Psychoanalytic Institute</i> | |
| S1 - SYM11.4 | Parental Reflective Function and Parental Styles in a Mother-Child Play Interactive Situation <i>Dr Alexandra Harrison, Harvard Medical School</i> <i>Clara Raznoszczyk Schejtman, University of Buenos Aires</i> | |
| S1 - SYM11.5 | Clinical trial of scalable cost-effective psychoanalytically oriented intervention with mothers and siblings of autistic children <i>Prof Rogerio Lerner, Universidade De São Paulo</i> | |

SUNDAY 16TH JULY 2023

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| S1 - SYM11.6 | Addressing the Needs of Families of Young Children with Autism in Resource Settings <i>Dr Gauri Divan, Sangath</i> | |
| S1 - SYM12 | Adapting a Video-Feedback Intervention (VIPP) for Parents and Children in different contexts: Evidence and Implementation | EcoCem Room – Level 2 |
| S1 - SYM12.2 | Using a Video-Feedback Intervention (VIPP) for Parents and Children in different contexts <i>Dr Jane Iles, University of Surrey</i> | |
| S1 - SYM12.3 | A pragmatic randomised controlled trial of a video-feedback intervention (VIPP-SD): Improving outcomes for young children <i>Dr Beth Barker, University of Cambridge</i> | |
| S1 - SYM12.4 | Feasibility trials of the video feedback intervention for positive parenting in perinatal mental health services <i>Dr Kirsten Barnicot, City University of London</i> | |
| S1 - SYM12.5 | Nurturing Change: Feasibility trial of a video feedback parenting intervention for foster carers and children in the UK <i>Eloise Stevens, University of Cambridge</i> | |
| 12:15-13:15 | Lunch Break, Exhibition & Poster Session 1 | The Liffey – Level 1 |
| | Posters P-001 to P-118, P-316, P-367 and P-371 | |
| | WAIMH Membership Meeting | The Auditorium – Level 3 |
| 13:15-14:15 | State of the Art Lecture <i>Session Chair: Kaija Puura, Tampere University and Tampere University Hospital</i> | The Auditorium – Level 3 |
| S2 – SAL.1 | Why is social withdrawal in infants important to acknowledge and to screen for? Recent developments <i>Prof Antoine Guedeney, University Paris Cité</i> | |
| S2 - WSH1 | Clinical Workshops 1 | Liffey Hall 1 – Level 1 |
| S2 - WSH1.1 | Qualitative content analysis of dialogues with mothers and their premature babies in NICU <i>Dott. Elena Coletti Sapienza, Università di Roma</i> | |
| S2 - WSH1.2 | Who is this child? From observation to formulation and therapy goals <i>Yonit Shulman, The Israeli Autism Association</i> | |
| S2 - WSH2 | What about the Baby? Overview and Evidence Base for the Michigan IMH-Home Visiting Model <i>Prof Julie Ribaud, University of Michigan</i> | Liffey Hall 2 – Level 1 |
| S2 - WSH3 | Raising public awareness of babies' emotional needs in the first three months of life <i>Robyn Ball, Private Practise</i> | Wicklow Hall 1 – Level 2 |

SUNDAY 16TH JULY 2023

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| S2 - WSH4 | Attending to Attachment With Early Care Professionals: The Circle of Security Classroom Approach <i>Assoc Prof Johanne Smith-Nielsen, University of Copenhagen</i> <i>Deidre Quinlan, Circle of Security International</i> | Wicklow Hall 2A – Level 2 |
| S2 - WSH5 | Infant participation in a new key - Part one: epistemological foundations and research procedures <i>Assoc Prof Eystein Victor Våpenstad, Inland Norway University of Applied Sciences</i> | Wicklow Hall 2B – Level 2 |
| S2 - WSH6 | Examining Barriers to Diversity, Equity, Inclusion and Access Through Virtual Cross-Discipline Reflective Consultation <i>Eva Jankovsky, Colorado Department of Early Childhood</i> <i>Sherri Amen, Centura Primary Care of Fort Morgan</i> <i>Tracy Troeger, Developmental Pathways</i> <i>Lynn Roberts, Family Star Montessori</i> <i>Dr Vivian Tamkin, Santa Clara University</i> | Wicklow Room 1 – Level 2 |
| S2 - VID2 | Step in Time - Synchronization, Timing and the Development of Self <i>Dr Yana Peleg, White Tulip</i> | Wicklow Room 2B – Level 2 |
| S2 - WSH19 | The NeoNatal Neurobehavioral Scale (NNNS-II): Its Use in the Clinical Setting with At-Risk Infants <i>Colleen Ciccarello, Brown Center for the Study of Children at Risk/Women and Infant's Hospital</i> | Wicklow Room 3 – Level 2 |
| S2 - WSH8 | Indigenous Communities Promoting and Supporting Infant Mental Health through Community-Led Models <i>Brittany Biedermann, Milopemahtesewin Services Child and Youth Services</i> <i>Warren Kapashesit, Child and Youth Milopemahtesewin Services</i> <i>Dr Chaya Kulkarni, Sickkids</i> <i>Lesley Watts, Hospital for Sick Children - Toronto</i> | Wicklow Room 4 – Level 2 |
| S2 - WSH9 | Child-Parent Psychotherapy with Infants Hospitalized in the Neonatal Intensive Care Unit <i>Dr Tamara Matic, Children's Hospital Los Angeles</i> <i>Dr Marian Williams, Children's Hospital Los Angeles & University of Southern California</i> <i>Dr Patricia Lakatos, Children's Hospital Los Angeles & University of Southern California</i> | Wicklow Room 5 – Level 2 |
| S2 - WSH10 | Infant-peer triads in the caregiving context of childcare <i>Dr Belinda Friezer, Charles Sturt University</i> | Liffey Meeting Room 1 – Level 1 |
| S2 - WSH11 | Coaching Confidence: Ways to Support a Strengths-Based Early Intervention Program <i>Dr Gina Cook, California State University</i> <i>Dr Kere Hughes-Belding, Iowa State University</i> | Liffey Meeting Room 2A – Level 1 |

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| S2 - WSH30 | Linking Sensory Integration and Mental Health <i>Dr Gilbert Foley, New York Center for Child Development</i> <i>Dr Susan Stallings-Sahler, Development Research and Education Consulting, LLD</i> | Liffey Meeting Room 2B – Level 1 |
| S2 - WSH13 | The development and implementation of Position Statements by the Australian Association for Infant Mental Health <i>Dr Nicole Milburn, Private Practice</i> | Liffey Meeting Room 3 – Level 1 |
| S2 - WSH14 | Including parents with a serious mental illness in perinatal and infant mental health practice <i>Carol Clark, NAMHS</i> <i>Hanna Jewell, The Bouverie Centre, La Trobe University</i> | EcoCem Room – Level 2 |
| S2 - PW1 | Posters Workshop 1 | The Liffey – Level 1 |
| S2 - PW1.2 | Well-being of young children in institutional childcare: An observation-based assessment of potential and risk <i>Prof Dr Susanne Viernickel, University of Leipzig</i> <i>Marianne Rölli Siebenhaar, University of Leipzig</i> | |
| S2 - PW1.3 | Check It Out: An Early Identification Community-Based Screening Model Developed in Toronto, Canada <i>Michele Lupa, Canadian Mothercraft Society</i> <i>Dr Jean Clinton, McMaster University</i> | |
| S2 - PW1.4 | Developing the Parent Infant Interaction Observation Scale as an Outcome Measure <i>Prof Dawn Cannon, University of Warwick</i> | |
| S2 - PW1.5 | Identifying families struggling with infant crying using a screening tool in pediatric clinics <i>Tiffany Burkhardt, University of Chicago</i> | |
| S2 - PW1.6 | The HEADS-ED Under 6: A New Mental Health & Developmental Screening Tool for Young Children <i>Dr Mario Cappelli, Knowledge Institute on Child and Youth Mental Health and Addictions</i> | |
| S2 - PW1.7 | Parent Stress and the Validity of Rating Scales for Preschool-Aged Children with Behavioral Concerns <i>Dr Alexis Clyde, University of Texas Southwestern</i> | |
| S2 - PW1.8 | The Lanarkshire Infant Mental Health Observational Indicator Set <i>Graham Shulman, NHS Lanarkshire</i> | |
| S2 - PW1.9 | The Parent-Infant Interaction Observation Scale (PIIOS) in a Swedish context Licensed Clinical Psychologist, Specialist In Clinical Child And Adolescent Psychology <i>Karin Colliander, The Psychologist Service for Parents and Young Children, Västra Götaland</i> | |

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| S2 - PW1.10 | <p>Evaluation of the Danish version of the Prenatal Parental Reflective Functioning Questionnaire <i>Dr Gritt Overbeck, University of Copenhagen</i> <i>Philip Wilson, University of Copenhagen</i></p> | |
| 14:15-14:30 | Comfort Break & Room Change | |
| 14:30-1600 S3 - INVS2 | Transforming the Foundations - Diversifying the Field of Infant and Early Childhood Mental Health | The Auditorium – Level 3 |
| S3 - INVS2.2 | <p>Building collaborative relationships towards diversifying the field of infant and early childhood mental health <i>Jennifer E Boss, ZERO TO THREE</i></p> | |
| S3 - INVS2.3 | <p>Diversifying reflective practices and benefits of racial affinity reflective consultation groups for the IECMH workforce <i>Monica Mathur-Kalluri, WestEd</i></p> | |
| S3 - INVS2.4 | <p>Building an IECMH workforce that offers culturally relevant and linguistically appropriate services for immigrant families, refugees and asylum seekers <i>Dr Janina Fariñas, La Cocina</i></p> | |
| S3 - SYM14 | <p>Multiculturally sensitive infant mental health training, research, and interventions: Lessons from South Africa <i>Salisha Maharaj, Tygerberg Hospital</i> <i>Dr Anusha Lachman, Stellenbosch University</i> <i>Dr Juané Voges, Stellenbosch University</i></p> | Liffey Hall 1 – Level 1 |
| S3 - SYM48 | Mechanisms in the intergenerational transmission of the adverse consequences of childhood maltreatment | Liffey Hall 2 – Level 1 |
| S3 - SYM48.2 | <p>Effects of maternal attachment and social support on child attachment and cardiovascular stress physiology <i>Dr Karin de Punder, University of Innsbruck</i></p> | |
| S3 - SYM48.3 | <p>Intergenerational transmission of maternal childhood maltreatment: DNA methylation pattern of the dopamine receptor D2 gene in mother-child dyads and associations with child developmental outcomes <i>Dr Karin de Punder, University of Innsbruck</i></p> | |
| S3 - SYM48.4 | <p>The influence of maternal attachment representations on maternal heart rate mediated by perceived stress <i>Katharina Rost, University of Ulm</i></p> | |
| S3 - SYM48.5 | <p>Diurnal cortisol during pregnancy as a potential mechanism in the intergenerational transmission of childhood maltreatment <i>Dr Nora Moog, Universitätsmedizin Berlin</i></p> | |

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| S3 - SYM16 | Beyond the parent-infant dyad(s): The role of family-level processes | Wicklow Hall 1 – Level 2 |
| S3 - SYM 16.3 | Infant eye gaze, emotion regulation and coparenting during triadic interactions of unmarried Black parents <i>Dr Yana Sirotkin, University of South Florida</i> | |
| S3 - SYM 16.4 | Family alliance predicts infants' vagal tone: Infants' reaction to parental behaviors as a mediator <i>Dr Valentine Rattaz, Université De Genève</i> | |
| S3 - SYM 16.5 | Parents' Empathy in dyadic/triadic Interactions: links between Empathic Accuracy, Parents', and Child's social behaviours <i>Anthony Mauroy, University of Mons</i> | |
| S3 - SYM 16.6 | Supporting coparenting dynamics and infant functioning in the context of postpartum depression and premature birth <i>Dr Regina Kuersten-Hogan, Assumption University</i> | |
| S3 - INVS14 | The Yellow Brick Road - Integrated Perinatal and Infant Mental Health Care <i>Dr Elisabeth Hoehn, Queensland Centre for Perinatal and Infant Mental Health</i> | Wicklow Hall 2A – Level 2 |
| S3 - INVS14.2 | You can't have one without the other: Why the integration of perinatal and infant mental health services is essential <i>Dr Izaak Lim, Monash University</i> | |
| S3 - INVS14.3 | Keeping the Baby in the Room – Developing New Infant Mental Health Services in Scotland <i>Lucy Morton, Parent-Infant Foundation</i> | |
| S3 - INVS14.4 | Greater Manchester Perinatal and Parent Infant Services: Opening the silos <i>Dr Pauline Lee, NHS Greater Manchester Integrated Care</i> | |
| S3 - INVS14.5 | To Infancy and Beyond – integrating perinatal and infant mental health systems via telehealth <i>Naomi Kikkawa, Queensland Centre for Perinatal and Infant Mental Health</i> | |
| S3 - SYM18 | Becoming fathers: interplay among family-level risk and protective factors and implications for perinatal mental health <i>Prof Francesca Agostini, University of Bologna</i> <i>Dr Laura Vismara, University of Cagliari</i> | Wicklow Hall 2B – Level 2 |
| S3 - SYM 18.2 | The longitudinal relations of antenatal paternal representations with romantic dyadic adjustment: comparisons with mothers <i>Prof Cristina Sechi, University of Cagliari</i> | |
| S3 - SYM 18.3 | Anxiety/Depressive Symptomatology, Parenting-Stress, Perception of Infant Temperament in twins' fathers from pregnancy to 3 months <i>Prof Luca Rolle, University of Turin</i> | |
| S3 - SYM 18.4 | Fathers' depressive and anxiety symptoms at six months postpartum: prevalence, associated variables and risk factors <i>Prof Sara Molgora, Università Cattolica Del Sacro Cuore Di Milano</i> | |
| S3 - SYM 18.5 | Screening for perinatal depressive and affective disorders in fathers: the Perinatal Assessment of Paternal Affectivity <i>Dr Michele Giannotti, University of Trento</i> | |

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| S3 - SYM19 | Parental Reflective Functioning during Pregnancy: Associations with Psychological and Demographic Risks, Parenting and Child Behavior | Wicklow Room 1 – Level 2 |
| S3 - SYM 19.2 | Reflective Functioning in Pregnancy: Concurrent and Longitudinal Predictors in an Urban Community Sample <i>Dr Ann Stacks, Wayne State University</i> | |
| S3 - SYM 19.3 | Exploring attachment style, reflective functioning and mental health for pregnant women with substance use disorder <i>Dr Ruth Paris, Boston University</i> | |
| S3 - SYM 19.4 | Maternal and child correlates of pregnancy RF in a longitudinal study of tobacco exposed children <i>Prof Brent Finger, Montana State University Billings</i> <i>Assoc Prof Suena Massey, Northwestern University</i> <i>Dr Ann Stacks, Wayne State University</i> <i>Prof Pamela Schuetze, Buffalo State University</i> <i>Prof Rina Eiden, Pennsylvania State University</i> | |
| S3 - SYM 19.5 | Childhood trauma, borderline personality disorder features and prenatal parental reflective functioning in expecting adults <i>Julia Garon-Bissonnette, Université du Québec à Trois-Rivières</i> | |
| S3 - BOP6 | Evaluation and outcome studies | Wicklow Room 2A – Level 2 |
| S3 - BOP6.1 | Promoting home visitor responsiveness to families through infant/early childhood mental health consultation <i>Tiffany Burkhardt, University of Chicago</i> <i>Lee Ann Huang, University of Chicago</i> | |
| S3 - BOP6.2 | Can an intensive infant mental health informed early education intervention impact vulnerable parent-child relationships? <i>Nichola Coombs, Melbourne University</i> | |
| S3 - BOP6.3 | Capturing the outcomes of Child Parent Psychotherapy model for children exposed to family violence <i>Dr Allison Cox, , Berry Street Take Two</i> | |
| S3 - BOP6.4 | Child-Parent Psychotherapy (CPP) implementation within a community-based organisation in Australia <i>Dr Allison Cox, Berry Street Take Two</i> | |
| S3 - BOP6.5 | Evaluating the implementation and impact of Wee Minds Matter - NHSGGC Infant Mental Health Service <i>Dr Andrew Dawson, NHS Greater Glasgow & Clyde</i> | |
| S3 - BOP6.6 | The Effectiveness, Implementation and Cost-Effectiveness of a prevention-focused, group-based Early Parenting Intervention <i>Dr Gráinne Hickey, Barnardos Ireland</i> | |

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| S3 - BOP6.7 | Developmental trajectories of young children's depression and anxiety during the COVID-19 pandemic in the Netherlands <i>Lisa J G Krijnen, Utrecht University</i> | |
| S3 - BOP6.8 | Group processes and interpersonal change mechanisms within a group-based intervention for mothers and their infants <i>Jessica Tanner, University of Aberdeen</i> | |
| S3 - SYM20 | Role of the NBO in the care of high-risk infants in the NICU and beyond | Wicklow Room 2B – Level 2 |
| S3 - SYM20.2 | Transitioning Home from NICU with moderate-to-late preterm babies: A supportive intervention based on the NBO <i>Marielle Yehouetome, Université Paris-Cité/PMI Paris Brune</i> | |
| S3 - SYM20.3 | An cue-based family-centered intervention for high risk newborns from birth up to 6m: an utopia? <i>Prof Jacques Sizun, Toulouse University Hospital</i> | |
| S3 - SYM20.4 | Supporting early relationships among parents and their infants who are hospitalized in the Neonatal Intensive Care Unit: A Protocol Paper <i>Beth Mcmanus, Colorado School of Public Health</i> | |
| S3 - SYM20.5 | The infant's experience of neonatal intensive care <i>Dr Natalie Duffy, Royal Children's Hospital, Melbourne</i> | |
| S3 - SYM20.6 | Prioritising Neuroprotective Care for High-Risk Infants with the NICU Traffic Light Tool <i>Erin Church, Mercy Hospital for Women</i> | |
| S3 - SYM29 | Early Parent-Infant Relationships: Perspectives from Clinical and Non-Clinical Samples <i>Prof Claire Hughes, University of Cambridge</i> | Wicklow Room 3 – Level 2 |
| S3 - SYM 29.2 | Expectant Mothers' and Fathers' Mentalising and Autonomy Support in Toddlerhood <i>Dr Sarah Foley, University of Edinburgh</i> | |
| S3 - SYM 29.3 | Psychosocial Impact of Paediatric Early Rapid Genomic Testing and Diagnosis: retelling the story <i>Helen Dolling, University of Cambridge, Addenbrooke's Hospital</i> | |
| S3 - SYM 29.4 | Wait and see: Parent-child interaction of deaf children with cochlear implants <i>Dr Evelien Dirks, Dutch Foundation for the Deaf and Hard of Hearing Child (NSDSK)</i> | |
| S3 - SYM 29.5 | Learning to cooperate: Do mothers' and fathers' interactions with toddlers predict children's unfamiliar peer interactions? <i>Caoimhe Dempsey, University of Cambridge</i> | |

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| S3 - SYM22 | Parents' and Children's Smartphone Use and Effects on Young Children's Development | Wicklow Room 4 – Level 2 |
| S3 - SYM 22.2 | Parental Smartphone Use and Parental Sensitivity at 3 Months Postpartum: Findings of a Longitudinal Study <i>Prof Agnes von Wyl, ZHAW</i> | |
| S3 - SYM 22.3 | The impacts of mothers' smartphone use on children's affect regulation <i>Aleksandra Mikic, Psychoanalytic University Berlin</i> | |
| S3 - SYM 22.4 | No effect of smartphone interruptions during learning on imitation in 18-22-month-old infants <i>Dr Carolin Konrad, Ruhr University Bochum</i> | |
| S3 - SYM 22.5 | The Associations Between the use of Screen Media and Early Child Development: A Review <i>Valérie Brauchli, Marie Meierhofer Children's Institute</i> | |
| S3 - SYM23 | Infant Parent Intervention Research in non-WEIRD Countries | Wicklow Room 5 – Level 2 |
| S3 - SYM23.2 | House of Life and Light: A Perinatal Intervention for Pregnant Teens in El Salvador <i>Dr Alexandra Harrison, Harvard Medical School</i> | |
| S3 - SYM23.3 | The International Guide for Monitoring Child Development (GMCD) in urban slums and rural areas <i>Dr Vibha Krishnamurthy, Ummeed Child Development Center</i> | |
| S3 - SYM23.4 | The International Guide for Monitoring Child Development (GMCD) <i>Dr Ilgi Ertem, International Developmental Pediatrics Association</i> | |
| S3 - SYM23.5 | A feasibility study of a remote intervention for adolescent mothers and their families <i>Dr Elizabeth Levey, Harvard Medical School</i> | |
| S3 - SYM23.6 | The International Guide for Monitoring Child Development (GMCD) by front line health workers in Guatemala <i>Dr Peter Rohloff, Harvard Medical School at Brigham Women's Hospital</i> | |
| S3 - BOP11 | Supporting neuro developmental outcomes | Liffey Meeting Room 1 – Level 1 |
| S3 - BOP11.1 | Negative coparenting and infant self-regulation: the susceptibility role of lower foetal heart rate variability <i>Prof Tiago Miguel Pinto, Universidade Lusófona</i> | |
| S3 - BOP11.2 | The multidisciplinary mental health evaluation of preschool-aged children: Understanding the role of the parent-child relationship <i>Dr Alexis Clyde, University of Texas Southwestern (UTSW)/Children's Health</i> <i>Dr Catherine Karni, University of Texas Southwestern (UTSW)/Children's Health</i> | |
| S3 - BOP11.3 | Transdisciplinary approach to address sensory developmental challenges for infant and early childhood professionals <i>Dr Kate Crowley, University of Southern California</i> | |
| S3 - BOP11.4 | It was punching hard - combining Child Parent Psychotherapy and EMDR to help a young child <i>Simone Rutherford, Take Two Berry Street</i> | |

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| S3 - BOP11.5 | Supporting Early Relational Health: The Canadian Paediatric Society's approach <i>Dr Jean Clinton, McMaster University</i> | |
| S3 - BOP11.6 | Coparenting among parents of preschoolers with Autism Spectrum Disorder: contribution to mother-father-child interactions <i>Dr Michal Slonim, University of Haifa</i> | |
| S3 - BOP11.7 | Mastery Motivation Characteristics among Preterm vs. Full Term Infant vs. Full Term Infants, 12-24 month <i>Orly Neiger</i> | |
| S3 - BOP8 | Reflective supervision from an organisational lens | Liffey Meeting Room 2A – Level 1 |
| S3 - BOP8.1 | Advancing Equity in IECMHC Through Reflective Supervision <i>Dr Evandra Catherine, Arizona State University</i> | |
| S3 - BOP8.2 | La Red: introducing the Latine-led U.S. network changing the face of IMH reflective supervision/consultation <i>Dr Janina Fariñas, La Cocina</i> <i>Sarah McNamee, La Cocina</i> | |
| S3 - BOP8.3 | Building Community Capacity for Reflective Supervision/Consultation: A Four Pronged Approach <i>Dr Kenya Malcolm, University of Rochester Medical Center</i> <i>Sarah Fitzgibbons, SPCC</i> | |
| S3 - BOP8.5 | Reflective Supervision Learning Intensives: A multilayered approach to building reflective capacity in the IECMH Workforce <i>Dr Amy Huffer, ZERO TO THREE: HealthySteps</i> <i>Dr Shaylee Perez, ZERO TO THREE</i> | |
| S3 - BOP8.6 | Reflective Supervision with Organizational Leaders: A Relationship for Systemic Change <i>Alison Peak, Allied Behavioral Health Solutions</i> | |
| S3 - BOP8.7 | Implementation of a collaborative group reflective supervision consultation model for an infant-early childhood education system <i>Dr Sarah Shea, Eastern Michigan University</i> <i>Ashley McCormick, Alliance for the Advancement of Infant Mental Health</i> | |
| S3 - BOP8.8 | Predictors and Protective Factors of Professional Quality of Life in the IECMH Workforce <i>Diana Morelen, East Tennessee State University</i> | |
| S3 - BOP9 | Working with high risk mothers | Liffey Meeting Room 2B – Level 1 |
| S3 - BOP9.1 | But what about the toddler? - Holding the infant in mind within a complex systems <i>Brenda Fenton, Berry Street Take Two</i> | |

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| S3 - BOP9.2 | Breaking Cycles, improving Infant Mental Health <i>Emma Cashmore-Gordon, Aberlour Scotland's Childrens' Charity</i> | |
| S3 - BOP9.3 | Borderline Personality Disorder and parenting capacity: Understanding population characteristics and assessment recommendations <i>Dr Samantha Finan, Child Protection Services, SALHN</i> | |
| S3 - BOP9.4 | Trait anger and poor mentalising: Longitudinal risks for father-infant bonds and infant-care <i>Lauren Francis, Deakin University</i> | |
| S3 - BOP 9.5 | A holding relationship: working with parents and infants in child protection settings in Ireland <i>Lizzie Lyng, Túsla Child and Family Agency</i> | |
| S3 - BOP9.6 | Benevolent Childhood Experiences and Social Support Promote Maternal Foetal Attachment Despite Adversity <i>Dr Jody Manly, University of Rochester/Mt. Hope Family Center</i> | |
| S3 - BOP9.7 | The Holding Tight® - nationwide treatment system for substance abusing pregnant women and families with infants <i>Miia Pikulinsky, The Federation of Mother and Child Homes and Shelters Niina Kokko, The Federation of Mother and Child Homes and Shelters</i> | |
| S3 - BOP9.8 | Patterns of Emotional Availability among mothers with Substance Use Disorder and their children <i>Bianca Filippi, University of Padua</i> | |
| S3 - SYM24 | Coaching with PICCOLO in the USA, Spain, and Italy: Improving parent-child interaction and child development <i>Dr Mark Innocenti, Utah State University</i> | Liffey Meeting Room 3 – Level 1 |
| S3 - SYM24.2 | The effectiveness of video-feedback intervention to promote parenting for mothers of infants with neurodevelopmental disability <i>Dr Eleonora Mascheroni, IRCCS Eugenio Medea</i> | |
| S3 - SYM24.3 | What you show is what you get more of: Coaching feedback with PICCOLO <i>Dr Tasha Olson, The Family Place Utah</i> | |
| S3 - SYM24.4 | Video feedback and family picture-books to strengthen developmental parenting with socially vulnerable mothers in Spain <i>Dr Magda Rivero, University of Barcelona</i> | |
| S3 - SYM24.5 | The use of video feedback to promote developmentally supportive parent-child interactions with children with ASD <i>Dr Rosa Vilaseca, University of Barcelona</i> | |
| S3 - SYM25 | Responsive Caregiving: Evidence for Infants' Mental Representations and Promising Intervention Effects Across Contexts of High-Risk <i>Dr Tahli Frenkel, Reichman University</i> | EcoGem Room – Level 2 |
| S3 - SYM25.2 | Preverbal Mental Representations of Attachment: Associations with Early Maternal Responsiveness and Infant Behavior toward Mother <i>Shily Aptaker Ben-Dori, Baruch Ivcher School of Psychology, Reichman University</i> | |

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| S3 - SYM25.3 | Preliminary Effects of Modified Attachment Biobehavioral Catch-up on Sensitive Caregiving in Mothers with Opioid Dependence <i>Danielle Katz, University of Delaware</i> | |
| S3 - SYM25.4 | Transition From Nasogastric Tube to Oral Feeding: The Role of Parental Guided Responsive Feeding <i>Prof Iris Morag, Shamir Medical Center</i> | |
| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 | State of the Art Lecture <i>Session Chair: Chaya Kulkarni, Sickkids</i> | The Auditorium – Level 3 |
| S4 - SAL.2 | Reflective Parenting Programmes: Theory, Evidence and Promise <i>Dr Arietta Slade, University Paris Cité</i> | |
| S4 - BOP10 | Children with special medical and developmental needs | Liffey Hall 1 – Level 1 |
| S4 - BOP10.1 | Antenatal Journeys with Congenital Heart Disease in Ireland <i>Caroline Geary</i> <i>Dr Anne-Marie Casey, Children's Health Ireland at Crumlin Hospital</i> | |
| S4 - BOP10.2 | Addressing infant mental health during intrusive medical procedures for an anorectal malformation <i>Dr Kim-Michelle Gilson</i> <i>Prof Sebastian King</i> <i>Olivia Larkins</i> <i>Jessica Tarranto</i> | |
| S4 - BOP10.3 | Does parent education change the perceived stress for families of children with medical/special needs? <i>Nicholas Kasovac, Kids at Play Therapy, The DAD Project</i> | |
| S4 - BOP10.4 | Is family disruption, parent stress, and a child with sensory needs correlated? A preliminary investigation <i>Nicholas Kasovac, Kids at Play Therapy, The DAD Project</i> | |
| S4 - BOP 10.5 | Observations and care in psychomotricity with sensory-motor approach in few-months-old at-risk-infants: a preemptive threefold intervention <i>Catherine Saint-Georges, Sorbonne University</i> | |
| S4 - BOP10.6 | Preschool Children's Coping and Caregiver Support in Families with Maternal Substance Misuse: A Qualitative Study <i>Minna Sorsa, World Association for Infant Mental Health</i> | |
| S4 - BOP10.7 | Creating Mellow Ability – a new programme for families and their young children with disabilities <i>Rachel Tainsh, Mellow Parenting</i> | |
| S4 - BOP 10.8 | How do we conceptualise an infant's mental health when undergoing painful cancer treatment? <i>Deirbhile Tuite, Royal Children's Hospital Melbourne</i> | |

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| S4 - BOP13 | Personal and professional Impacts of International Engagement and Its importance During the Global Pandemic | Liffey Hall 2 – Level 1 |
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| S4 - BOP13.1 | Remote Video Intervention Groups with Trauma Exposed Teen Mother-baby dyads in Turkish Group Homes <i>Dr Beril Bayrak, Brazelton Institute Boston</i> | |
| S4 - BOP13.2 | The Power of Observation - Pivoting from Home to Virtual Visits in Early Intervention <i>Colleen Ciccarello, Brown Center for the Study of Children at Risk/Women and Infant's Hospital</i> | |
| S4 - BOP13.3 | Personal and professional Impacts of International Engagement and Its importance During the Global Pandemic <i>Hanna Lampi, Terapialampi</i> <i>Colleen Ciccarello, Brown Center for the Study of Children At Risk/Women and Infant's Hospital</i> <i>Dr Susanne Mudra, University Medical Center Hamburg</i> <i>Dr Beril Bayrak, Brazelton Institute Boston</i> | |
| S4 - BOP13.4 | Creating undergraduate programs for pre-licensed students in Guatemala that highlight infant and parent mental health <i>Daniela Moreno Quintanal</i> | |
| S4 - BOP13.5 | The implementation of a prenatal relationship-oriented mental health outpatient clinic for families at high risk <i>Hanna Lampi, Terapialampi</i> | |
| S4 - BOP13.6 | Understanding Families' Perceptions of Need and Accessibility of Crisis/Respite Nursery Services During the COVID-19 Pandemic <i>Tasha Olson, The Family Place Utah</i> | |
| S4 - BOP12 | Early parenting interventions in the context of risk | Wicklow Hall 1 – Level 2 |
| S4 - BOP12.1 | Family Care Follow-Up Clinic: A developmental and relational service for opiate-exposed infants and their caregivers <i>Lynne Andreozzi, Women and Infants Hospital</i> | |
| S4 - BOP12.2 | An Innovative Integrated Intervention to Treat Trauma, Substance Use, and Parenting <i>Dr Emily Bosk, Rutgers University</i> | |
| S4 - BOP12.3 | Look - your baby is talking to you <i>Camilla Ejlersen, Hvidovre Hospital/Aarhus University</i> | |
| S4 - BOP12.4 | Interviews to inform parenting support program for female prisoners with babies or infants <i>Dr Naoko Nishimura</i> | |
| S4 - BOP12.5 | Minding the Baby: quasi-RCT of a home-visiting intervention for families at increased risk for adversity <i>Dr Maiken Pontoppidan, VIVE - The Danish Center for Social Science Research</i> | |
| S4 - BOP12.6 | Becoming mother without family support : impacts on the maternal state and baby development <i>Delphine Vennat</i> | |
| S4 - BOP12.7 | Prenatal methamphetamine exposure and executive function in children prior to school entry <i>Prof Trecia Wouldes, The University of Auckland</i> | |

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| S4 - BOP12.8 | Impact of A Home-Visitation Program on Maternal Wellbeing: <i>The Moderating Role of Child Emotionality</i> Dr Nihal Yeniad, Bogazici University | |
| S4 - INVS11 | Mentoring in Infant Mental Health: A Symposium Commemorating Robert N Emde Prof David Oppenheim, University of Haifa Prof Mary Dozier, University of Delaware Dr Kristin Bernard, Stony Brook University Alicia Lieberman Markita Mays-Barideaux, UCSF Child Trauma Research Program | Wicklow Hall 2A – Level 2 |
| S4 - BOP15 | Child protection | Wicklow Room 1 – Level 2 |
| S4 - BOP15.1 | 'Made in Australia': Infant consultation to address abuse, violence, and neglect Dr Wendy Bunston, La Trobe University | |
| S4 - BOP15.2 | Infant Mental Health Consultation with Early Childhood Educators working intensively with infants and toddlers at-risk Nichola Coombs, Melbourne University | |
| S4 - BOP15.3 | 'Made in Australia': Infant consultation to address abuse, violence, and neglect Kathy Eyre, RCH Melbourne | |
| S4 - BOP15.4 | 'Made in Australia': Infant consultation to address abuse, violence, and neglect Dr Emma Van Daal, Berry Street | |
| S4 - BOP14 | Engaging parents and babies through music, movement, touch and play | Wicklow Hall 2B – Level 2 |
| S4 - BOP14.1 | Museums, Buses, and Zoom, oh my!: Engaging and accessible programming in infant mental health Dr Kelly Elliott, University of Denver | |
| S4 - BOP14.2 | Predicting Dyadic Emotional Availability Using Prenatal EA Steffany Joslin, Colorado State University | |
| S4 - BOP 14.4 | "I like nonsense, it wakes up my brain": Making neuroscience accessible to parents and caregivers Helen Ryan, Abc Start Right Paul Partnership | |
| S4 - BOP14.5 | Face-to-face vs. online delivery of a group-based creative music intervention for mothers: the Lullaby Project Jessica Tanner, University of Aberdeen | |
| S4 - VID3 | Mental Health Assessment of the Very Young Child in the Clinic Dr Joyce Harrison, Kennedy Krieger Institute/Johns Hopkins School of Medicine | Wicklow Room 2A – Level 2 |
| S4 - WSH15 | Hope in the Face of Adversity: Promoting Family Relational Health using the Newborn Behavioral Observations Dr Jayne Singer, Brazelton Touchpoints Center | Wicklow Room 2B – Level 2 |

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| S4 - WSH16 | Infant Mental Health and Occupational Therapy Collaborative Intervention to Support a Child with Medical Complexity <i>Dr Caroline Hardin, USC University Center for Excellence in Developmental Disabilities at Children's Hospital Los Angeles</i> <i>Dr Eliza Harley, Children's Hospital Los Angeles</i> | Wicklow Room 3 – Level 2 |
| S4 - WSH17 | Intersubjective pain in postpartum: interest of a combination of tools to screen mother-baby bonding disorders <i>Joelle Rochette-Guglielmi, Lyon 2 University</i> <i>Sylvie Viaux Savelon</i> | Wicklow Room 4 – Level 2 |
| S4 - WSH18 | Embracing Structural Humility to Advance Equity in Mental Health Services for Families Experiencing Trauma <i>Dr Sufna John, University of Arkansas for Medical Sciences</i> <i>Lili Gray, Child Parent Psychotherapy (CPP)</i> <i>Donna Potter, Duke University Medical Center</i> | Wicklow Room 5 – Level 2 |
| S4 - BOP61 | IMH Services 4 | Liffey Meeting Room 1 – Level 1 |
| S4 - BOP61.1 | Ensemble: Creating Moving Connections - An early childhood dance therapy project <i>Yael Beth-Halachmi, National Center for Dance Therapy</i> | |
| S4 - BOP61.3 | 'Together We Are Strong' to avoid an increase of antisocial behavioural tendencies in deprived children <i>Dr rer nat M Leticia Castrechini Fernandes Franieck, Caritasverband für Stuttgart</i> | |
| S4 - BOP61.4 | Prevention Services for Post-Natal Depression: Exploring Perspectives of Mothers, Community Mothers, and Public Health Nurses <i>Dr Audrey Lonergan, Health Service Executive</i> | |
| S4 - BOP61.6 | A Community (Mothers) Based Approach to supporting Infant Mental Health <i>Dr Margaret Mastriani, Limerick Social Service Council</i> <i>Evelyn Meenaghan, Limerick Social Service Council</i> | |
| S4 - BOP61.7 | More than words: Working with the "felt sense" in IECMH through a Polyvagal lens <i>Vickie Novell</i> | |
| S4 - BOP17 | Understanding and managing the complexities of infant sleeping difficulties | Liffey Meeting Room 2A – Level 1 |
| S4 - BOP17.1 | The Gentle Method of Self Soothing: reducing sleep disruption without leaving babies to cry <i>Prof Sarah Blunden, Central Queensland University</i> | |
| S4 - BOP17.2 | Insomnia and sleep quality among women during the perinatal period <i>Dr Omneya Ibrahim, Suez Canal University, Ismailia,</i> | |

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| S4 - BOP17.3 | Patterns of infant irritability and sleep problems predict preschool behavioural outcomes: a latent class analysis <i>Keerthi Kottampally, Telethon Kids Institute/University of Western Australia</i> | |
| S4 - BOP17.4 | The shared neurobiology of irritability and sleep problems in children aged 0-5 years: scoping review <i>Keerthi Kottampally, Telethon Kids Institute/University of Western Australia</i> | |
| S4 - WSH7 | Framing the work: A coparenting model for guiding infant mental health encounters with families <i>Dr James McHale, University of South Florida</i> | Liffey Meeting Room 2B – Level 1 |
| S4 - WSH20 | Five for Five: The Five Paradigm Shifts Necessary to Implement the Five Protective Factors <i>Dr Connie M Lillas, NRF Institute Research to Resilience</i> <i>Betty Peralta, Alta: Alternative Learning & Therapeutic Avenues</i> <i>Jessica Richards, Jessica Richards, An LCSW Professional Corporation</i> | Liffey Meeting Room 3 – Level 1 |
| S4 - BOP45 | Fathers and co-parenting | EcoCem Room – Level 2 |
| S4 - BOP45.1 | Couple Therapy With Parents: Impact on Individual, Couple and Child Well-Being <i>Prof Joëlle Darwiche, University of Lausanne, Family and Development Research Center (FADO)</i> | |
| S4 - BOP45.2 | Emotional prosody in infant-directed speech during Lausanne Trilogue Play: effects of age, interaction, parental alliance <i>Prof Didier Grandjean</i> | |
| S4 - BOP45.3 | Parents' cognitive biases and their child's externalizing behavior: study of bidirectional influences and CBMT's efficacy <i>Logan Hansotte, Université De Mons</i> | |
| S4 - BOP45.4 | Maternal Employment and Children's Internalizing and Externalizing Behavior Problems: The Mediating Role of Paternal Involvement <i>Dr Youngjo Im, Chicago State University</i> | |
| S4 - BOP45.5 | Fathers who grew up in out-of-home placements: Impact on well-being and current family situation <i>Prof Katja Nowacki, University of Applied Sciences and Arts Dortmund, Germany</i> | |
| S4 - BOP45.6 | The Construction of Coparenting in First-Time Parental Couples: Integrating their Representations and Interactions <i>Francisca Pérez Cortés, Universidad Alberto Hurtado</i> | |
| S4 - BOP45.7 | It's different with dad: a father-child intervention from the standpoint of activation theory <i>Dr Guadalupe Puentes-Neuman, Université De Sherbrooke</i> | |
| S4 - BOP45.8 | Primiparous Mothers' Prenatal Expectations about Coparenting and Their Postnatal Experiences <i>Büşra Ünverdi, Istanbul 29 Mayıs University</i> | |

SUNDAY 16TH JULY 2023

| S4 - PW2 | Posters Workshop 2 | The Liffey – Level 1 |
|-------------|---|----------------------|
| S4 - PW2.1 | Social Justice in Infant/Toddler Education <i>Dr Claire Vallotton, Michigan State University</i> | |
| S4 - PW2.2 | Competency-based Models for Preparing Infant/Toddler Educators <i>Prof Julia Torquati, University of Nebraska-Lincoln</i> | |
| S4 - PW2.3 | Teacher/Caregiver Competencies for Social Justice in Infant Toddler Education: Aligning Standards and Identifying Gaps <i>Assoc Prof Elita Amini Virmani, Sonoma State University</i> | |
| S4 - PW2.4 | Social Justice Learning Standards for Infants and Toddlers <i>Dr Sandra K Chapman, Chap Equity</i> | |
| S4 - PW2.5 | Let's Talk Equity: Social Justice, Diversity and Equity within the Infant and Toddler Educational Workforce <i>Dr Tonia Durden, Georgia State University</i> | |
| S4 - PW2.6 | I Can/ You Can framework for ethnic-racial socialization in infancy and toddlerhood <i>Prof Holly Brophy-Herb, Michigan State University</i> | |
| S4 - PW2.7 | Family Engagement Model of Incorporating Anti-Bias Education in Curricula for Infants and Toddlers <i>Loria Kim, Michigan State University</i> | |
| S4 - PW2.8 | U.S. Exclusionary Discipline Regulations, Policies, and Practices for Children under 3 in Licensed Childcare <i>Prof Martha Buell, University of Delaware</i> <i>Stephanie Kuntz, University of Delaware</i> | |
| S4 - PW2.9 | Embedding Social Justice Principles in Coaching Practices in Infant/Toddler Classrooms <i>Luci Davila, Michigan State University</i> | |
| S4 - PW2.10 | Advancing Equity via Self-Determinative Self-Regulatory Strategies of Teachers/Children in Infant/Toddler Classrooms <i>Assistant Prof Kellye Wood, Michigan State University</i> | |
| S4 - PW2.11 | Identifying ECE Pre-Service Teacher Potential Biases in Perceptions of Infant-Toddler Behavior <i>Prof Holly Brophy-Herb, Michigan State University</i> | |
| S4 - PW2.12 | Creating Joyful and Liberated Early Childhoods for Infants/Toddlers: From Research to Practice <i>Takiema Bunche Smith, Anahsa Consulting</i> | |



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MONDAY 17TH JULY 2023

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| 08:00-08:50 | Masterclass Sessions | |
| M0 - MCL9 | Providing a Developmental Response to Developmental Concerns in the Absence of a Diagnosis <i>Dr Chaya Kulkarni, Sickkids and Mary Rella, Abiona Centre for Infant & Early Mental Health</i> | Wicklow Hall 1 – Level 2 |
| M0 - MCL10 | From Child and Parental Mental Health needs toward generation of an empirically supported treatment: The Chilean experience with Video-Feedback <i>Fanny Leyton, Universidad de Valparaíso</i> | Wicklow Hall 2A – Level 2 |
| M0 - MCL11 | The next generation of co-parenting progress for the field of infant mental health <i>Dr James McHale, University of South Florida</i> | Wicklow Hall 2B – Level 2 |
| M0 - MCL12 | Tays Huoma Digital platform and Parental Coaching program: a web-based service for parents of young children <i>Prof Kaija Puura, Tampere University and Tampere University Hospital</i> | Wicklow Room 1 – Level 2 |
| M0 - MCL13 | Reviving ‘Amae’ and Communicative Musicality of Infancy to Recover and Retrieve Sense of Self in Relational Context <i>Dr Hisako Watanabe, Watanabe Clinic</i> | Wicklow Room 3 – Level 2 |
| M0 - MCL14 | The Atypical Maternal Behavior Instrument for Assessment and Classification-Brief (AMBIANCE-Brief): Clinical Applications and Video Review <i>Dr Sheri Madigan, University of Calgary</i> | Wicklow Room 4 – Level 2 |
| M0 - MCL15 | Improving outcomes for vulnerable infants living in families with parental substance abuse: an overview of the Parents under Pressure program <i>Prof Sharon Dawe Griffith University Pup Program</i> | Wicklow Room 5 – Level 2 |
| 09:00-10:15 | Sonya Bemporad Award <i>Chair: Kai von Klitzing, University of Leipzig</i> <i>Recipient: Chaya Kulkarni, Sickkids</i> | The Auditorium – Levels 3, 4 & 5 |
| KEY.3 | Plenary Speaker Presentation: Emotional Brain Development and the Role of Parenting <i>Nim Tottenham, Columbia University</i> | |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-12:15 | Intensive Attachment-Based Intervention with High Risk Families Around the World: Comparing Approaches | The Auditorium – Level 3 |
| M1 - SYM26 | | |
| M1 - SYM 26.2 | Clinical use of the Revised Hybrid protocol of the Circle of Security Intensive intervention (COS-IRH) <i>Dr Anna Huber, Families in Mind Psychology and Anne-Marie Hicks, Dayspring Trust</i> | |
| M1 - SYM 26.3 | Clinical Impacts of the Attachment and Child Health (ATTACH™) Parenting Program <i>Dr Nicole Letourneau, University of Calgary</i> | |
| M1 - SYM 26.4 | Group Attachment-Based Intervention (GABI) increases toddler-parent attachment security and decreases levels of disorganization <i>Prof Miriam Steele, The New School for Social Research</i> | |

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| M1 - SYM 26.5 | CAPEDP-Attachment: a multi-risk Home Intervention Controlled Trial <i>Prof Susana Tereno, Université de Rouen</i> | |
| M1 - SYM27 | Individual Differences of Maternal Mind-Mindedness and Cultural Comparison | Liffey Hall 1 – Level 1 |
| M1 - SYM 27.2 | How does maternal mind-mindedness differ across cultures: UK, Israel, Germany and South Korea <i>Yujin Lee, University of York</i> | |
| M1 - SYM 27.3 | How Do Culture and Empathy Relate to UK and South Korean Mothers' Mind-Mindedness? <i>Yujin Lee, University of York</i> | |
| M1 - SYM 27.4 | Correlates of maternal mind-mindedness in a German-speaking sample – maternal characteristics and infant temperament <i>Dr Lydia Li, Eppendorfer Weg 148</i> | |
| M1 - SYM 27.5 | Mind-Mindedness among Israeli High and Low-Risk Pregnancy Mothers <i>Dr Daphna Dollberg Ginio, Academic College Tel Aviv-Yaffo</i> | |
| M1 - INVS1 | Measuring and Enhancing Parental Reflective Functioning: What Do We Know Today? - Part 1: Parental Reflective Functioning: Key Issues in Measurement | Liffey Hall 2 – Level 1 |
| M1 - INVS1.2 | Measuring and Promoting Change in Parental Reflective Functioning (PRF): An Overview <i>Dr Arietta Slade</i> | |
| M1 - INVS1.3 | “Tricky to code” Parent Development Interviews <i>Dr Michelle Slead, The Anna Freud National Center for Children and Families, London</i> <i>Dr Sanna Isosävi, Trauma Centre Finland</i> | |
| M1 - INVS1.4 | Indicators of Relational Risk in the Pregnancy Interview <i>Dr Kristyn Wong, University of Michigan and Dr Ann Stacks, Wayne State University</i> | |
| M1 - INVS1.5 | Exploring the Dynamics of Parental Mentalizing Breakdowns <i>Dr Sanna Isosävi, Trauma Centre Finland and</i> <i>Dr Michelle Slead, The Anna Freud National Center for Children and Families, London</i> | |
| M1 - INVS6 | Perspectives of Infant Mental Health in Asia - Part 1: Development of Infant Mental Health Work in Asia | Wicklow Hall 1 – Level 2 |
| M1 - INVS6.2 | Integrating Infant mental health care as a part of regular postnatal follow up – the way forward – Indian scenario <i>Dr Satya Raj, Christian Medical College</i> | |
| M1 - INVS6.3 | Promoting infant mental health starts from social emotional cultivation in early years: the current situation and practice in China <i>Hongyan Guan</i> | |
| M1 - INVS6.4 | Maternal mental health and infant development during the peak period of COVID-19 pandemic in Indonesia: A six-month longitudinal study <i>Tjhin Wiguna</i> | |
| M1 - SYM30 | How can perinatal research that integrates developmental neuroscience help us interrupt intergenerational violence? | Wicklow Hall 2A – Level 2 |

MONDAY 17TH JULY 2023

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| M1 - SYM30.1 | <p>How can perinatal research that integrates developmental neuroscience help us interrupt intergenerational violence? <i>Prof Daniel Schechter, Lausanne University Hospital and Faculty of Biology & Medicine</i></p> | |
| M1 - SYM 30.2 | <p>Associations between maternal prenatal stress and child development <i>Dr Naomi Downes, Sorbonne Université</i></p> | |
| M1 - SYM 30.3 | <p>Intergenerational Transmission of Maternal Childhood Maltreatment Before Birth: Effects on Human Foetal Amygdala Functional Connectivity <i>Prof Marion I Van den Heuvel, Tilburg University</i></p> | |
| M1 - SYM 30.4 | <p>Maternal Posttraumatic Stress Disorder and Mother-Infant Synchrony: The Role of Co-morbid Depression and Anxiety <i>Dr Nina Burtchen, Praxis Dr Burtchen</i></p> | |
| M1 - SYM30.5 | <p>The Geneva Early Childhood Stress Study after 12 years: New findings and implications for intervention <i>Prof Daniel Schechter, Lausanne University Hospital and Faculty of Biology & Medicine</i></p> | |
| M1 - SYM31 | <p>The Complexity of Feeding and Eating Disorders: Clinical and Scientific Perspectives</p> | Wicklow Hall 2B – Level 2 |
| M1 - SYM 31.2 | <p>Feeding and Eating Disorders in Chronically Ill Children and in Children with Developmental Disorders <i>Dr Margret Ziegler, kbo-kinderzentrum, Munich</i></p> | |
| M1 - SYM 31.3 | <p>Feeding and Eating Disorders in Early Childhood: Interventions and Interdisciplinary Collaboration <i>Annekattrin Thies, Evangelisches Krankenhaus Alsterdorf</i></p> | |
| M1 - SYM 31.4 | <p>Specifics of Posttraumatic Feeding Disorders in Early Childhood and their Relevance for Treatment <i>Dr Susanne Hommel, Baby Clinic Hamburg and Private Practice for Psychoanalytic Parent-Infant Psychotherapy</i></p> | |
| M1 - SYM31.5 | <p>Meta analytic review of Feeding Tube Dependency treatment <i>Dr Markus Wilken, Feeding Tube Dependency Institute</i></p> | |
| M1 - SYM32 | <p>All changed, changed utterly, a terrible beauty is born: social systems, anxiety and vulnerable infants</p> | Wicklow Room 1 – Level 2 |
| M1 - SYM 32.2 | <p>How anxiety affects social systems working with vulnerable infants: An infant therapeutic relationship service experience <i>Dr Patricia O'Rourke, University of Adelaide</i></p> | |
| M1 - SYM 32.3 | <p>Infants within the Child Protection System :who hears their distress? <i>Dr Prue McEvoy, Government of Southern Australia, Department for Child Protection</i></p> | |
| M1 - SYM 32.4 | <p>All changed, changed utterly, a terrible beauty is born: social systems, anxiety and vulnerable infants <i>Prof Catherine Chamberlain, University of Melbourne</i></p> | |
| M1 - SYM 32.5 | <p>Containing defenses against anxiety within the social system of a residential parent and infant unit <i>Prof Astrid Berg, University of Cape Town and Stellenbosch University (Discussant) Catherine Maguire, Dr Calem de Búrca and Marie O'Riordan, Childhood Matters, Cork</i></p> | |

MONDAY 17TH JULY 2023

| M1 - BOP18 | FAN: Facilitating attuned interactions | Wicklow Room 2A – Level 2 |
|---------------|--|------------------------------|
| M1 - BOP18.1 | Increasing Access to FAN in Maryland: Widely reaching early childhood providers through state education funds <i>Kimberly Cosgrove, Kennedy Krieger Institute/PACT</i> | |
| M1 - BOP18.2 | Promoting Reflective Practice Skills in the Early Childhood Mental Health Workforce <i>Dr Margo Candelaria, University of Maryland, School of Social Work</i> | |
| M1 - BOP18.3 | The FAN in Maryland: Perspectives from embedding a Reflective Practice Model Within Multi-Disciplinary Settings <i>Dr Margo Candelaria, University of Maryland, School of Social Work</i> <i>Prof Linda Gilkerson, Erikson Institute, Kimberly Cosgrove</i> <i>Kennedy Krieger Institute/PACT</i> <i>Carole Norris-Shortle, University of Maryland</i> <i>Kate Sweeney, University of Maryland Institute for Innovation and Implementation</i> | |
| M1 - BOP18.4 | Advancing the FAN Reflective Practice Model in Maryland: the National Perspective <i>Kathleen Connors, University of Maryland</i> | |
| M1 - BOP18.5 | How Facilitating Attuned Interactions (FAN) Enhances Relationships: A Qualitative Meta-synthesis <i>Dr Jessica Bartlett, Thriving Together, LLC</i> | |
| M1 - BOP18.6 | FAN (Facilitating Attuned Interactions) Infusing Nurturing Touch (International Association of Infant Massage): Attachment, Regulation, Reflection <i>Tori Graham, Erikson Institute</i> <i>Beth Heavilin, International Association of Infant Massage (Infant Massage USA)</i> <i>Carole Norris-Shortle, University of Maryland</i> | |
| M1 - BOP 18.7 | Integrating the FAN into Evidence Based Home Visiting: A Mixed Methods Study <i>Dr Deborah Perry, Georgetown University</i> | |
| M1 - BOP18.8 | TBEARS Program: Promoting Maternal Mental Health around Early Regulatory Concerns <i>Dr Sherryl Heller, Tulane University</i> | |
| M1 - BOP19 | Perinatal risk and treatment | Wicklow Room 2B – Level 2 |
| M1 - BOP 19.1 | Cultural Adaptation of Mom-2-Mom to address perinatal mental health for Bedouin mothers in southern Israel <i>Dr Samira Alfayumi-Zeadna, Ashkelon Academic College</i> <i>Anna Schmitt, The Two Lilies Fund</i> | |
| M1 - BOP19.2 | Preterm infants' spontaneous movements and maternal emotional availability contribute to children's motor and socio-emotional competence <i>Orna Lev Enacab, University of Haifa</i> | |
| M1 - BOP19.3 | Cross-cultural factors associated postpartum depression in a sample of American Muslim women <i>Dr Vinus Mahmoodi, Columbia University</i> | |
| M1 - BOP19.4 | Neonatal irritability and its association with prenatal pregnancy-related anxiety and maternal self-confidence in caretaking <i>Ariane Göbel, University Medical Center Hamburg-eppendorf</i> | |

MONDAY 17TH JULY 2023

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| M1 - BOP19.5 | Hospitalization for high-risk pregnancy and psychological and relational well-being from pregnancy to post-partum <i>Prof Martina Smorti, University of Florence</i> | |
| M1 - BOP19.6 | Intervention for a Mother Anxious about Raising a Boy Using the Infant-Parent Psychotherapy Model (IPP) <i>Dr Natsuko Tokita, University of Keio</i> | |
| M1 - BOP19.7 | Associations between maternal prenatal depression and neonatal behavior and brain function-Evidence from fNIRS <i>Dr Shan Wang, The First Affiliated Hospital of Xi'an Jiaotong University</i> | |
| M1 - BOP19.8 | Early Preventive Model to Support Women Who Experience Mental Illness During Pregnancy, Birth & beyond <i>Orit Zivan, Soroka Hospital, Dr Tamar Kosef, Soroka Hospital Monique Attias, Soroka Hospital Yehudit Shushan, Israel Ministry of Health Dr Dikla Zigdon, Soroka Medical Center</i> | |
| M1 - SYM33 | The role of parenting and culture in early development | Wicklow Room 3 – Level 2 |
| M1 - SYM 33.3 | Advances in the validation of the PAPA and PAMA in Chilean population <i>Prof Francisca Pérez Cortés, Universidad Alberto Hurtado</i> | |
| M1 - SYM 33.4 | How do parental-interactions and children's temperament influence their socio-emotional development between 12 and 30 months? <i>Pía Santelices, Pontificia Universidad Católica de Chile</i> | |
| M1 - SYM34 | Born to be wired: The relevance of the early social interactions for infant mental health | Wicklow Room 4 – Level 2 |
| M1 - SYM 34.2 | Prenatal pandemic-related stress associates with infants' socio-cognitive development at 12 months: A longitudinal multi-centric study <i>Dr Livio Provenzi</i> | |
| M1 - SYM 34.3 | Predicting Pointing Gestures from Infant Emotional Communication with Mothers, Fathers, Strangers, and Temperament <i>Eliala Alice Salvadori</i> | |
| M1 - SYM 34.4 | Infant and Mother Duchenne Facial Expressions in the Face-to-Face/Still-Face <i>Prof Daniel Messinger</i> | |
| M1 - SYM 34.5 | Maternal psychosomatic disorders and dyadic intersubjectivity: from neural response to infant cry to parenting behaviors <i>Bianca Filippi</i> | |
| M1 - SYM 34.6 | Greater Parenting Stress Enhanced Inter-brain Synchrony During Shared Play: Is that Optimal? Evidences from Singapore <i>Dr Atiqah Azhari</i> | |
| M1 - SYM35 | Supporting Parent and Infant Well-Being in the NICU and beyond: There's an app for that! | Wicklow Room 5 – Level 2 |

MONDAY 17TH JULY 2023

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| M1 - SYM 35.2 | <p>Development and evaluation of the e-TOP app for parents of preterm infants after hospital discharge <i>C Monique Flierman, Amsterdam UMC</i></p> | |
| M1 - SYM 35.3 | <p>An mHealth Mobile App Intervention Supporting Mental Health of Black Parents of NICU Infants MD, MAPP <i>Craig Garfield, Northwestern University/Lurie Children's Hospital of Chicago</i></p> | |
| M1 - SYM 35.4 | <p>A systematic review evaluating mobile education and support applications for parents of preterm infants post-discharge <i>Martine Jeukens-Visser, Amsterdam UMC</i></p> | |
| M1 - SYM 35.5 | <p>Usage and Outcomes of NICU2HOME: A Smartphone App Intervention for NICU parents <i>Craig Garfield, Northwestern University/Lurie Children's Hospital of Chicago</i></p> | |
| M1 - BOP20 | IMH Services 2 | Liffey Meeting Room 1 – Level 1 |
| M1 - BOP20.1 | <p>Prioritising infant mental health: barriers and enablers to infant mental health service development <i>Alicia Weaver, University of Glasgow</i> <i>Dr Tze Hui Phang, NHS Lanarkshire</i> <i>Dr Anne McFadyen, Scottish Government Perinatal and Infant Mental Health Programme Board</i> <i>Prof Helen Minnis, University of Glasgow</i></p> | |
| M1 - BOP20.2 | <p>Don't Throw the Baby with the Bathwater: Exploring PMAD Treatment and the Mother-Baby Dyad <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i></p> | |
| M1 - BOP20.3 | <p>“Breaking The Cycle”: A Qualitative Study Exploring General Practitioners’ Views of Infant Mental Health <i>Anna De Natale, University of Glasgow</i></p> | |
| M1 - BOP20.4 | <p>Infant Mental Health Pathways for the Real World: An implementation evaluation of the SUSI model <i>Carol Hardy, South London and Maudsley NHS Foundation Trust</i></p> | |
| M1 - BOP20.5 | <p>Babies at the centre: Developing and delivering infant mental health services and systems in Scotland <i>Dr Anne McFadyen, Scottish Government Perinatal and Infant Mental Health Programme Board</i> <i>Harriet Waugh, Scottish Government</i></p> | |
| M1 - BOP20.6 | <p>Intimate Partner Violence Exposed Children Birth to Five: Expanding access to traumainformed mental health care <i>Dr Erica Willheim, NYU Grossman School of Medicine</i> <i>Dr Obianuju Berry, NYU Grossman School of Medicine</i> <i>Dr Bethany Watson, NYU Grossman School of Medicine</i></p> | |
| M1 - BOP 20.7 | <p>Infant and Early Childhood Mental Health Consultation in a Changing World <i>Dr Alison Steier, Southwest Human Development</i></p> | |
| M1 - BOP20.8 | <p>Hand in Hand: Empowering Families and Making the Most of Wait Times <i>Nicole Tuzi, The Hospital For Sick Children</i></p> | |

MONDAY 17TH JULY 2023

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| M1 - BOP38 | IMH Service Development | Liffey Meeting Room 2A – Level 1 |
| M1 - BOP38.1 | Midlothian Sure Start: FAN Engagement Enhancing Scotland’s Early Childhood Work with Families, Staff and Communities <i>Cheryl Brown, Midlothian Sure Start</i> | |
| M1 - BOP38.2 | How can we increase the likelihood of infant mental health (IMH) services being commissioned? <i>Dr Karen Bateson</i> | |
| M1 - BOP38.3 | Birth Story: Reflections on the Creation of an Infant Mental Health Service <i>Dr Lauren Delahunty, NHS Greater Glasgow and Clyde</i> <i>Jennifer MacLaughlan, ZERO TO THREE</i> | |
| M1 - BOP38.4 | The ODISEA model of parental assessment and intervention: strengthening infant mental health from the cradle <i>Dr Esteban Gómez, Fundación América Por La Infancia</i> | |
| M1 - BOP38.5 | Tresillian’s Perinatal, Infant and Early Childhood Mental Health (PIEC-MH) model of care: themes and processes <i>Dr Nick Kowalenko, Tresillian Family Care & Emerging Minds</i> | |
| M1 - BOP38.6 | Developing a community-based Infant & Early Childhood Mental Health Framework within the National ABC Programme “Ms Bernie Lavery <i>Katherine Harford, Let’s Grow Together! Infant & Childhood Partnerships CLG</i> <i>Fiona Gallagher, Youngballymun</i> | |
| M1 - BOP38.7 | Developing an Infant and Early Childhood Mental Health Program: Lessons Learned <i>Dr Katherine Matheson, Children’s Hospital of Eastern Ontario, University of Ottawa</i> | |
| M1 - BOP38.8 | Evaluating a new Perinatal and Infant Mental Health workstream in the North of Scotland <i>Dr Lucy Thompson, University of Aberdeen</i> | |
| M1 - BOP22 | Promoting young children’s mental health across contexts: Findings from a research-to-practice center | Liffey Meeting Room 2B – Level 1 |
| M1 - BOP22.2 | Understanding Your Baby: A controlled parallel group study of a universal home-based educational program <i>Dr Ida Egmoose, Center for Early Intervention and Family Studies, University of Copenhagen</i> | |
| M1 - BOP 22.3 | Dissemination of research-based knowledge about infant socio-emotional development: The Understanding Your Baby video library <i>Marianne Thode Krogh, University of Copenhagen</i> | |
| M1 - BOP22.4 | Promoting mind-mindedness in early childcare providers with the COS-Classroom approach: a randomized controlled trial <i>Johanne Smith-Nielsen, University of Copenhagen</i> | |
| M1 - BOP22.6 | Early Detection of Infant Social Withdrawal Using the Alarm Distress Baby Scale in Primary Care <i>Anne Stuart, University of Copenhagen</i> | |

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| M1 - BOP22.7 | <p>Evaluating the efficacy of Circle of Security- Parenting in an at-risk community sample <i>Prof Mette Skovgaard Væver, University of Copenhagen</i> <i>Evaluating the efficacy of Circle of Security- Parenting in an at-risk community sample</i> <i>Dr Ida Egmoose, Center for Early Intervention and Family Studies, University of Copenhagen,</i> <i>Assistant Prof Sophie Reijman, University of Copenhagen</i> <i>Anne Stuart, University of Copenhagen</i> <i>Prof Theis Lange, University of Copenhagen</i> <i>Katrine Wendelboe, University of Copenhagen</i> <i>Maria Stougaard, University of Copenhagen</i> <i>Johanne Smith-Nielsen, University of Copenhagen</i></p> | |
| M1 - BOP22.8 | <p>Structural and personal determinants of early childcare providers' mind-mindedness in relation to 'challenging children' <i>Katrine Wendelboe, University of Copenhagen</i></p> | |
| M1 - BOP21 | <p>Equity and social justice in early intervention</p> | Liffey Meeting Room 3 – Level 1 |
| M1 - BOP21.1 | <p>The First Early Intervention Home Visits: An Odyssey Aided by A Trojan Horse® <i>Kena Chambers</i></p> | |
| M1 - BOP21.4 | <p>A model of targeted universalism to promote the well-being of all children <i>Paul Dworkin, Connecticut Children's</i></p> | |
| M1 - BOP 21.5 | <p>Evaluating the consequences of infant loss in rural Uganda and identifying pathways of intervention <i>Dr Elizabeth Nelson, Arizona State University</i></p> | |
| M1 - BOP21.6 | <p>Aboriginal service providers report the Solihull Approach is appropriate for Indigenous Australian communities <i>Helen Stevens, Parent Infant Consultants</i></p> | |
| M1 - BOP21.7 | <p>Three Ways Parents Can Practice Social Justice Action And Promote Their Child's Development Simultaneously <i>Nat Vikitsreth, Come Back to Care</i></p> | |
| M1 - BOP21.8 | <p>The PROMISE of Integrated Perinatal Behavioral Health Services to Increase Equity <i>Amelia Ehmer, University of Colorado School of Medicine</i></p> | |
| 12:15-13:15 | <p>Lunch Break, Exhibition & Poster Session 2</p> | The Liffey – Level 1 |
| | <p>WAIMH Affiliate Council Meeting</p> | EcoCem Room – Level 2 |
| | <p>Posters P-119-P-259 and P-279</p> | |
| 13:15-14:15 | <p>State of the Art Lecture <i>Session Chair: Elisabeth Hoehn, Program Committee Chair</i></p> | The Auditorium – Level 3 |
| M2 - SAL3 | <p>Future directions of infant mental health in these changing and challenging times <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine, Israel</i></p> | |

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| M2 - WSH21 | Clinical Workshops 2 | Liffey Hall 1 – Level 1 |
| M2 - WSH21.1 | Stuck in postseparation conflict – an attachment oriented case presentation <i>Dr Katrin Braune-Krickau, Zurich University of Applied Sciences</i> | |
| M2 - WSH21.2 | “Mother and M”: the analysis of the dyad, impacted by trauma <i>Beata Granops, Zero-five. Foundation For Infant Mental Health</i> | |
| M2 - WSH21.3 | Creating a dialog between the “Clinical baby” and the “Observed baby”- Case study analysis <i>Bat-El Teherovsky, Ziama Arkin Infancy Institute</i> | |
| M2 - WSH22 | Adversity and Resilience in Caregivers and Young Children: Protective and Compensatory Experiences (PACES) <i>Dr Amanda S Morris, Oklahoma State University</i> <i>Prof Jennifer Hays-Grudo, Oklahoma State University</i> | Liffey Hall 2 – Level 1 |
| M2 - WSH23 | White caregivers parenting Children of Color: Navigating race and identity in Multiracial Families <i>Dr Margaret O'Donoghue, Rutgers University</i> | Wicklow Hall 1 – Level 2 |
| M2 - WSH24 | Clinical decision making for young children with posttraumatic stress disorder <i>Dr Devi Miron Murphy, Tulane Institute of Infant and Early Childhood Mental Health</i> <i>Dr Julie Larrieu, Tulane University School of Medicine</i> <i>Dr Shardé Pettis, Children's National Hospital</i> | Wicklow Hall 2A – Level 2 |
| M2 - WSH25 | Beyond building blocks: A community driven approach to strengthening infant and early mental health care <i>Nikky Summers, Knowledge Institute on Child and Youth Mental Health and Addictions</i> | Wicklow Hall 2B – Level 2 |
| M2 - WSH26 | On becoming a family in Neonatal Intensive Care: COVID-19 learnings about enhancing co-parenting opportunities <i>Dr Megan Chapman, The Royal Children's Hospital, Melbourne</i> <i>Dr Diane Philipp, Sickkids Centre For Community Mental Health</i> | Wicklow Room 1 – Level 2 |
| M2 - VID4 | Supporting early parenting through engaging videos to promote positive, safe interactions with infants/toddlers <i>Dr Vonda Jump Norman, Utah State University; The Family Place</i> | Wicklow Room 2A – Level 2 |
| M2 - VID5 | Reuniting psychodynamic thinking and the interpretive method with DIR treatment for neurodiverse individuals <i>Dr Gilbert Foley, New York Center for Child Development</i> <i>Dr Yana Peleg, White Tulip</i> | Wicklow Room 2B – Level 2 |
| M2 - WSH27 | Using phenomenological approaches in building relationships with vulnerable mothers and infants <i>Minna Sorsa, World Association for Infant Mental Health</i> <i>Prof Bente Dahl, University of South-Eastern Norway</i> <i>Idun Roseth, Telemark Hospital Trust, Norway</i> | Wicklow Room 3 – Level 2 |

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| M2 - WSH29 | The Brazelton Touchpoints™ Approach: Developmental, Relational, and Trauma Frameworks for Supporting Children and Families <i>Dr Jayne Singer, Brazelton Touchpoints Center</i> | Wicklow Room 5 – Level 2 |
| M2 - WSH12 | The Missing Piece in the Interdisciplinary Work with a Challenging Eating Disorder Case <i>Adi Shimoni, Schneider Children's Medical Center of Israel</i> <i>Dana Serfaty, Schneider Children's Medical Center of Israel</i> <i>Dr Shay Ehrlich Schneider Children's Medical Center of Israel</i> | Liffey Meeting Room 1 – Level 1 |
| M2 - WSH31 | The Maternal Looking Guide: Translating the science and research to frontline practice <i>Dr Patricia O'Rourke, University of Adelaide</i> | Liffey Meeting Room 2A – Level 1 |
| M2 - WSH32 | Substance Use and Family Separation: A Critical Examination <i>Dr Mishka Terplan, Friends Research Institute</i> <i>Adam Ballout, FIRST Legal Clinic</i> | Liffey Meeting Room 2B – Level 1 |
| M2 - WSH33 | Reaching for the “good enough father” in therapy with mothers, sons and generations of dads <i>Sharla Kibel, Kibel Consulting</i> | Liffey Meeting Room 3 – Level 1 |
| M2 - PW3 | Posters Workshop 3 | The Liffey – Level 1 |
| M2 - PW3.1 | Reflective Supervision as Systemic Culture: Tennessee's Efforts to Implement RSC Across Workforce Sectors <i>Kristin Dunn, Association of Infant Mental Health in Tennessee</i> <i>Alison Peak, Allied Behavioral Health Solutions</i> | |
| M2 - PW3.2 | Supporting a Diverse Infant and Early Childhood Workforce through Infant Mental Health (IMH) foundational learning <i>Danielle Rice, Michigan Association for Infant Mental Health</i> | |
| M2 - PW3.3 | From Curiosity to Connection—building readiness to reflect: lessons learned by 6 states in the USA <i>Kerrie Schnake, South Carolina Infant Mental Health Association</i> | |
| M2 - PW3.4 | Sparking Curiosity: Brief Reflective Experiences for the Early Care and Education Workforce <i>Dr Angela Tomlin, Riley Developmental Medicine</i> | |
| M2 - PW3.5 | From Curiosity to Connection—building readiness to reflect: lessons learned by 6 states in the USA <i>Carrie Finkbiner, WI Alliance for Infant Mental Health</i> | |
| M2 - PW3.6 | From Curiosity to Connection – building readiness to reflect: the importance of self-awareness <i>Carrie Finkbiner, WI Alliance for Infant Mental Health</i> | |
| M2 - PW3.7 | Scaffolding towards reflective relational systems <i>Aditi Subramaniam, Massachusetts Society for the Prevention of Cruelty to Children</i> <i>Anat Weisenfreund, Community Action Pioneer Valley (CAPV)</i> | |

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| M2 - PW3.8 | Meeting the Need: A Three State Comparison: Right Start for Colorado's Workforce Development Efforts <i>Dr Shannon Bekman, Right Start for Colorado at WellPower</i> | |
| M2 - PW3.9 | Meeting the Need: Utah's Pathway to IECMH Workforce Development <i>Jennifer Mitchell, The Children's Center Utah</i> | |
| M2 - PW3.10 | Meeting the Need: Tennessee First Five Training Institute; a Workforce Development Project and Outcomes <i>Alison Peak, Allied Behavioral Health Solutions</i> | |
| 14:15-14:30 | Comfort Break & Room Change | |
| M3 - INVS7 | Men's Mental Health and the Centrality of Fathers in Infant-Family Mental Health Approaches | The Auditorium – Level 3 |
| M3 - INVS7.2 | Including fathers in infancy research – two steps sideways <i>Prof Paul Ramchandani, University of Cambridge</i> | |
| M3 - INVS7.3 | A potentially universal, perinatal digital support service for fathers <i>Prof Richard Fletcher, University of Newcastle NSW</i> | |
| M3 - INVS7.4 | Fathers as driving forces to traditional values and practices in Brazilian society <i>Julia Scarano de Mendonca, Federal University of Pará Belém, Brazil</i> | |
| M3 - SYM37 | Global Child-Parent Attachment Science through the Lens of Meta-Analytic Research: Looking Back and Planning Ahead | Liffey Hall 1 – Level 1 |
| M3 - SYM 37.2 | Parent Sensitivity and Child Attachment: A Meta-Analysis Revisited <i>Dr Sheri Madigan, University of Calgary</i> | |
| M3 - SYM 37.3 | How Do Maternal Sensitivity and Child-Mother Attachment Contribute to Children's Cognitive and Language Outcomes? <i>Dr Audrey-Ann Deneault, University of Calgary</i> | |
| M3 - SYM 37.4 | Attachment Networks to Mother and Father Predict Child Behavioral Problems: An Individual Participant Data Meta-Analysis <i>Dr Or Dagan</i> | |
| M3 - SYM 37.5 | A Meta-Analysis of the First 20,000 Strange Situation Procedures <i>Prof Pasco Fearon, University of Cambridge</i> | |
| M3 - INVS3 | Measuring and Enhancing Parental Reflective Functioning: What Do We Know Today? - Part 2: Parental Reflective Functioning: Promoting Change | Liffey Hall 2 – Level 1 |
| M3 - INVS3.1 | Promoting Change in Parental Reflective Functioning <i>Dr Ann Stacks, Wayne State University</i> | |
| M3 - INVS3.2 | Enhancing PRF via Sensitivity: The Importance of IMH Clinician Experience <i>Dr Ann Stacks, Wayne State University</i> <i>Dr Kristyn Wong, University of Michigan</i> <i>Alissa Huth-Bocks</i> <i>Dr Maria Muzik, Zero To Thrive - University of Michigan</i> <i>Dr Katherine Rosenblum, Zero To Thrive - University of Michigan</i> | |

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| M3 - INVS3.3 | Interventions for Parental Depression: The role of PRF <i>Dr Michelle Slead, Zero To Thrive - University of Michigan</i> | |
| M3-INVS3.4 | Enhancing parent-child interactions by focusing on PRF for postpartum women in recovery from substance use disorder <i>Dr Ruth Paris, Boston University</i> <i>Ashley Short Mejia, Boston University</i> <i>Yibin Yang, Boston University</i> <i>Dr Mihoko Maru, Boston Medical Center</i> <i>Dr Ruth Rose-Jacobs, Boston University</i> | |
| M3-INVS3.5 | Inter-Relations between Maternal RF and Emotional Availability in Parenting Interventions: Results from Two At-Risk Community Samples <i>Dr Marjo Flykt, University of Helsinki</i> <i>Dr Ritva Belt</i> <i>Dr Saara Salo, University of Helsinki</i> <i>Dr Sanna Isosävi, Trauma Centre Finland</i> <i>Henna Hukkanen</i> <i>Prof Raija-Leena Punamäki, Tampere University</i> | |
| M3 - INVS10 | Perspectives of Infant Mental Health in Asia - Part 2: Exploring Inner Resources to Promote Infant Mental Health in Asia | Wicklow Hall 1 – Level 2 |
| M3 - INVS10.2 | The BRAC Para-counsellor Model: Cultural Influences in Design and Iteration <i>Dr Tabassum Amina, BRACU</i> | |
| M3 - INVS10.3 | Affective Embodied Communication of Amae as Matrix for Resilience in Relationships <i>Dr Hisako Watanabe, Watanabe Clinic</i> | |
| M3 - BOP28 | Language and speech in infancy | Wicklow Hall 2A – Level 2 |
| M3 - BOP28.1 | A Novel Interactive Shared Reading Intervention: Feasibility and Effect on Infant Language and Cognitive Development <i>Emma Bergström, Linneaus University</i> | |
| M3 - BOP28.2 | Early Conversational Turns are Associated with Later Social-Emotional Development: a longitudinal study using LENA <i>Dr Esteban Gómez, Fundación América Por La Infancia</i> <i>Jodi Whiteman, LENA</i> | |
| M3 - BOP 28.3 | Testing whether an adapted book sharing intervention can promote social-emotional development in infants and toddlers <i>Natalie Kirby, University of Cambridge</i> | |
| M3 - BOP28.4 | Baby Clinic – Language Institute / São Paulo/ SP/ Brazil <i>Prof Andrea Laueremann, Langage Institut</i> | |
| M3 - BOP28.6 | Parents' and toddlers' use of emotion words: The predictive value of early childhood language development <i>Sanne Peet, Dutch Foundation for the Deaf and Hard of Hearing Child</i> | |

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| M3-BOP28.7 | The Impact of Speech and Language and Occupational Therapy Support in 75 Early Childhood Settings <i>Prof Emer Ring, Mary Immaculate College - University of Limerick</i> <i>Dr Lisha O'Sullivan, Mary Immaculate College</i> | |
| M3-BOP28.8 | Babbling Babies: Experiences of an early communication and literacy programme for infants <i>Grace Walsh, Let's Grow Together! Infant & Childhood Partnerships CLG</i> | |
| M3 - SYM41 | Father involvement matters during early child development: crossing pathways of influence | Wicklow Hall 2B – Level 2 |
| M3 - SYM 41.2 | Infant vagal tone during father-infant interactions: two types of shared time as moderators <i>Nilo Puglisi, University of Geneva</i> | |
| M3 - SYM 41.3 | Early Father Communicative Support and Family Conflict Among Rural Low-income Families in the US <i>Dr Sheila Anderson, Weber State University</i> | |
| M3 - SYM 41.4 | Parental stress, depressive symptoms and involvement and children's behavioral problems <i>Dr Soledad Coo Calcagni, Universidad del Desarrollo</i> | |
| M3 - SYM 41.5 | The impact of a parenting intervention on parents' challenging parenting behaviors and children's social competence <i>Prof Natasha J Cabrera, University of Maryland</i> | |
| M3 - SYM 41.6 | Father involvement in the context of shared parental leave in Sweden <i>Dr Monica Lidbeck, Västra Götaland Research and Development Primary Health Care</i> | |
| M3 - SYM42 | Perinatal Mental Health, Dysregulated Babies and Early Intervention | Wicklow Room 1 – Level 2 |
| M3 - SYM 42.2 | Perinatal Mental Health, Dysregulated Babies and Early Intervention <i>Prof Natalia Chechko, RWTH</i> | |
| M3 - SYM 42.3 | Psychosocial and biological risk factors of peripartur depression and bonding difficulties in mothers and fathers <i>Prof Dr Sarah Kittel-Schneider, University Hospital of Würzburg</i> | |
| M3 - SYM 42.4 | Infant's Regulatory Problems, Parental Perinatal Mental Health and the Quality of the Parent-Infant Relationship <i>Dr Susanne Hommel, Baby Clinic Hamburg and Private Practice for Psychoanalytic Parent-Infant Psychotherapy</i> | |
| M3 - SYM 42.5 | Infant Regulatory Problems and Maternal Mental Health at 7 Months Postpartum under COVID conditions <i>Ariane Göbel, University Medical Center Hamburg-Eppendorf</i> | |
| M3 - BOP60 | Building reflective practice | Wicklow Room 2A – Level 2 |
| M3 - BOP60.1 | Using Choice Theory/Reality Therapy in Reflective Supervision and Consultation <i>Dr Gloria Smith Cissé, The Southern Center for Choice Theory, LLC</i> <i>Tracy Schreifels, Ellison Center</i> | |

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| M3 - BOP60.2 | Holding the baby in mind throughout family support provided by a voluntary sector network <i>Alex Corgier, Home-Start UK and Kasia Zych, NHS Greater Glasgow & Clyde</i> | |
| M3 - BOP60.3 | Developing the Skills of Mindfulness Facilitators: Encouraging self-reflection and increasing effectiveness, competence and program fidelity <i>Jaci Foged, University of Nebraska-Lincoln, Lynn DeVries, University Of Nebraska-Lincoln and Dr Holly Hatton-Bowers, University Of Nebraska-Lincoln</i> | |
| M3 - BOP60.4 | Addressing Practitioners' Secondary Traumatic Stress <i>Dr Tasha Olson, The Family Place Utah</i> | |
| M3 - BOP60.5 | Revisioning an Inclusive and Liberating Stance in Reflective Supervision Practice <i>Dr Sherryl Heller, Tulane University Dr Salam Soliman, Child First</i> | |
| M3 - BOP60.6 | Holding the hands of those who hold the hand of the child <i>Rachel Tainsh, Mellow Parenting</i> | |
| M3 - BOP60.7 | Experiences of Reflective Practice in an Interdisciplinary Infant Mental Health Service <i>Mary Tobin, Health Service Executive</i> | |
| M3 - BOP60.8 | Developing Emotional Competence through Reflective Mentorship and Supervision <i>Anat Weisenfreund, Community Action Pioneer Valley (CAPV) Dr Jayne Singer, Brazelton Touchpoints Center</i> | |
| M3 - BOP25 | Implementing IMH services and programmes | Wicklow Room 2B – Level 2 |
| M3 - BOP25.1 | Relational Savoring: A Brief, Strengths-Based Intervention Delivered with High Fidelity by Paraprofessionals <i>Prof Jessica Borelli, University of California Irvine</i> | |
| M3 - BOP25.2 | Supporting Early Care Professionals with Circle of Security Parenting-Classroom <i>Samantha Bradley, Nebraska Children and Families Foundation</i> | |
| M3 - BOP25.3 | Implementing the Parent Infant Interaction Observation Scale within Teesside Perinatal Mental Health Services <i>Prof Dawn Cannon, University of Warwick Dr Laura Pocklington, Teesside Specialist Perinatal Service</i> | |
| M3 - BOP25.4 | Supporting parents at home: early family-centered e-Care intervention for parents of infants with developmental disabilities <i>Dr Serena Grumi, IRCCS Mondino Foundation</i> | |
| M3 - BOP25.5 | Community-based efficacy trial of “Mothering from the Inside Out”: Outcomes when delivered by addiction counselors <i>Dr Amanda Lowell, Yale Child Study Center</i> | |
| M3 - BOP25.6 | Co-creating ante-natal support for parents expecting multiples <i>Maia Mcgregor, Ohomairangi Trust</i> | |

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| M3 - BOP25.7 | Feasibility and Acceptability of a New Train-the-Trainer Model for “Mothering from the Inside Out” <i>Dr Elizabeth Peacock-Chambers, UMass Chan Medical School-Baystate</i> | |
| M3 - BOP25.8 | Supporting maternal and infant mental health and the attachment relationship in rural and remote areas <i>Debbie Tucker, NSW Health, Australia</i> | |
| M3 - SYM47 | First steps together: Screening tools and care pathways for infant and early childhood mental health | Wicklow Room 3 – Level 2 |
| M3 - SYM47.1 | First steps together: Screening tools and care pathways for infant and early childhood mental health <i>Dr Purnima Sundar, Knowledge Institute on Child and Youth Mental Health and Addictions</i> | |
| M3 - SYM47.2 | Care pathways: Intersectoral collaboration to support access to care for infants, children and their families <i>Nikky Summers, Knowledge Institute on Child and Youth Mental Health and Addictions</i> | |
| M3 - SYM47.3 | Scoping Review of Clinician-Administered Mental Health and Developmental Screening Tools for Children Under Six <i>Paula Cloutier, Children’s Hospital of Eastern Ontario (CHEO)</i> | |
| M3 - SYM47.4 | The HEADS-ED Under 6: Piloting a new communimetric mental health screening tool for young children <i>Dr Christine Polihronis, Knowledge Institute on Child and Youth Mental Health and Addictions</i> | |
| M3 - SYM 47.5 | Addressing Mental Health Needs of Young Children Through a Novel Coordinated Access and Navigation Program <i>Paula Cloutier, Children’s Hospital of Eastern Ontario (CHEO)</i> | |
| M3 - SYM43 | Parental mental health problems, dyadic interaction and intervention in pregnancy and early childhood | Wicklow Room 4 – Level 2 |
| M3 - SYM 43.2 | Maternal postpartum mental health symptoms: Impact on maternal sensitivity and mother-child attachment <i>Dr Sandra Gabler, University of Erlangen-Nürnberg</i> | |
| M3 - SYM 43.3 | Interrupting the intergenerational transmission of risk: Initial results of a behavioral-psychotherapeutic, mindfulness-based intervention during pregnancy <i>Dr Jennifer Gerlach, University Hospital Erlangen</i> | |
| M3 - SYM 43.4 | Associations between dyadic behavior and maternal mental disorders – a systematic review and meta-analysis <i>Anne Jung, Bielefeld University</i> | |
| M3 - SYM 43.5 | The Quality of Mother/Father-Child Interaction and the Development of Children Born Preterm <i>Ana Mesquita, Psychology Research Centre (CIPsi)</i> | |
| M3 - SYM 43.6 | Maternal psychopathology as a risk for parenting and child development: Findings from two longitudinal studies <i>Prof Gottfried Spangler, Friedrich-Alexander-Universitaet Erlangen-Nuremberg</i> | |

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| M3 - SYM44 | Elements and settings associated to the quality of mother-infant interaction | Wicklow Room 5 – Level 2 |
| M3 - SYM44.2 | Mother-infant breastfeeding and bottle-feeding interactions <i>Prof Barbara Figueiredo, Center for Research in Psychology, University of Minho</i> | |
| M3 - SYM 44.3 | Maternal Singing in Mother-Baby Interaction: Study carried out with premature babies <i>Prof Barbara Figueiredo, Center for Research in Psychology, University of Minho</i> | |
| M3 - SYM 44.4 | Maternal touch in object and non-object-oriented play interactions: a longitudinal study at 7 and 12 months <i>Juliana Serra, University of Minho</i> | |
| M3 - SYM 44.5 | Mother-infant interaction in the first 48 hours of life during the feeding situation <i>Sandra Simó Teufel, University of Valencia, Spain</i> | |
| M3 - BOP43 | Interventions | Liffey Meeting Room 1 – Level 1 |
| M3 - BOP43.1 | Gentle Connections Clinic, Use of NBO in a Community Pediatric Clinic in Lowell <i>Dr Beril Bayrak, Brazelton Institute Boston</i> | |
| M3 - BOP43.2 | Pioneering ABC (attachment and bio behavioural catch-up) intervention in the UK <i>Dr Kerry Taylor, Brighton Parent Infant Psychological Therapy</i> | |
| M3 - BOP43.3 | Defining the Essential Activities of Infant and Early Childhood Mental Health Consultation: A Delphi Study <i>Dr Deborah Perry, Georgetown University</i> | |
| M3 - BOP43.4 | From Hatred to Tenderness: Teamwork on a Mother Baby Unit <i>Dr Catherine Lazaroo, Mercy Mental Health</i> | |
| M3 - BOP43.5 | Developing continuing bonds: Music Therapy with parents of life-limited infants on the neonatal unit <i>Kirsty Ormston, Noah's Ark Children's Hospice</i> | |
| M3 - BOP43.6 | Parent-Infant psychotherapy treatments revisited three and five years after ending <i>Dr Maria Pozzi Monzo, Parent-Infant Clinic</i> | |
| M3 - BOP43.7 | Liaison Child Psychiatry in the Neonatal Intensive Care Unit: identifying vulnerabilities and promoting intervention <i>Márcia Rodrigues, Universitário Do Porto</i> | |
| M3 - BOP43.8 | Promoting reflection and sense of belonging: Parent and practitioner experiences of Solihull Approach parent groups <i>Helen Stevens, Parent Infant Consultants</i> | |
| M3 - SYM75 | The New Child Development Ambassadors foster infant/child mental health in Under-Resourced Countries: Beyond Disciplinary/International Boundaries | Liffey Meeting Room 2A – Level 1 |
| M3 - SYM75.2 | Interdisciplinary training of child caregivers matters in infant mental health: The Ethiopian experience <i>Sahilu Baye Alemu, Enrichment Center Ethiopia</i> | |

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| M3 - SYM75.3 | The right of young Roma children in Europe to develop and thrive <i>Aljosa Rudas, International Step By Step Association</i> | |
| M3 - SYM75.4 | The New Child Development Ambassadors Foster Infant/Child Mental Health in Under-Resourced Countries: Beyond Disciplinary/International Boundaries <i>Prof Abraham Sagi-Schwartz, University of Haifa</i> <i>Ella Levert-Levitt, University of Haifa</i> <i>Sahilu Baye Alemu, Enrichment Center Ethiopia</i> <i>Aljoša Rudaš, International Step by Step Association</i> <i>Dr Melissa Washington-Nortey, King's College London</i> | |
| M3 - SYM75.5 | Improving Early Identification of Children with Developmental Disabilities and Equipping Parents in Under-Resourced Contexts <i>Dr Melissa Washington-Nortey, King's College London</i> | |
| M3 - BOP26 | Attachment 2 | Liffey Meeting Room 2B – Level 1 |
| M3 - BOP26.1 | How do early attachment experiences shape the nurse and woman-infant caregiving relationship? <i>Dr Fran Chavasse, University of Technology, Sydney</i> | |
| M3 - BOP26.2 | Attachment models in the transition to motherhood <i>Dr Hava Guez, Laboratoire Paragraphe</i> | |
| M3 - BOP26.3 | Healing Parent's attachment wounds enhances their infant's attachment: the beautiful power of EMDR <i>Julie King</i> | |
| M3 - BOP 26.4 | The LifeStories Project: Impact of infant institutionalization. A 60-year follow-up study <i>Dr Patricia Lannen, Marie Meierhofer Children's Institute</i> | |
| M3 - BOP26.5 | Circle of Security Parenting Programme in CAMHS/AMHS Cork and Kerry Community Healthcare - preliminary outcomes <i>Ella Lovett, Health Service Executive</i> <i>Dr Jean O'Brien, Health Service Executive (AMHS)</i> | |
| M3 - BOP26.6 | Attachment as a moderator in associations between parent and child wellbeing during COVID-19 lockdown restrictions <i>Felicity Painter, The Bouverie Centre, La Trobe University</i> | |
| M3 - BOP26.7 | Maternal prementalizing modes mediate between mothers' insecure attachment and early adolescents' externalising behaviors <i>Prof Chiara Passagli, Sapienza University of Rome</i> | |
| M3 - BOP26.8 | Misplaced attachment? Caring for an abandoned infant in hospital. <i>Jack Southwell, Royal Children's Hospital, Melbourne</i> | |
| M3 - SYM5 | Relationship building interventions for young traumatized foster children | Liffey Meeting Room 3 – Level 1 |
| M3 - SYM5.2 | Implementation of trauma-informed approach in supervised visitation in Flemish foster care <i>Lenny Trogh, Knowledge Centre Foster Care Flanders</i> | |

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| M3 - SYM5.3 | Positive parenting in foster care: A video-feedback intervention to promote positive parenting – theory and practice <i>Drs Delphine West, Kenniscentrum Pleegzorg</i> | |
| M3 - SYM5.4 | Factors associated with insecure attachment behavior of young Flemish foster children <i>Drs Delphine West, Kenniscentrum Pleegzorg</i> | |
| M3 - SYM5.5 | A Trauma-Informed Approach to Supervising Contact Visits between young foster children and their parent's <i>Dr Adena Hoffnung-Assouline, Hebrew University</i> <i>Dr Cigal Knei-Paz, Tel-Aviv University</i> | |
| M3 - SYM49 | The Newborn Behavioral Observation as an Intervention for Front-Line Caregivers | EcoCem Room – Level 2 |
| M3 - SYM49.2 | Lets Grow Together: Front Line Caregivers and the NBO in City Cork, Ireland <i>Trish Hurley, Let's Grow Together Cork! Infant and Childhood Partnership CLG</i> | |
| M3 - SYM49.3 | NBO in Early Help service and Thriving Baby project in Manchester <i>Anuli Ifezue, Manchester Foundation Trust</i> | |
| M3 - SYM49.4 | NBO with Frontline Caregivers in an inner London borough - UK Sure Start Programme <i>Dr Betty Hutchon, Royal Free NHS London</i> | |
| M3 - SYM49.5 | The NBO in South Africa: NBO Lay Counselors <i>Dr Nicola Dawson, Ububele Educational and Psychotherapy Trust</i> | |
| M3 - SYM49.6 | Building Baby Brains: Infant Mental Health Training for Community Health Workers in Rural Pakistan <i>Dr Muhammad Zeshan, Rutgers University New Jersey</i> | |
| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 M4 - INVS5 | International Perspectives on the Effects of Trauma on Young <i>Dr Joy Osofsky, Louisiana State University Health Sciences Center</i> <i>Assoc Prof Campbell Paul, Royal Children's Hospital Melbourne</i> <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> <i>Dr Hisako Watanabe, Watanabe Clinic</i> <i>Prof Astrid Berg, University of Cape Town and Stellenbosch</i> | Liffey Hall 2 – Level 1 |
| M4 – INVS5.2 | Building Capacity for Trauma Informed Care in the Child Welfare System <i>Assoc Prof Campbell Paul, Royal Children's Hospital Melbourne</i> | |
| M4 – INVS5.3 | The Rights of the Infants in Times of War: Our role as Mental Health Professionals <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | |
| M4 – INVS5.4 | Exploring Ways to Mobilize and Enhance Intuitive Caregiving Capacity through a Relationship-Based, Culturally-Centered Approach <i>Dr Hisako Watanabe, Watanabe Clinic</i> | |
| M4 – INVS5.5 | The Effects of Trauma on Young Children and Ways to Promote Resilience <i>Dr Joy Osofsky, Louisiana State University Health Sciences Center</i> | |

MONDAY 17TH JULY 2023

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| M4 - BOP27 | Learnings from the Covid-19 pandemic | Liffey Hall 1 – Level 1 |
| M4 - BOP27.1 | Who's Helping Us? Exploring the Transition to Parenthood in Infant-Family Professionals During the Covid Era <i>Assistant Prof Tanika Eaves, Fairfield University</i> | |
| M4 - BOP27.2 | Changes in Child Mental Health During the COVID-19 Pandemic: Meta-Analytic Findings <i>M Jenney Zhu, University of Calgary</i> | |
| M4 - BOP27.3 | A Strengths-Based Approach to Supporting Parenting During Prolonged Adversity: Lessons Learned from the Pandemic <i>Lana Beasley, Oklahoma State University</i> | |
| M4 - BOP27.4 | Changes in Child Screen Time, Physical Activity, and Mental Health During the Pandemic: Meta-Analytic Findings <i>Dr Sheri Madigan, University of Calgary</i> | |
| M4 - BOP27.5 | Global Changes in Child Physical Activity During the COVID-19 Pandemic: A Systematic Review and Meta-Analysis <i>Dr Sheri Madigan, University of Calgary</i> | |
| M4 - BOP 27.6 | Dyadic Parent-child psychotherapy during COVID-19 pandemic: The hybrid challenge in the treatment of preschool children <i>Dr Shira Yuval Adler, University of Haifa</i> <i>Anat Miller Arad, Psychological Developmental Treatment Clinic</i> | |
| M4 - BOP27.7 | The Emotional Vaccine: Sensitive caregiving in infancy shapes future preschooler stress response to Covid-19 <i>Yael Schlesinger, Reichman University</i> | |
| M4 - BOP27.8 | A Meta-Analysis of Global Changes in Screen Time Among Preschool-Aged Children During the COVID-19 Pandemic <i>Rachel Eirich, University of Calgary</i> | |
| M4 - INVS13 | Exploring Progress in Embedding Infant Mental Health Principles and Practice: Perspectives from Colleges of Practice and National Health Service Delivery in Ireland | Liffey Hall 2 – Level 1 |
| M4 - INVS13.2 | Developments in infant mental health in child and adolescent psychiatry and paediatric settings in Ireland <i>Aoife Twohig, Children's Health Ireland</i> | |
| M4 - INVS13.3 | HSE Nurture/Healthy Childhood Programme <i>Anne Pardy, National Healthy Childhood Program</i> | |
| M4 - INVS13.4 | Let's learn together: bringing the role of the Speech & Language Therapist in Infant Mental Health practice to life <i>Grace Walsh, Let's Grow Together! Infant and Childhood Partnerships CLG</i> | |
| M4 - INVS13.5 | Cultivating Infant Mental Health in Psychology Services: An Irish Perspective <i>Eithne Ni Longphuirt, Psychological Society of Ireland</i> | |

MONDAY 17TH JULY 2023

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| M4 - BOP29 | Supporting outcomes with pre-term infants | Wicklow Hall 1 – Level 2 |
| M4 - BOP29.1 | Follow-up of neuropsychomotor development of preterm infants: a university extension experience <i>Amanda Schöffel Sehn</i> | |
| M4 - BOP29.2 | The effect of Early Vocal Contact on preterm infants' pain: the role of oxytocin <i>Prof Didier Grandjean, University of Geneva</i> | |
| M4 - BOP29.3 | The impact of low-birthweight in infant emotional regulation, mother-infant quality of interaction, and attachment <i>Prof Marina Furtés, Escola Superior de Educação de Lisboa & Centro de Psicologia da Universidade do Porto</i> | |
| M4 - BOP29.4 | Association between maternal sensitivity and moderate preterm Infants' social withdrawal and development at 12 months <i>Dr Andrea Mira, Universidad Andrés Bello</i> | |
| M4 - BOP29.5 | Mother's mental health and the interaction with her moderate preterm baby in the NICU <i>Dr Andrea Mira, Universidad Andrés Bello</i> | |
| M4 - BOP29.6 | Observing Patterns of Maternal Proximity and Maternal-Infant Engagement in a Neonatal Intensive Care Unit <i>Dr Christine Neugebauer, Texas Tech University Health Sciences Center</i> | |
| M4 - BOP29.7 | Finding Goldilocks: Balancing Parental Reflective Functioning, parental trauma, and attachment perception in Neonatal Intensive Care <i>Dr Megan Chapman, The Royal Children's Hospital, Melbourne</i> | |
| M4 - BOP53 | Feeding | Wicklow Hall 2A – Level 2 |
| M4 - BOP53.1 | Mobile-Based Intervention for Parents of Infants with Crying/Sleeping/Feeding Problems: Results of a Randomized Controlled Trial <i>Michaela Augustin, Technical University of Munich</i> | |
| M4 - BOP53.2 | Development of a psychomotor stimulation protocol for malnourished infants and young children <i>Elisabetta Dozio, Action Contre La Faim</i> | |
| M4 - BOP53.3 | Brief online group intervention for parents of infants and toddlers with feeding difficulties <i>Dr Dana Erhard-Weiss, Schneider Children's Medical Center</i> | |
| M4 - BOP53.4 | Treating infant eating disorders, traditional and contemporary concepts and tools <i>Prof Dr Delphine Jacobs, UCLouvain, Brussels</i> | |
| M4 - BOP31 | Early autism detection and intervention | Wicklow Hall 2B – Level 2 |
| M4 - BOP31.1 | Bridging the Gap Between Early Detection of Autism Prodrome in Infancy, Assessment and Intervention <i>Dr Hanna Alonim, The Mifne Center</i> | |
| M4 - BOP31.2 | The Impact of Parents Coping Strategies on Early Detection of Autism in NICU graduates <i>Dr Kenia Loiret Gomez, Brigham and Women's Hospital</i> | |

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| M4 - BOP31.3 | <p>Cooperative Parent Mediated Therapy for toddler younger than 24 months - An Italian randomized control trial <i>Maria Grazia Mada Logrieco, Gabriele D'annunzio University</i></p> | |
| M4 - BOP31.4 | <p>Genetic- and metabolic testing in infants with ASD and GDD in clinical academic practice <i>Jessie Rozemuller, Levvel Amsterdam</i> <i>Tamar Rozendaal, Levvel</i></p> | |
| M4 - BOP31.5 | <p>Very early detection of risk of ASD in infants before 12 months: a systematic review <i>Catherine Saint-Georges, Hôpital Universitaire Pitié-Salpêtrière, Sorbonne University</i></p> | |
| M4 - BOP31.6 | <p>Can we early change the way the pre-autistic difficulties of a baby disrupt its environment? <i>Catherine Saint-Georges, Hôpital Universitaire Pitié-Salpêtrière, Sorbonne University</i></p> | |
| M4 - BOP31.7 | <p>A dynamic exploration of intersubjectivity's impact on our professional relationships with children with autism <i>Denise Taddonio, Rivendell School and Rosalie Woodside, Rivendell School</i></p> | |
| M4 - BOP31.8 | <p>Observations and care in psychomotricity with sensory-motor approach in few-months-old at-risk-infants: a preemptive threefold intervention <i>Catherine Saint-Georges, Hôpital Universitaire Pitié-Salpêtrière, Sorbonne University</i></p> | |
| M4 - BOP32 | <p>A systematic approach to trauma-informed care</p> | Wicklow Room 1 – Level 2 |
| M4 - BOP32.2 | <p>To repeat or not to repeat? <i>Heidi Fjeldheim, Ahus</i></p> | |
| M4 - BOP32.3 | <p>Adverse Childhood Experiences: Promoting Awareness, Advancing Practice and Prevention <i>Dr Margaret O Rourke, School of Medicine</i></p> | |
| M4 - BOP32.4 | <p>Respect for indigenous knowledge through co-creating with communities: BRAC's Approach to humanitarian work <i>Pooja Bhattacharjee, BRAC</i> <i>Nazia Sharmin, BRAC International</i> <i>Sakila Yesmin, BRAC Institute of Educational Development</i></p> | |
| M4 - BOP32.5 | <p>An Integrated Multidisciplinary Culturally-Responsive Pediatric Model for Children with History of Adverse Early Experiences</p> | |
| M4 - BOP32.6 | <p>Quality of Trauma Informed Care: A Statewide Organizational Assessment Tasha Olson, The Family Place Utah</p> | |
| M4 - BOP32.7 | <p>Bootstrapping Sustainability: Building Statewide Capacity for Early Childhood Trauma Intervention <i>Dr Cathleen Yackley, Center for Trauma-Responsive Practice</i></p> | |
| M4 - VID6 | <p>“That’s just like me!” Universal Baby shares responsive caregiving across the globe <i>Dr Martha Vibbert, Boston University Medical School; Boston Medical Center</i> <i>Alice Kabwe, Universal Baby, Nairobi</i></p> | Wicklow Room 2A – Level 2 |

MONDAY 17TH JULY 2023

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| M4 - WSH34 | <p>Preparing Providers to Effectively Engage and Support Diverse Families <i>Helena Quince, University of Wisconsin-Madison Sandra Rosenbaum School of Social Work Dr Vivian Tamkin, Santa Clara University Dr Chioma Torres, Michigan State University</i></p> | Wicklow Room 2B – Level 2 |
| M4 - WSH35 | <p>Centering Critical Consciousness, Critical Self-Reflection, Racial Equity and Inclusion in Reflective Supervision/Consultation <i>Dr Nucha Isarawong, Barnard Center for Infant and Early Childhood Mental Health Dr Kandace Thomas, First 8 Memphis Carmen Rosa Noroña, Boston Medical Center, Child Witness to Violence Dr Karen Frankel, University of Colorado School of Medicine Ayannakai Nalo, Nalo Consulting</i></p> | Wicklow Room 3 – Level 2 |
| M4 - WSH36 | <p>Addressing the Challenges of Center/School Readiness, Suspension and Expulsions with Young Children, Parents and Educators <i>Dr Jennifer Farley, Eastern Michigan University Melissa Threadgould, Community Mental Health Authority of Clinton, Eaton and Ingham Counties</i></p> | Wicklow Room 4 – Level 2 |
| M4 - WSH37 | <p>Innovations in Efficiently Integrating Infant Mental Health in Primary Care <i>Dr Rebecca Pillai Riddell, York University Dr Nicole Racine, University of Ottawa</i></p> | Wicklow Room 5 – Level 2 |
| M4 - BOP33 | <p>Fathers in prenatal and early childhood contexts</p> | Liffey Meeting Room 1 – Level 1 |
| M4 - BOP33.1 | <p>Paternal postnatal distress on early father-baby interaction, relational withdrawal and psychomotor development <i>Dr Stéphanie Culot, University of Mons</i></p> | |
| M4 - BOP33.3 | <p>Engaging Fathers in Perinatal Home Visitation: Physical Child Abuse Findings from a Randomized Controlled Trial <i>Prof Neil Guterman, New York University Silver School of Social Work</i></p> | |
| M4 - BOP33.4 | <p>Expectant Fathers, Infant Co-Regulation, and the Importance of Relationship in a Father’s Prenatal Class <i>Nicholas Kasovac, Kids at Play Therapy, The DAD Project</i></p> | |
| M4 - BOP33.5 | <p>New fathers’ experiences of an individual conversation with the child health nurse <i>Dr Pamela Massoudi, Region Kronoberg</i></p> | |
| M4 - BOP33.6 | <p>Intervention Approaches with Fathers who have Caused Harm <i>Dr Carla Stover Dr Henning Mohaupt, Alternative to Violence Norway</i></p> | |
| M4 - BOP33.7 | <p>Fatherhood desire as a predictor of paternal mental health and father-infant bonding <i>Imogene Smith, Deakin University Faculty of Health</i></p> | |

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| M4 - BOP34 | IMH training for students and new practitioners | Liffey Meeting Room 2A – Level 1 |
| M4 - BOP34.1 | Infant Mental Health Curriculum Development in Graduate Education <i>Dr Margo Candelaria, University of Maryland, School of Social Work</i> | |
| M4 - BOP34.2 | Introducing IMH Concepts and Self-Reflection to Students and New Practitioners in the Field <i>Dr Elvia Cortes, California Polytechnic University</i> | |
| M4 - BOP34.3 | Using simulation to improve practitioner responses to mothers experiencing intimate partner violence and their infants <i>Dr Angelique Jenney, University of Calgary</i> | |
| M4 - BOP34.5 | Integrating Infant Mental Health within Higher Education Coursework in Undergraduate and Graduate Programs <i>Melissa Mendez, University of Connecticut</i> | |
| M4 - BOP34.6 | Sharing IMH concepts with professionals ranging from leadership to university students, through The Solihull Approach <i>Helen Stevens, Parent Infant Consultants</i> | |
| M4 - WSH38 | Art at the Start: Art-based approaches to facilitating positive interactions and supporting early attachment <i>Vicky Armstrong, University of Dundee</i> <i>Dr Josephine Ross, University of Dundee</i> | Liffey Meeting Room 2B – Level 1 |
| M4 - SYM57 | Parental mentalization and psychological distress: associations with parent-infant interaction and child socio-emotional and cognitive competence | Liffey Meeting Room 3 – Level 1 |
| M4 - SYM 57.2 | Parental mentalization moderates the relationship between parental stress and alliance and child's social-emotional competencies <i>Dr Simone Charpentier Mora, University of Genova</i> | |
| M4 - SYM 57.3 | On Parental Embodied Mentalizing, Epistemic Trust, and infant cognitive and language development in longitudinal follow-up <i>Dr Dana Shai, Academic College Tel Aviv Yaffo</i> | |
| M4 - SYM 57.4 | Maternal depression and anxiety: relation to maternal embodied and verbal mentalization, and styles of interaction <i>Prof Cristina Riva Crugnola</i> | |
| M4 - SYM 57.5 | Infant temperament and parenting stress: relation to maternal and paternal reflective function <i>Dr Laura Vismara, University of Cagliari</i> | |

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| M4 - BOP23 | Courts, the legal system and supporting the parent-infant relationship | EcoCem Room – Level 2 |
| M4-BOP23.1 | Early relationships matter- even more when they are in danger due to parents´separation <i>Barbara Kalkkreuth, Gaimh</i> | |
| M4-BOP23.2 | The Strong Starts Court Initiative: Developing Infant Toddler Courts in New York City and State <i>Dr Susan Chinitz, Center for Justice Innovation</i> <i>Kiran Malpe, Center for Court Innovation</i> | |
| M4-BOP23.3 | Implementation and Dissemination of the Facilitating Attuned Interactions (FAN) approach in Tennessee’s Infant/Toddler Court Programs <i>Diana Morelen, East Tennessee State University</i> | |
| M4-BOP23.4 | Something is better than nothing- building ethical infant practice in health, Child Protection and courts <i>Dr Nicole Milburn</i> | |
| M4-BOP23.5 | Representing the subjectivity of infants in the Children’s Court and Child Protection system <i>Dr Nicole Milburn</i> | |
| M4-BOP23.6 | Promoting infant mental health through innovative partnerships: adding lawyers to the perinatal care team <i>Roxana Richardson, Georgetown University Health Justice Alliance</i> | |
| M4-BOP23.7 | Creating a Reflective Network for Florida’s Early Childhood Courts <i>Dr Kimberly Renk, University of Central Florida</i> | |
| M4-BOP23.8 | Understanding Interdisciplinary Collaboration Within Zero To Three Safe Babies Court Teams <i>Dr Tina Ryznar, American Institutes for Research</i> | |
| M4 - PW4 | Posters Workshop 4 | The Liffey – Level 1 |
| M4 - PW4.1 | Tread softly because you tread on my dreams: Parental experiences of receiving a rare diagnosis <i>Dr Claire Crowe, Children’s Health Ireland at Tallaght Hospital</i> | |
| M4 - PW4.2 | Infants in paediatric hospital: Empowering parents; nurturing infants; protecting the relationship <i>Catherine Cunningham, Children’s Health Ireland (CHI) at Crumlin</i> | |
| M4 - PW4.3 | Prioritizing Infant Mental Health for complex medical and surgical neonates in Children’s Health Ireland (CHI) <i>Jenny Dunne, Children’s Health Ireland (CHI) at Crumlin</i> | |
| M4 - PW4.4 | The ‘My Story’ journal – enhancing communication and partnership between parents and paediatric inpatient teams <i>Dr Kylie L’estrang, Children’s Health Ireland (CHI) at Crumlin</i> | |
| M4 - PW4.5 | Developing an Infant Mental Health Initiative within a Tertiary Paediatric Hospital in Ireland <i>Denise Dockery, Children’s Health Ireland (CHI) at Crumlin</i> | |
| M4 - PW4.6 | When a life time lasts just a minute and minute has to last a lifetime <i>Catherine Matthews</i> | |

TUESDAY 18TH JULY 2023

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| 08:00-08:50 | Masterclass Sessions | |
| T0 - MCL17 | Attachment and Trauma-Informed Child Protection: The Infant-Toddler Court Team Collaborative Approach <i>Dr Ann Stacks, Wayne State University</i> | Wicklow Hall 1 – Level 2 |
| T0 - MCL18 | Is the ‘sensitive mother’ the same the world over? Developing culturally sound infant mental health practice in South Africa <i>Prof Astrid Berg, University of Cape Town and Stellenbosch</i> | Wicklow Hall 2A – Level 2 |
| T0 - MCL19 | Promoting the Professional Development of Pre-Service and In-Service Educators of Infants and Toddlers: Developmental Approaches to Supporting Dispositions, Knowledge, and Skills in Relationship-Based Practices <i>Prof Holly Brophy-Herb, Michigan State University</i> <i>Dr Claire Vallotton, Michigan State University</i> | Wicklow Hall 2B – Level 2 |
| T0 - MCL20 | What should scaling early intervention for infant mental health look like? <i>Prof Paul Ramchandani, University of Cambridge</i> <i>Dr Christine O’Farrelly, University of Cambridge</i> | Wicklow Room 1 – Level 2 |
| T0 - MCL21 | Child-led tube-management and tube-weaning <i>Prof Dr med. Peter Scheer, Notube.com</i> <i>Prof Dr med. Marguerite Dunitz-Scheer, Notube.com</i> | Wicklow Room 3 – Level 2 |
| T0 - MCL22 | When does a baby need a psychotherapist? <i>Prof Kai von Klitzing, University of Leipzig, Germany</i> | Wicklow Room 4 – Level 2 |
| T0 - MCL23 | Neglect in Young Children: Research, Practice and Policy Issues <i>Prof Charles Zeanah, Tulane University</i> | Wicklow Room 5 – Level 2 |
| 09:00-10:15 | Serge Lebovici Award <i>Chair: Holly Brophy-Herb, Michigan State University</i> <i>Recipient: Tessa Baradon, Anna Freud Centre</i> | The Auditorium – Levels 3, 4 & 5 |
| KEY.4 | Plenary Speaker Presentation: Infants in the Child Protection System: Through the Lens of Trauma, Development, and Race/Ethnicity <i>Dr Brenda Harden, Columbia University</i> | |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-12:15 | A 20-Year Longitudinal Study of Early Deprivation: Contributions to Neuroscience, Developmental Science and Child Protection | The Auditorium – Level 3 |
| T1 - SYM50 | | |
| T1 - SYM 50.2 | Bucharest Early Intervention Project: Contributions to Child Protection <i>Prof Charles Zeanah, Tulane University</i> | |
| T1 - SYM 50.3 | Background, Design, and Major Findings in the Bucharest Early Intervention Project <i>Prof Charles Zeanah, Tulane University</i> | |
| T1 - SYM 50.4 | Bucharest Early Intervention Project: Implications for Developmental Science <i>Prof Nathan Fox</i> | |

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| T1 - SYM4 | Beyond maternal sensitivity: Shedding light on different facets of parent-child interaction quality | Wicklow Hall 1 – Level 2 |
| T1 - SYM4.2 | Mind-mindedness in mothers of infants with excessive crying/sleeping/eating disorders <i>Dr Maria Licata-Dandel, Technical University Munich</i> | |
| T1 - SYM4.3 | Father-child and mother-child transmission of internal representations: Overlapping vs. distinct ingredients of parent-child interactions <i>Dr Lars White</i> | |
| T1 - SYM4.4 | Early Parent-Infant Emotional Synchrony as Predictor of Infants' Expressions of Shyness <i>Dr Cristina Colonnaesi, University of Amsterdam</i> | |
| T1 - SYM4.5 | The Relation Between Parental Depression and Measures of Parental Mentalizing: A Systematic Review and Meta-Analysis <i>Dr Anna Georg, University Hospital Heidelberg</i> | |
| T1 - INVS12 | Building an Infant Mental Health Workforce <i>Dr Chaya Kulkarni, Sickkids</i> | Liffey Hall 2 – Level 1 |
| T1 - SYM53 | Parent/Caregiver-Child Early Relational Health (ERH): The sum is greater than its parts | Wicklow Hall 1 – Level 2 |
| T1 - SYM 53.2 | : Does Interactive Ultrasound Intervention prevent negative effects of perinatal depression on maternal attachment representations? <i>Sari Ahlqvist-Björkroth, University of Turku</i> | |
| T1 - SYM 53.3 | : Early Dyadic Parent/Caregiver-Infant Interventions to Support Early Relational Health: A Meta-Analysis <i>Dr Andreane Lavallee, Columbia University</i> | |
| T1 - SYM 53.4 | : Early Parent/Caregiver-Infant Intervention: Impact on interactions, social emotional outcome and parent mental health <i>Dr Aoife Twohig, Children's Health Ireland</i> | |
| T1 - SYM 53.5 | Pre-Conception Influences on the Early Parent-Infant Relationship <i>Prof Tom O'Connor, University of Rochester</i> | |
| T1 - SYM53.6 | Early parent infant intervention: impact on interactions, social emotional outcome and parental mental health <i>Dr Aoife Twohig, Children's Health Ireland</i> | |

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| T1 - INVS4 | Joint World Psychiatric Association, Marce International and WAIMH symposium - The interplay between Adult and Infant Psychiatry <i>Prof Jennifer Payne, Marce International</i> <i>Dr Björn Salomonsson, Karolinska Institute</i> <i>Dr Isabella Mirochnick, Bar Ilan University Azrieli School of Medicine</i> <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | Wicklow Hall 2A – Level 2 |
| T1 - SYM55 | Fathers' wellbeing, involvement, and contributions to maternal and child health: Informing father-inclusive early interventions | Wicklow Hall 2B – Level 2 |
| T1 - SYM 55.2 | Black fathers' contributions to maternal mental health <i>Dr Tova Walsh, University of Wisconsin, Madison</i> | |
| T1 - SYM 55.3 | Understanding Black Fathers' Prenatal Involvement and Attachment with Their Baby <i>Dr Alvin Thomas, University of Wisconsin, Madison</i> | |
| T1 - SYM 55.4 | Discharge for Dads: Development and Outcomes of a Nursery-Based Video Education Intervention for New Fathers <i>Craig Garfield, Northwestern University/Lurie Children's Hospital of Chicago</i> | |
| T1 - SYM 55.5 | Co-designing fathers' role in actively supporting maternal mental health in the perinatal period <i>Richard Fletcher, University of Newcastle NSW</i> | |
| T1 - SYM56 | Starting early matters - Increasing pre- and postnatal Emotional Availability (EA) in clinical contexts | Wicklow Room 1 – Level 2 |
| T1 - SYM 56.1 | Starting early matters - Increasing pre- and postnatal Emotional Availability (EA) in clinical contexts <i>Dr Saara Salo, University of Helsinki</i> | |
| T1 - SYM 56.2 | Implementing Nurture and Play -mentalizing based play intervention in Mother-Child Shelter Homes <i>Dr Saara Salo, University of Helsinki</i> | |
| T1 - SYM 56.3 | Do early community-based parenting interventions improve parental EA, parenting efficacy, and mental health? <i>Dr Marjo Flykt, University of Helsinki</i> | |
| T1 - SYM 56.4 | Movement Through Motherhood: Incorporating Emotional Availability (EA) Into a Dance Intervention for Pregnant Moms <i>Steffany Joslin, Colorado State University</i> | |
| T1 - SYM 56.5 | Movement Through Motherhood: Promoting Maternal Wellbeing and Prenatal Emotional Availability (EA) through Dance <i>Katelyn Branson Dame, Colorado State University, School of Music, Dance, and Theatre</i> | |
| T1 - BOP35 | Digital media | Wicklow Room 2A – Level 2 |
| T1 - BOP35.1 | Multisensory and sensorimotor development and screen exposure on 6-36 months infants <i>Dr Ayala Borghini, Hets</i> <i>Dr Fleur Lejeune, UNIGE</i> <i>Estelle Gillioz, UNIGE</i> <i>Tiziana Bellucci, Action Innocence</i> | |

TUESDAY 18TH JULY 2023

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| T1 - BOP35.2 | <p>The role of child's emotional reactivity, parental distress, and screen-related practices in early screen use <i>Dr Rima Breidokiene, Vilnius University</i> <i>Prof Dr Roma Jusiene, Vilnius University</i></p> | |
| T1 - BOP35.3 | <p>Screen use in families: relations with maternal mental health and mother-infant interaction <i>Sofia Sebben Colognese, Universidade Federal Do Rio Grande Do Sul</i></p> | |
| T1 - BOP35.4 | <p>Emotional Availability and Digital Media Usage in Mothers and Preschool Children <i>Smadar Dolev, Haifa University</i></p> | |
| T1 - BOP35.6 | <p>The Elephant in the Playroom, Early-Life Screen Time and Autism <i>Dr Karen Heffler, Drexel University College of Medicine</i></p> | |
| T1 - BOP35.7 | <p>Digital media and early childhood- the position paper of GAIMH and beyond <i>Barbara Kalckreuth, Gaimh</i></p> | |
| T1 - BOP35.8 | <p>How does the use of smartphones change for new mothers? <i>Miriam McCaleb, University of Canterbury</i></p> | |
| T1 - BOP36 | IMH workforce development | Wicklow Room 2B – Level 2 |
| T1 - BOP36.1 | <p>Not Just for Clients: A Model for Relationship Based Practice at the Organizational Level <i>Dr Emily Bosk, Rutgers University</i></p> | |
| T1 - BOP36.3 | <p>(Re)considering the “Table” while Adding More “Seats” - Diversifying the Infant Mental Health Workforce <i>Dr Nucha Isarawong, Barnard Center for Infant and Early Childhood Mental Health</i> <i>Haruko Watanabe, Navos</i></p> | |
| T1 - BOP36.4 | <p>Implementing the Infant Mental Health Endorsement in Virginia: Reflections and Lessons Learned <i>Jacqueline Robinson Brock, Virginia Commonwealth University</i> <i>Dr Christine Spence, Virginia Commonwealth University</i></p> | |
| T1 - BOP36.5 | <p>Child Welfare Workforce Development to Support Infant Mental Health: Leveraging Relationships <i>Dr Michelle Roy, Wellpower</i></p> | |
| T1 - BOP36.6 | <p>Work discussion group for nursery educators: a Brazilian researcher's experience with this group listening device <i>Amanda Schöffel Sehn</i></p> | |
| T1 - BOP36.7 | <p>Listening and supporting: Implementing infant/early childhood mental health consultation to strengthen the public health workforce <i>Julie Spielberg, Chapin Hall at The University of Chicago</i></p> | |
| T1 - BOP36.8 | <p>Infant Mental Health Workforce Development: Using Internships, Externships and Systemic Approaches <i>Dr Catherine Wright, State of Minnesota</i> <i>Rochelle Matacz, Pregnancy to Parenthood</i></p> | |

TUESDAY 18TH JULY 2023

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| T1-SYM81 | The Role of WAIMH in Global Crises Situation <i>Prof Astrid Berg, University of Cape Town and Stellenbosch</i> <i>Dr Hisako Watanabe, Watanabe Clinic</i> <i>Tessa Baradon, Anna Freud Centre</i> <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | Wicklow Room 3 – Level 2 |
| T1 - SYM58 | Customization of Circle of Security Intervention in different teaching contexts and cultures | Wicklow Room 4 – Level 2 |
| T1 - SYM 58.2 | Experiences of 10 years training postgraduate psychology students in Circle of Security <i>Joe Coyne, QUT</i> | |
| T1 - SYM58.3 | Introducing the Circle of Security Parenting program into Japan <i>Prof Dr Megumi Kitagawa, Konan University</i> | |
| T1 - SYM 58.4 | :Spotlights on Circle of Security Intervention: its application today and tomorrow <i>Prof Dr Brigitte Ramsauer, Medical School Hamburg</i> | |
| T1 - SYM59 | Intricate associations between maternal risk factors and children’s socio-emotional development - Mediating and moderating factors | Wicklow Room 5 – Level 2 |
| T1 - SYM 59.2 | Mothers’ anxious attachment, psychopathology and mentalization, and children’s behavior problems – A mediated moderation model <i>Dr Keren Hanetz- Gamliel, Academic College Tel Aviv Yaffo</i> | |
| T1 - SYM 59.3 | Maternal mindfulness, early child temperament, and internalizing, externalizing, and executive function problems in later childhood <i>Dr Kiat Hui Khng, Nanyang Technological University, Singapore</i> | |
| T1 - SYM 59.4 | Maternal prenatal mental health, offspring polygenic risk, and co-occurrent aggression and internalizing difficulties in preschoolers <i>Stella Tsotsi, PROMENTA Research centre</i> | |
| T1 - BOP46 | Parenting in cultural context | Liffey Meeting Room 1 – Level 1 |
| T1 - BOP46.1 | Nosotros Jugamos: a cultural and language sensitive Caregiver-Led Parent-Child Group <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i> | |
| T1 - BOP46.2 | An Exploration of Maternal Sensitivity, Culture and Context in a South African Township <i>Dr Nicki Dawson, Ububele Educational & Psychotherapy Trust</i> | |
| T1 - BOP46.3 | Exploring the Motherhood Constellation in women with pregnancy denial in a hospital in South Africa <i>Jeanne Gaylard, University of the Witwatersrand, Psychiatry Department</i> | |
| T1 - BOP46.4 | Cultural differences and determinants of Parental Reflective Functioning between the UK and South Korea <i>Yujin Lee, University of York</i> | |

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| T1 - BOP46.5 | <p>Experiences of Xhosa women providing kangaroo mother care in a tertiary hospital in South Africa <i>Dr Sibongile Mpongwana-Ncetani</i></p> | |
| T1 - BOP46.7 | <p>A second order witness: observing infant observers in South Africa <i>Prof Fiona Ross, University of Cape Town</i></p> | |
| T1 - BOP46.8 | <p>Support systems for well-being of young children and families: The case of Palestine <i>Dr Deborah Young, Empowering Communities Globally: For the Care of Children</i></p> | |
| T1 - BOP7 | <p>IMH Services 1</p> | Liffey Meeting Room 2A – Level 1 |
| T1 - BOP7.1 | <p>Enhancing Parent-Infant Relationships through using Video Interaction Guidance within a Personalised, Psychology-Informed, Home-Based Intervention <i>Dr Nicola Canale, Cardiff Council</i> <i>Dr Sarah Fitzgibbon, Cardiff Council</i></p> | |
| T1 - BOP7.2 | <p>A Community-Centered Approach to Home Visiting in Chicago <i>Rebecca Harles, Center for the Economics of Human Development</i> <i>Niall Sexton, Northside Partnership</i> <i>Mary Reynolds, Casa Central</i></p> | |
| T1 - BOP7.3 | <p>Home visiting for women in clinics with integrated Infant Mental Health Behavioral Health Consultants <i>Dr Jennifer Jester, University of Michigan</i></p> | |
| T1 - BOP7.4 | <p>Developing an area based IMH Community of Practice: a focus on Circle of Security® Parenting™ <i>Hazel Murphy, Youngballymun Abc Programme</i></p> | |
| T1 - BOP7.5 | <p>The Practice of Communities of Practice <i>Carla Peterson</i></p> | |
| T1 - BOP7.6 | <p>Making Infant Mental Health everybody’s business: The birth of an Infant Mental Health Network <i>Helen Ryan, Abc Start Right Paul Partnership</i></p> | |
| T1 - BOP7.7 | <p>CoAction against Adversity: A community-based approach for screening and treating children’s mental health problems <i>Dr Marlene Sousa, Prochild Colab</i></p> | |
| T1 - BOP7.8 | <p>Engaging the Field: Developing an Infant Mental Health Community of Practice Early Intervention Professional Development Consultant <i>Lisa Terry, Virginia Commonwealth University/Partnership for People With Disabilities</i></p> | |

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| T1 - BOP39 | Building hope: Evidence base positive narratives about futures of young children in difficult circumstances | Liffey Meeting Room 2B – Level 1 |
| T1 - BOP39.1 | Pilot to controlled trial to scaling up: supporting resilience in young children impacted by conflict <i>Dr Joshua Feder, The Early Years, The Organisation for Young Children In Northern Ireland</i> | |
| T1 - BOP39.2 | Empathic responses in preschool children - Using a Kind Method and EmQue Test Scores <i>Dr Karen Harris, Fielding Graduate University</i> | |
| T1 - BOP39.3 | Supporting resilience in young children and families impacted by conflict: Using media technology during pandemic <i>Dr Jerri Lynn Hogg</i> | |
| T1 - BOP 39.4 | Parents reports of their experience of a health care intervention for their young, unsettled infants <i>Dr Genevieve Keating, Dynamic Neurodevelopment</i> | |
| T1 - BOP39.5 | Building hope: Evidence base positive narratives about futures of young children in difficult circumstances <i>Dr Joshua Feder, The Early Years, The Organisation for Young Children in Northern Ireland</i> <i>Dr Frances Poteet, Fielding Graduate University</i> <i>Dr Robin Treptow, Divine Mercy University</i> <i>Dr Karen Harris, Fielding Graduate University</i> <i>Dr Jerri Lynn Hogg, Art of Digital Living</i> <i>Dr Deborah Sussman, Fielding Graduate University</i> <i>Beth Osten, Fielding Graduate University</i> <i>Dr Genevieve Keating, Dynamic Neurodevelopment</i> | |
| T1 - BOP39.6 | The impact of trauma on socio-emotional, cognitive, and language development <i>Dr Frances Poteet, Fielding Graduate University</i> | |
| T1 - BOP39.7 | The lived experience of the parent during the morning routine <i>Dr Deborah Sussman, Fielding Graduate University</i> | |
| T1 - BOP39.8 | When birth diagnosis interacts with the sandbox: How can professionals offer hopeful narratives? <i>Dr Robin Lynn Treptow, Divine Mercy University</i> | |
| T1 - SYM60 | Targeting protective factors to facilitate positive outcomes for young children: 4 diverse interventions | Liffey Meeting Room 3 – Level 1 |
| T1 - SYM60.2 | Can the NICU Play a Protective Role in Maternal Mental Health? <i>Dr Jessica Bartlett, Thriving Together, LLC</i> | |
| T1 - SYM60.3 | Maternal mental health, parenting, and early child development in Latinx families participating in Child-Parent Psychotherapy <i>Dr Ruth Paris, Boston University</i> | |
| T1- SYM60.4 | Increasing protective factors and positive parenting interactions for young children in a community-based intervention <i>Dr Vonda Jump Norman, Utah State University; The Family Place</i> | |
| T1 - SYM60.5 | Promoting Placement Stability for Children in Foster Care with a Brief Parenting Intervention <i>Dr Susan G Timmer, UC Davis PCIT and PC-CARE Training Center</i> | |

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| T1 - SYM61 | Researching the impact of the Newborn Behavioural Observations – reflections on methodological strengths and challenges | EcoCem Room – Level 2 |
| T1 - SYM61.2 | Newborn Behavioral Observations system with at-risk families: a randomized controlled trial <i>Dr Kari Slinning, Regional Center for Child and Adolescent Mental Health, Norway</i> | |
| T1 - SYM61.3 | Supporting infant relationships and reducing maternal distress with the Newborn Behavioral Observations: A randomized trial <i>Dr Susan Nicolson, The Royal Women's Hospital</i> | |
| T1 - SYM61.4 | Evaluation: 'Look- your baby is talking to you' intervention to reduce depression in vulnerable mothers <i>Camilla Ejlersen, Hvidovre Hospital/Aarhus University</i> | |
| T1 - SYM61.5 | Randomized Controlled Trial of the NBO to Support Mothers of Moderate and Late Preterm Newborns <i>Dr Lise Johnson, Brazelton Institute</i> | |
| 12:15-13:15 | Lunch Break, Exhibition & Poster Session 3 | The Liffey – Level 1 |
| | Posters P-260-P-390 | |
| 13:15-14:15 | State of the Art Lecture <i>Session Chair: Catherine Maguire, Co-Chair Local Organising Committee</i> | The Auditorium – Level 3 |
| SAL.4 | Attachment and Biobehavioral Catch-up: Intervening with Parents of Vulnerable Infants <i>Prof Mary Dozier, University of Delaware</i> | |
| T2 - WSH40 | Clinical Workshops 3 | Liffey Hall 1 – Level 1 |
| T2 - WSH40.1 | Mirror Mirror on the Wall: The importance of reflection for all <i>Sarah Haskell, Infant Toddler Specialists and Heidi Pace, Infant Toddler Specialists Ltd</i> | |
| T2 - WSH40.2 | Motherhood and maternal subjectivity: A view through infant observation <i>Dr Irit Kushilevitz, University of Haifa</i> | |
| T2 - WSH40.3 | Mind the gap! Between intention and action <i>Yael Segal, Reichman University</i> | |
| T2 - WSH41 | Reflections Process to Disrupting Racism and Creating Equity in Scholarship in Infant Mental Health <i>Dr Marva L Lewis, Tulane University</i> <i>Dr Fantasy Lozada, Virginia Commonwealth University</i> <i>Dr Iheoma Iruka, University of North Carolina</i> <i>Prof Holly Brophy-Herb, Michigan State University</i> <i>Dr Erika Bocknek, Wayne State University</i> | Liffey Hall 2 – Level 1 |
| T2 - WSH42 | A Paradigm Shift for Early Childhood Professionals: Integrative Mental health, culturally-informed biopsychosocial reflective training <i>Dr Nina Newman, Fielding Graduate University</i> <i>Dr Ira Glovinsky, Fielding Graduate University</i> | Wicklow Hall 1 – Level 2 |

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| T2 - WSH43 | Tipperary Infant Mental Health Steering Group: Building an IMH Community Services <i>Fionnuala O Shea, HSE</i> | Wicklow Hall 2A – Level 2 |
| T2 - WSH44 | Continuum of Infant Mental Health Services for Medically-Fragile Infants: Prenatal to Hospital to Home <i>Dr Melissa Carson, Children's Hospital Los Angeles & University of Southern California</i> <i>Dr Marian Williams, Children's Hospital Los Angeles & University of Southern California</i> <i>Dr Tamara Matic, Children's Hospital Los Angeles</i> | Wicklow Hall 2B – Level 2 |
| T2 - WSH45 | Culture-Connection-Continuity: First Nations inform maternal-infant practice in an Australian tertiary hospital <i>Dr Susan Nicolson, Royal Women's Hospital</i> <i>Evelyn Burns, Children's Hospital Los Angeles & University of Southern California</i> <i>Cinnamon Henry, Royal Women's Hospital, Melbourne</i> | Wicklow Room 1 – Level 2 |
| T2 - VID9 | Collateral value: Transitioning to parenthood, what can we learn from COVID times about this lifechanging experience <i>Petra Spuijbroek, Ziezo Praktijk</i> | Wicklow Room 2A – Level 2 |
| T2 - WSH46 | An ultra-brief video feedback intervention for coparenting and the family alliance using Lausanne play tasks <i>Dr Diane Philipp, Sickkids Centre for Community Mental Health</i> | Wicklow Room 2B – Level 2 |
| T2 - WSH47 | "Pandemic as Portal": Lessons learned from dissemination of the Diversity-Informed Tenets <i>Ayannakai Nalo, Nalo Consulting</i> | Wicklow Room 3 – Level 2 |
| T2 - WSH48 | The use of 'Narrative Picture Books' to support trauma processing in infants <i>Dr Laura Kerr, NSPCC</i> | Wicklow Room 4 – Level 2 |
| T2 - WSH49 | Psychodynamic Treatment of Feeding Tube Dependency <i>Markus Wilken, Feeding Tube Dependency Institute</i> | Wicklow Room 5 – Level 2 |
| T2 - WSH50 | Creating a Multidisciplinary Fellowship in Early Relational Health <i>Dr Dorothy Richardson, UMass Chan Medical School</i> <i>Dr Edward Tronick, UMass Chan Medical School</i> <i>Marilyn Davillier, UMass Chan Medical School</i> <i>Dr Alexandra Harrison, Harvard Medical School, Supporting Child Caregivers</i> <i>Dr Claudia Gold, UMass Chan Medical School</i> <i>Silvia Juarez-Marazzo, UMass Chan Medical School</i> <i>Aditi Subramaniam, UMass Chan Medical School</i> <i>Rouzan Khachatourian, UMass Chan Medical School</i> | Liffey Meeting Room 1 – Level 1 |
| T2 - WSH51 | Using the B-ERA Video Replay to Engage Parents in the Compassionate Assessment of Early Relationships <i>Prof Roseanne Clark, UW School of Medicine and Public Health</i> | Liffey Meeting Room 2A – Level 1 |

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| T2 - WSH52 | Increasing positive home visiting practices: Applying HOVRS and motivational interviewing <i>Dr Mark Innocenti, Utah State University</i> <i>Karin Wilson, Theory to Action, LLC and Prof Emeritus Lori Roggman, Utah State University</i> | Liffey Meeting Room 2B – Level 1 |
| T2 - WSH53 | Understanding and managing medical trauma during early childhood <i>Dr Alexandra De Young, Children's Health Queensland</i> <i>Dr Susan Wilson, Children's Health Queensland</i> | Liffey Meeting Room 3 – Level 1 |
| T2 - WSH57 | The psyche-soma connection: Helping medically ill babies tell their story through their nonverbal “bodily-felt” experience <i>Dr Suzi Tortora, MSKCC</i> <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | EcoCem Room – Level 2 |
| 14:15-14:30 | Comfort Break & Room Change | |
| 14:30-16:00 T3 - SYM62 | Eating disorders, pregnancy and perinatal practices : Hazards of early parent-child interaction | The Auditorium – Level 3 |
| T3 - SYM 62.2 | Parent child therapeutic group for Orality disorder <i>Sylvie Viaux Savelon</i> | |
| T3 - SYM 62.3 | Hazards and avatars of eating disorders in a first pregnancy <i>Dr Elisabeth Le Cosquer, Centre d'Épidémiologie et de Recherche en santé des Populations, Montpellier</i> | |
| T3 - SYM 62.4 | Eating disorders in very preterm infants during the first year: Psychodynamic approach <i>Dr Elisabeth Chaillou</i> | |
| T3 - SYM 62.5 | Emotions and early interactions of babies and obeses or overweight mothers <i>Valeria Barbieri, University of São Paulo</i> | |
| T3 - SYM63 | A multi-perspective on affective touch and attachment: C-Tactile afferents in early development | Liffey Hall 1 – Level 1 |
| T3 - SYM 63.2 | A Physiological Perspective: Gentle Touch Stimulation enhances the Building of Infants' Physiological Stress Resilience <i>Prof Dr Martine Van Puyvelde, Royal Military Academy, Liverpool John Moores University</i> | |
| T3 - SYM 63.4 | A therapeutic perspective: Does dynamic touch amplify the effects of babywearing on neonatal opioid withdrawal? <i>Dr Lela Rankin, Arizona State University</i> | |

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| T3 - SYM 63.5 | The Neurobiology of C-Tactile Afferents: Their Role in the Developing Social Brain <i>Prof Francis McGlone, Liverpool University,</i> | |
| T3 - SYM 63.6 | New insight on neural correlates of affective touch in newborn infants <i>Dr Eleonora Mascheroni, IRCCS Eugenio Medea</i> | |
| T3 - SYM65 | The Long Reach of Parent Adversity to Early Child Development: Implications, Mechanisms, and Prevention | Wicklow Hall 1 – Level 2 |
| T3 - SYM 65.2 | Caregiver Adverse Childhood Experiences and Early Child Development: A Systematic Review and Meta-Analysis <i>Dr Nicole Racine, University of Ottawa</i> | |
| T3 - SYM 65.3 | “A Window of Opportunity”: Implementation of Trauma-Informed Care in Pregnancy to Improve Child Health Outcomes <i>Dr Sheri Madigan, University of Calgary</i> | |
| T3 - SYM 65.4 | Child Abuse Risk in Maltreated and non-Maltreated Mothers: The Role of Relationships and Mental Health <i>Dr Rachel Langevin, McGill University</i> | |
| T3 - SYM 65.5 | Intergenerational Transmission of Caregivers’ Adverse and Benevolent Childhood Experiences via Family Routines and Rest-Activity Patterns <i>Dr Eileen Condon, University of Connecticut</i> | |
| T3 - INVS16 | Adversity and Resilience: The challenges of caring for infants and young children in the context of natural disasters <i>Dr Hisako Watanabe, Watanabe Clinic</i> | Wicklow Hall 2A – Level 2 |
| T3 - INVS16.2 | Supporting Resilience in Young Children and Families following Disasters <i>Dr Joy Osofsky, Louisiana State University Health Sciences Center</i> | |
| T3 - INVS16.3 | Birdie’s Tree Resources and Framework for natural disaster preparedness, response and recovery <i>Dr Elisabeth Hoehn, Queensland Centre for Perinatal and Infant Mental Health</i> | |
| T3 - INVS16.4 | The Importance of Creating Play Space for Children after a Disaster: Endeavours in Fukushima after the Great East Japan Earthquake and Tsunami <i>Dr Shintaro Kikuchi, KIKUCHI Clinic</i> | |

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| T3 - SYM67 | Exploring Embodied Trauma through the lens of Parental Embodied Mentalizing: Clinical, empirical and conceptual aspects | Wicklow Hall 2B – Level 2 |
| T3 - SYM 67.2 | Parental embodied mentalizing and mind-mindedness: Associations with mothers' mental health, cognitions, and parenting attitudes <i>Karine Gagné, University of Montreal</i> | |
| T3 - SYM 67.3 | Do caregiving helplessness and reflective functioning predict parental embodied mentalization in low-SES Turkish mother-toddler dyads? <i>Dr Gizem Arıkan, Ozyegin University</i> | |
| T3 - SYM 67.4 | It's in the body: Parental Embodied Mentalizing Assessment clinically addressing embodied trauma in parent-infant relationships <i>Dr Rose Spencer, CNWL Perinatal Mental Health Service</i> | |
| T3 - SYM68 | Parents under Pressure – Challenges and needs of families with young children during COVID-19 | Wicklow Room 1 – Level 2 |
| T3 - SYM 68.2 | Single parent families of young children in light of the COVID-19 pandemic: Challenges and needs <i>Dr phil. Ulrike Lux, National Centre for Early Prevention, German Youth Institute</i> | |
| T3 - SYM 68.3 | Psychosocial Burden and Prevention Service Use of families with children with increased care needs <i>Dr Janin Zimmermann, Ludwig-Maximilians-Universität München</i> | |
| T3 - SYM 68.4 | Parenting stress and pandemic burden in families with infant crying/sleeping/feeding problems vs. a non-clinical sample <i>Michaela Augustin, Technical University of Munich, Chair of Social Pediatrics</i> | |
| T3 - BOP40 | Parental mental health | Wicklow Room 2A – Level 2 |
| T3 - BOP40.1 | The cradle of subjectivities. A comparative anthropology of babies in two Mediterranean countries (France, Tunisia) <i>Paul Luciani, Aix-Marseille Université</i> | |
| T3 - BOP40.2 | Relationship with the child among mothers at risk of PPD - perspective of psychological consultations <i>Dr Magdalena Chrzan-Dętkoś, University of Gdansk, Institute of Psychology</i> | |
| T3 - BOP40.3 | Symptoms of depression and anxiety in relation to maternal orientations during the first year postpartum <i>Dr Magdalena Chrzan-Dętkoś, University of Gdansk, Institute of Psychology</i> | |
| T3 - BOP40.4 | Subjectivity of the infant in family therapy: Perspectives of infant mental health experts (study prospectus) <i>Dr Jessica Opie, La Trobe University</i> <i>Dr Anna Booth, La Trobe University</i> | |

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| T3 - BOP40.5 | Mother social workers and the mothers they meet <i>Dr Nicola O'sullivan, Tavistock and Portman NHS Foundation Trust</i> | |
| T3 - BOP40.6 | Working with parents experiencing mental ill health and their young children in communities and hospitals <i>Dr Jean Paul, Medical University of Innsbruck</i> | |
| T3 - BOP40.7 | An integrated family approach in mental health care to support parents and their infants <i>Drs Hanna Stolper, Erasmus University Rotterdam</i> | |
| T3 - BOP41 | Foster care and child welfare | Wicklow Room 2B – Level 2 |
| T3 - BOP41.1 | Supporting infants in their transitions to new carers: a case example <i>Emily Baxter, NSPCC</i> | |
| T3 - BOP41.2 | The importance of “meaning making” and narratives for reunification to birth parents after infancy removal <i>Dr Lyn Radford, Berry Street Take Two</i> <i>Simone Rutherford, Berry Street Take Two</i> | |
| T3 - BOP41.3 | Family Culture in Foster Care: Discussing Routines and Values to Promote Understanding <i>Dr Susan G Timmer, UC Davis PCIT and PC-CARE Training Center</i> | |
| T3 - BOP41.4 | “This has nothing to do with me” – a traumatised infant in the foster care system <i>Catherine McQueen</i> | |
| T3 - BOP41.5 | Psychotherapeutic supervision in infant placement settings <i>Maria Mögel Wessely, Universitäts Kinderspital Zürich</i> | |
| T3 - BOP41.6 | Infant Mental Health and FASD: Trauma-Informed Interventions for Children in Child Welfare Systems <i>Dr Mary Motz, Mothercraft/Breaking The Cycle and Margaret Leslie, Mothercraft</i> | |
| T3 - BOP41.7 | The Pursuit of Permanency: Neurodevelopmentally-Informed Decision Making in Child Welfare <i>Jessica Richards, Jessica Richards, An LCSW Professional Corporation</i> | |
| T3 - BOP41.8 | Out-of-home care and social and emotional wellbeing at age 5 - when is OOHC protective <i>Prof Leonie Segal, University of South Australia</i> | |
| T3 - SYM69 | Parenting in Substance Use Disorder: how do different mechanisms and interventions affect quality of care? | Wicklow Room 3 – Level 2 |
| T3 - SYM 69.2 | Maternal substance use and parenting behaviors in stressful situations: which role of cognitive mechanisms and psychopathology? <i>Dr Alessio Porreca</i> | |
| T3 - SYM 69.3 | Enhancing Emotional Availability and Rf Among Parents With Substance Addiction in the Holding Tight® - Treatment <i>Dr Saara Salo, University of Helsinki</i> | |
| T3 - SYM 69.4 | Mixed methods examination of reflective functioning of mothers in substance use treatment <i>Dr Amanda Lowell, Yale Child Study Center</i> | |

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| T3 - SYM 69.5 | Maternal Substance Misuse, Unpredictability of Sensory Signals and Child Cognitive Development: An Explorative Study <i>Minna Sorsa, World Association for Infant Mental Health</i> | |
| T3 - SYM70 | Illuminating the importance of relationships through diagnostic case studies | Wicklow Room 4 – Level 2 |
| T3 - SYM70.2 | Case study- Inhibition to novelty disorder and the importance of relational context in differential diagnosis and case formulation <i>Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | |
| T3 - SYM70.3 | Early childhood trauma: A brief case study <i>Dr Joy Osofsky, Louisiana State University Health Sciences Center</i> | |
| T3 - SYM71 | Parent-Child Interaction Across Countries, Cultures and Contexts: Implications for Policy and Practice | Wicklow Room 5 – Level 2 |
| T3 - SYM71.2 | Intimate Partner Violence and Maternal Supportive Behaviors in the Ecuadorian Amazon <i>Prof Lisa Boyce, Utah State University</i> | |
| T3 - SYM71.3 | PICCOLO within the Participative and Transformative Evaluation framework in the Italian anti-poverty policy “Citizenship income” <i>Daniela Moreno Boudon, University of Padua</i> <i>Sara Serbati, University of Padua</i> | |
| T3 - SYM71.4 | Validation of Parenting Interactions with Children: Checklist of Observations Linked to Outcomes Chinese Cultural Adaptation <i>Dr Sheila Anderson, Weber State University</i> | |
| T3 - SYM71.5 | Interaction Skills of Parents of Children Born in the Pandemic <i>Fatma Elibol, University of Health Sciences</i> | |
| T3 - SYM28 | Developing and evaluating a tool for assessing parent-child interaction in universal child health services: CARO | Liffey Meeting Room 1 – Level 1 |
| T3 - SYM28.2 | The origins and development of the Mellow Parenting Observation System (MPOS) <i>Dr Christine Puckering, PS Partnership Scotland</i> | |
| T3 - SYM28.3 | Making parent-infant observation more accessible to non-specialists: development of the CARO app <i>Dr Lucy Thompson, University of Aberdeen</i> | |
| T3 - SYM28.4 | Development and application of the CARO for use in Danish general practice <i>Prof Philip Wilson, University of Copenhagen</i> | |
| T3 - SYM28.5 | The use of CARO-lite in the FamilieTrivsel trial <i>Sarah Isabella Strøyer de Voss, University of Copenhagen</i> <i>Clara Appel, University of Copenhagen</i> | |
| T3 - SYM45 | Varying Contexts for Caregivers’ Emotion-Related Practices with Infants and Toddlers | Liffey Meeting Room 2A – Level 1 |

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| T3 - SYM 45.2 | Exploring Sociocultural Factors and Parenting Beliefs and Behaviors: African American Fathers' and Toddlers' Negative Emotions <i>Dr Deon Brown, Texas A&M University</i> | |
| T3 - SYM 45.3 | Infant and Toddler Educators' Mental-State-Related Language Across Play, Booksharing, and Mealtime Interactions <i>Prof Holly Brophy-Herb, Michigan State University</i> | |
| T3 - SYM 45.4 | Toddler Teachers' Beliefs and Perceptions about Race and Gender, and their Differential Emotion Language Practices <i>Dr Elizabeth King, Missouri State University</i> | |
| T3 - SYM 45.5 | Want, Look, Think, See, Sleep, Hungry, Love: Development of Internal State Talk 12-to-30 Months <i>Dr Claire Vallotton, Michigan State University</i> | |
| T3 - BOP44 | Supporting infants in traumatic contexts | Liffey Meeting Room 2B – Level 1 |
| T3 - BOP44.2 | Psychosocial interventions for the prevention and reduction of perinatal depression in humanitarian contexts <i>Elisabetta Dozio, Action Contre La Faim</i> | |
| T3 - BOP44.3 | Infant negative affectivity triggers parenting stress in mothers who have been exposed to childhood trauma <i>Julia Garon-Bissonnette, Université du Québec à Trois-Rivières</i> | |
| T3 - BOP44.4 | Crisis, play, and self-efficacy: Play as a mental health support for refugee children and families <i>Ross Nunamaker, The Lynda A Cohen Center for the Study of Child Development</i> <i>Dr William Mosier, Istanbul Gelişim University</i> | |
| T3 - BOP44.5 | Trauma during the period of birth and development <i>Prof Olga Mostova, Vinnytsia National Medical University</i> | |
| T3 - BOP44.6 | Effectiveness of EMDR in young children with post-traumatic stress disorder <i>Frederike Scheper, Moc 't Kabouterhuis</i> | |
| T3 - BOP44.7 | Ghost from the Past: Consciously Buffering Trauma Across Generations in Black American and Latine Families <i>Dr Kandace Thomas, First 8 Memphis</i> <i>Dr Marva L Lewis, Tulane University</i> <i>Dr Addison Duane, University of California, Berkeley</i> | |
| T3 - BOP44.8 | Daycare as a safety net for asylum seekers' children through the COVID-19 pandemic <i>Dr Chana Zur, Hebrew University, Jerusalem</i> | |
| T3 - SYM72 | International Perspectives from Australia, Ireland, Hawaii and USA on Adapting the Competency Guidelines and Endorsement | Liffey Meeting Room 3 – Level 1 |
| T3 - SYM72.2 | Standards Revised to Follow the Evolution of the Field and Unique Specialization of IMH Professionals <i>Andrea Penick, Alliance for the Advancement of Infant Mental Health</i> | |

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| T3 - SYM72.3 | International Perspectives from Australia, Ireland, Hawaii & USA on Adapting the Competency Guidelines and Endorsement <i>Nicole Wade</i> | |
| T3 - SYM72.4 | Building Infant Mental Health Workforce Capacity in Ireland: Opportunities and Challenges in the integration of a Competency Based Framework <i>Marie MacSweeney, I-aimh and Tusla Child and Family Agency</i> | |
| T3 - SYM72.5 | Culturally Responsive Competency Integration: Association for Infant Mental Health in Hawai'i (AIMHHI) <i>Amanda Luning, Association for Infant Mental Health in Hawai'i</i> <i>Erin Henderson Lacerdo, Association for Infant Mental Health in Hawai'i</i> | |
| T3 - SYM73 | Promoting mother-infant relationships: The encounter between intrapsychic and intersubjective biopsychological perspectives | EcoCem Room – Level 2 |
| T3 - SYM73.2 | Intersubjectivity between infant research and neurobiology <i>Prof Massimo Ammaniti, Sapienza University of Rome</i> | |
| T3 - SYM73.3 | The impact of early mother-infant interactions and early adversity on brain development <i>Dr Pier Francesco Ferrari, CNRS</i> | |
| T3 - SYM73.4 | The Development of Infants' Attention in Interpersonal Interactions: Current Views and Future Perspectives <i>Dr Oliver Perra, Queen's University Belfast</i> | |
| T3 - SYM73.5 | The grounds of children's theory of mind abilities: longitudinal studies from infancy to preschool years <i>Dr Roberta Fadda, University of Cagliari</i> | |
| 16:00-16:30 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 16:30-18:00 T4 - WSH59 | Into the Forest I Go: Nature as a Partner in Reflective Practice <i>Carolyn Martin, Colorado Department of Early Childhood</i> <i>Jane West, Heart of the West Counseling</i> <i>Ellen Coker, Expanding Quality for Infants and Toddlers</i> <i>Amy Harrison, Healthy Child Care Colorado</i> | Liffey Hall 1 – Level 1 |
| T4 - WSH54 | Studying clinical processes of rupture and repair in psychoanalytic parent infant psychotherapy <i>Tessa Baradon, Anna Freud Centre</i> <i>Dr Björn Salomonsson, Karolinska Institute, Stockholm</i> <i>Prof Evrinomy Avdi, University of Thessaloniki</i> <i>Dr Michelle Slead, Anna Freud Centre</i> <i>Keren Amiran, Independent Film Director</i> | Liffey Hall 2 – Level 1 |
| T4 - BOP47 | Early relationships and child behaviours | Wicklow Hall 1 – Level 2 |
| T4 - BOP47.1 | Researcher and educator interpretations of micro-analytic observations of infant sociality <i>Dr Belinda Friezer, Secure Beginnings, Charles Sturt University</i> | |
| T4 - BOP47.2 | The Impact of Teacher Mental Health on the Behavior Problems of Young Children <i>Prof Lisa Boyce, Utah State University</i> | |

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| T4 - BOP47.6 | Mentalizing under “pressure” – maternal mind-mindedness in an emotionally challenging situation and infant behaviours <i>Dr Lydia Li, Eppendorfer Weg 148</i> | |
| T4 - BOP47.7 | Longitudinal Relations Between Parenting Stress and Child Internalizing and Externalizing Behaviors <i>Willeke Van Dijk, Vrije Universiteit</i> | |
| T4 - BOP48 | Perinatal risk and trauma | Wicklow Hall 2A – Level 2 |
| T4 - BOP48.1 | FIRST CLINIC: how multidisciplinary teams are preventing the trauma of infant-mother separation at the hospital. <i>Adam Ballout, FIRST Legal Clinic</i> <i>Gina Wasse Miller, FIRST Legal Clinic</i> | |
| T4 - BOP48.2 | Delivering targeted phone-based support to parents at risk of suicide in the perinatal period <i>Julie Borninkhof, Perinatal Anxiety & Depression Australia</i> | |
| T4 - BOP48.4 | Parents’ resolution of children’s diagnosis among asylum seekers from Eritrea and South Sudan in Israel <i>Mai Leshem, Haifa University</i> | |
| T4 - BOP48.5 | Inpatient Perinatal Mental Health Toolkit: caring for perinatal women in general mental health inpatient units <i>Lee Meredith, Northern Sydney Local Health District</i> | |
| T4 - BOP48.6 | Screening for Maternal Depression in Home Visiting: The Important Role of Culture <i>Dr Abigail Palmer Molina, Erikson Institute</i> | |
| T4 - BOP48.7 | Detection of Psychosocial Perinatal Risk Situations <i>Dr Soledad Santos, University College Roosevelt (UCR)</i> | |
| T4 - BOP48.8 | “Orim” national intervention project in Israel: Mothers’ adverse childhood experiences and mother-toddler relationships <i>Prof Efrat Sher-Censor, University of Haifa</i> | |
| T4 - BOP49 | Advocacy, keeping babies and children in mind | Wicklow Hall 2B – Level 2 |
| T4 - BOP49.1 | Keeping infants in mind through the development of an Early Years Strategy <i>Dr Allison Cox, Berry Street Take Two</i> | |
| T4 - BOP49.2 | How we co-produced a programme theory to support the development of Wee Minds Matter <i>Dr Rachel Harris, NHS Greater Glasgow & Clyde</i> | |
| T4 - BOP49.3 | Implementation Science Measurement Approach for Help Me Grow <i>Kimberly Martini-Carvell</i> <i>Paul Dworkin, Connecticut Children’s</i> | |
| T4 - BOP49.4 | The Voice of the Infant: Working together to support infants’ views and rights <i>Dr Anne McFadyen, Scottish Government Perinatal and Infant Mental Health Programme Board</i> <i>Kathryn Masterson, Parent & Infant Mental Health Scotland</i> | |

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| T4 - BOP49.5 | Advocacy for Implementation and Early Childhood Expansion of a Mental Health Access Program in Virginia <i>Dr Bergen Nelson, Children's Hospital of Richmond at VCU</i> | |
| T4 - BOP49.6 | Ag Fas Anios. The Psychological Society of Ireland's Perinatal and Infant Mental Health Group <i>Dr Eithne Ni Longphuirt, Psychological Society of Ireland</i> | |
| T4 - BOP49.7 | ProChild Collaborative Laboratory: Addressing poverty and social exclusion and promoting children's rights and well-being <i>Prof Isabel Soares, University of Minho</i> | |
| T4 - BOP50 | Supporting emotional availability, sensitivity and mentalisation | Wicklow Room 1 – Level 2 |
| T4 - BOP50.1 | Is mother-child Emotional Availability malleable through short-term focal psychoanalytic therapy for children with depressive disorders? <i>Dr Sarah Bergmann, University of Leipzig, Germany</i> | |
| T4 - BOP50.2 | The use of video material to promote early attachment in perinatal mental health services <i>Dr Catherine Hinds, The Coombe Hospital</i> | |
| T4 - BOP50.3 | Tuning in to Toddlers: Improvements in Emotional Availability Following an Emotion Socialisation Program <i>Zoe Guest, La Trobe University</i> | |
| T4 - BOP50.4 | The Role of Negative Emotionality in the Development and Treatment of Early Externalising Behavioural Problems <i>Dr Shu-Tsen Liu, China Medical University Children's Hospital</i> | |
| T4 - BOP50.5 | Longitudinal Development of Parent-Child Interaction in Home Visiting: Examining the Moderating Effects of Parental Depression <i>Dr Lorraine McKelvey, University of Arkansas for Medical Sciences</i> | |
| T4 - BOP50.6 | Internet mentalization informed Video Intervention Strength Based (VI-SD) to improve maternal sensitivity in mother-infant dyads <i>Dr Marcia Olhaberry, Pontificia Universidad Católica De Chile</i> | |
| T4 - VID8 | Sensorimotor observation as an earliest tool to prevent developmental disorders <i>Dr Ayala Borghini, Hets</i> | Wicklow Room 2A – Level 2 |
| T4 - WSH55 | Weathering the Storm: Working with infants in the context of significant parental psychopathology <i>Dr Ewa Bodnar, Queensland Centre For Perinatal And Infant Mental Health</i> <i>Lisa Gannon, QCPIMH</i> | Wicklow Room 2B – Level 2 |
| T4 - WSH56 | Mother-Infant Dialectical Behaviour Therapy plus ABC - Changing the intergenerational impact of perinatal borderline personality disorder? <i>Sally Watson, CAMHS-PIMHS</i> <i>Assoc Prof Anne Sved-Williams Helen Mayo House Women and Children's Health Network</i> | Wicklow Room 3 – Level 2 |

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| T4 - WSH58 | Pregnancy in the Shadow of Grief: Attachment Relationships with the Unborn Baby Carried After Loss <i>Dr Joann O'Leary, Star Legacy Foundation</i> | Wicklow Room 4 – Level 2 |
| T4 - BOP42 | IMH Services 3 | Wicklow Room 5 – Level 2 |
| T4 - BOP42.2 | The Efficacy of Multi-element Behavior Support (MEBS) Plans with Families in Infant Development Programs <i>Dr Lori Ann Dotson, Institute for Applied Behavior Analysis</i> <i>Dr Allison Liu, Institute For Applied Behavior Analysis</i> | |
| T4 - BOP42.3 | Training and Coaching Practitioners to Promote Young Children's Social-Emotional Development in Early Childhood Settings <i>Dr Lise Fox, University of South Florida</i> <i>Dr Mary Louise Hemmeter, Vanderbilt University</i> | |
| T4 - BOP42.4 | MC3 Perinatal: Using Technology to Improve Perinatal Mental Health Outcomes <i>Dr Rena Menke, University of Michigan</i> | |
| T4 - BOP42.5 | 'Next Stop: Mum': Evaluation of a Postpartum Depression Prevention Strategy in Poland <i>Dr Magdalena Chrzan-Dętkoś, University of Gdansk, Institute of Psychology</i> | |
| T4 - BOP42.6 | Research to Practice: A Public Health Framework in Early Childhood Mental Health <i>Renee Layman, Center for Child Counseling, Inc.</i> <i>Amber Payne, Center for Child Counseling, Inc.</i> | |
| T4 - BOP42.7 | Co-designing a 'First 1000 days' series of workshops for parents of newborns in New Zealand <i>Tawera Ormsby, Ohomairangi Trust</i> | |
| T4 - BOP42.8 | Perinatal infant and parent mental health services: a scoping review of national models and guidelines <i>Dr Jean Paul, Medical University of Innsbruck</i> | |
| T4 - BOP51 | Innovative Means of Meaningful Relational Work in Perinatal through Five Mental Health | Liffey Meeting Room 1 – Level 1 |
| T4-BOP51.1 | Pop Culture Professionalism: Why presenting infant mental health constructs at entertainment conferences makes sense <i>Jacqueline Jacobs, University of Denver</i> | |
| T4-BOP51.2 | We Really Need to Talk About Substances: Including comorbid use in perinatal mental health services <i>Jacqueline Jacobs, University of Denver</i> | |
| T4-BOP51.3 | Dance, Baby, Dance!: Fostering health and connection through shared music and movement <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i> | |
| T4-BOP51.4 | Innovative Means of Meaningful Relational Work in Perinatal through Five Mental Health <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i> | |

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| T4 - BOP52 | IMH training for practitioners | Liffey Meeting Room 2A – Level 1 |
| T4 - BOP52.1 | Promoting Infant Mental Health through systematic training and coaching of Infant/Early Childhood Mental Health Consultants <i>Margo Candelaria, University of Maryland School of Social Work</i> | |
| T4 - BOP52.2 | The Ordinary Devoted Caregiver: Live Conversation with Families as an Early Relational Health Teaching Tool <i>Dr Claudia Gold, UMass Chan Medical School</i> | |
| T4 - BOP52.3 & BOP52.4 | Parallel Process: How training in an attachment-based intervention impacts those trained and service delivery <i>Dr Neil Boris, Circle of Security International</i> <i>Prof Claud Bisailon, Universite' de Sherbrooke and Dr Francesca Manaresi, Astrea</i> | |
| T4 - BOP52.5 | Improving IMH Home Visiting Training Curriculum to Strengthen Cultural Responsiveness and Equitable Service Delivery <i>Dr Chioma Torres, Michigan State University</i> <i>Dr Vivian Tamkin, Santa Clara University</i> <i>Helenia Quince, Sandra Rosenbaum School of Social Work</i> <i>Dr Tova Walsh, University of Wisconsin-Madison</i> | |
| T4 - BOP30 | Pregnancy, birth and early parenting during the Covid-19 pandemic | Liffey Meeting Room 2B – Level 1 |
| T4 - BOP30.1 | Changes in antenatal and perinatal practices during the pandemic: effects on father involvement <i>Dr Francine de Montigny, UQO</i> | |
| T4 - BOP30.2 | Maternal trauma moderates the association between prenatal depression during the COVID-19 pandemic and infant development <i>Gabrielle Duguay, Université Du Québec À Trois-Rivières</i> | |
| T4 - BOP30.3 | SEREN: the impact of parent-infant separation on a neonatal unit following the COVID-19 pandemic <i>Elaine Mc Mahon, Royal Free London NHS Foundation Trust</i> | |
| T4 - BOP30.5 | Contours of connection in time and space <i>Dr Jen Re, Monash University</i> | |
| T4 - BOP30.6 | Collateral value: Transitioning to parenthood, what can we learn from COVID times about this lifechanging experience <i>Petra Spuijbroek, Ziezo Praktijk</i> | |
| T4 - BOP30.7 | Birth experience and mother-infant early relational health among mothers with and without COVID-19 during pregnancy <i>Dr Jen Warmingham, Columbia University</i> | |
| T4 - BOP30.8 | The Distance-Closeness Continuum as a Source of Resilience for Mothers Have Given Birth During COVID-19 <i>Shanny Chen Abramovich</i> | |

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| T4 - BOP37 | Attachment 1 | Liffey Meeting Room 3 – Level 1 |
| T4 - BOP37.1 | Attachment and self-regulation: Implications of bi-directional effects for children with a disability or developmental delay <i>Dr Stacey Alexander</i> | |
| T4 - BOP37.2 | Congruence and Incongruence of Infants' Early Interactive Behavior Predict Attachment in Infants Born Very Preterm <i>Prof Marina Fuertes, Escola Superior de Educação de Lisboa & Centro de Psicologia da Universidade do Porto</i> | |
| T4 - BOP37.3 | The Significance of adding Circle of Security Parenting program to existing autism interventions <i>Dr Nobuyo Kubo, Kansai University of Welfare Sciences</i> | |
| T4 - BOP37.4 | Infant and Pre-school attachment, continuity and relationship to caregiving sensitivity: new and historic findings <i>Prof Jennifer Mcintosh, The Bouverie Centre</i> | |
| T4 - BOP37.6 | Psychosocial Correlates of Maternal-Fetal Attachment Anxiety <i>for Second-Time Mothers and What We Should Know</i> <i>Prof Brenda Volling, University of Michigan</i> | |
| T4 - BOP37.7 | Attachment style in pregnant women: links with depression, attachment to the fetus and maternal representations <i>Prof Jaqueline Wendland, Université Paris Cité</i> | |
| T4 - BOP37.8 | The Role of Parents and Children Attachment quality on Children's Obesity: preliminary data <i>Sarah Clément, University of Rouen</i> | |
| T4 - SYM51 | On gender and cultural differences in parental embodied mentalizing | EcoCem Room - Level 2 |
| T4 - SYM 51.2 | On gender and cultural differences in parental embodied mentalizing <i>Dr Dana Shai, Academic College Tel Aviv Yaffo</i> | |
| T4 - SYM 51.3 | The Paternal nonverbal Dance: Similarities and Differences in fathers and mothers' Parental Embodied Mentalizing <i>Dr Dana Shai, Academic College Tel Aviv Yaffo</i> | |
| T4 - SYM 51.3 | The Paternal nonverbal Dance: Similarities and Differences in fathers and mothers' Parental Embodied Mentalizing <i>Dr Dana Shai, Academic College Tel Aviv Yaffo</i> | |

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| T4 - PW6 | Posters Workshop 6 | The Liffey – Level 1 |
| T4 - PW6.1 | Developmentally Supportive Interactions with Young Children in a Learning Landscape <i>Misty Krippel, University of Illinois</i> <i>Dr Michaelene Ostrosky, University of Illinois</i> | |
| T4 - PW6.2 | Developmentally Supportive Interactions with Home Visitors: A Coaching-based Community of Practice <i>Dr Mark Innocenti, Utah State University</i> | |
| T4 - PW6.3 | Developmentally Supportive Interactions across relationships and contexts: Babies, siblings, home visitors, and community settings <i>Prof Emeritus Lori Roggman, Utah State University</i> | |
| T4 - PW6.4 | Developmentally Supportive Interactions with Young Babies in the US & Their Later Developmental Outcomes <i>Prof Emeritus Lori Roggman, Utah State University</i> | |
| T4 - PW6.5 | Developmentally Supportive Interactions with Young Babies in Spain <i>Julia Gomez-Cuerva, Universidad Internacional De La Rioja</i> | |
| T4 - PW6.6 | Developmentally Supportive Interactions Between Young Children and Their Younger Siblings <i>Dr Tasha Olson, The Family Place Utah</i> | |
| T4 - PW6.7 | Infant Mental Health Home Visiting Buffers the Effect of DNA Methylation on Infants' Socioemotional Health <i>Dr Jamie Lawler, Eastern Michigan University</i> | |
| T4 - PW6.8 | Thriving Together: Evidence for Efficacy of the Michigan Model of Infant Mental Health Home Visiting <i>Dr Jamie Lawler, Eastern Michigan University</i> | |
| T4 - PW6.9 | Increased parenting reflectivity following Infant Mental Health Home Visiting: A randomized controlled trial <i>Dr Jennifer Jester, University of Michigan Department of Psychiatry</i> | |
| T4 - PW6.10 | Whole Health Approach in Maternal-Infant Mortality: Integrating Physical, Mental and Social Determinants of Health <i>Elizabeth Lanter</i> | |
| T4 - PW6.11 | The Michigan Model of IMH Home Visiting mitigates maternal stress effects on early relational health <i>Dr Jessica Riggs, Zero To Thrive - University of Michigan</i> | |
| T4 - PW6.12 | Maternal mental health improvements following the Michigan Model of Infant Mental Health Home Visiting <i>Dr Jessica Riggs, Zero To Thrive - University of Michigan</i> | |
| 19:30-23:30 | Congress Dinner | The Forum – Ground Floor |

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| 09:00-10:15 | Rene Spitz Award <i>Chair: David Oppenheim, University of Haifa</i> <i>Recipient: Kaija Puura, Tampere University and Tampere University Hospital</i> | The Auditorium |
| SAL.5 | State of the Art Lecture: Threat versus Deprivation in Mother's Childhood: Differential Relations to Infant Regional Brain Volumes and Cortisol Responses Over the First Two Years <i>Karlen Lyons-Ruth, Harvard Medical School</i> | |
| 10:15-10:45 | Tea/coffee Break, Exhibition & Posters | The Liffey – Level 1 |
| 10:45-13:00 | New Investigator, Honorary President and Regional Vice President Awards Award & Presidential Symposium <i>Chair: Campbell Paul, WAIMH President</i> | The Auditorium |
| 10:45-10:55 | New Investigator Award 2023 <i>Recipient: Dr DrNicole Racine, University of Ottawa</i> | |
| 10:55-11:20 | New Investigator Award 2021 <i>Presenter: Dr Lars White, University of Leipzig</i> | |
| 11:20-11:30 | Honorary President Award <i>Recipient: Prof Miri Keren, Bar Ilan University Azrieli School of Medicine</i> | |
| 11:30-11:40 | Regional Vice President Award <i>Recipient: Dr Hisako Watanabe, Watanabe Clinic</i> | |
| 11:40-13:00 | Presidential Symposium: Advocating for infants in a complex world with competing priorities: ensuring that the infant's voice is heard and honoured <i>Prof Cath Chamberlain, The University of Melbourne</i> <i>Prof Astrid Berg, University of Cape Town and Stellenbosch University (Discussant)</i> | |
| 13:00-14:00 | Lunch Break, Exhibition & Posters | The Liffey – Level 1 |
| 14:00- 15:30 W1 - SYM74 | Attachment and social-emotional development in challenging caregiving contexts | Liffey Hall 1 – Level 1 |
| W1 - SYM74.1 | Attachment and social-emotional development in challenging caregiving contexts <i>Julia Festini, Universität Erlangen-Nürnberg</i> <i>Dr phil. Sandra Gabler, University of Erlangen-Nürnberg</i> | |
| W1 - SYM74.2 | Early caregiving disruption and relationship qualities: A comparison between adolescents in foster and biological families <i>Dr phil. Sandra Gabler, University of Erlangen-Nürnberg</i> | |
| W1 - SYM74.3 | Parental deprivation and RAD: The moderating role of the OXTR gene <i>Raquel Corval, ProChild CoLAB</i> | |

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| W1 - SYM74.4 | Symptoms of RAD and DSED in adopted children: the role of pre- and post-adoption factors <i>Dr Ina Bovenschen, German Youth Institute</i> | |
| W1 - SYM 74.5 | Attachment security and reactive attachment disorder symptoms in Georgian foster children: Prevalence and determinants <i>Nino Jorjadze, University of Siegen, Germany</i> | |
| W1 - SYM 74.6 | High-risk caregiving environments: Longitudinal studies examining risk factors, parenting behavior and child socio-emotional competences <i>Prof Gottfried Spangler, Universitaet Erlangen-Nuremberg</i> | |
| W1 - BOP24 | Supporting infants and young children in contacts with the child protection system | Liffey Hall 2 – Level 1 |
| W1 - BOP24.1 | An illustration of how Child-Parent Psychotherapy (CPP) works with under-5s in proceedings, using case examples <i>Dr Nicola Cosgrave, NSPCC and SLAM</i> <i>Dr Alanna Gallagher, NSPCC/South London & Maudsley NHS Foundation Trust</i> | |
| W1 - BOP24.3 | Online intervention to promote parental reflexive function and emotional bond with child in post adoption <i>Sofia Sebben Colognese, Universidade Federal Do Rio Grande Do Sul</i> | |
| W1 - BOP24.4 | What adversities do infants experience before they enter care and how best to measure these? <i>Karen Crawford, University of Glasgow</i> | |
| W1 - BOP24.5 | Placement Duration and the Impact of the Law <i>Gary Kainth, University of Glasgow</i> | |
| W1 - BOP24.6 | The effects of foster carer commitment on attachment disorders and mental health problems over time <i>Prof Helen Minnis, University of Glasgow</i> | |
| W1 - BOP24.7 | How does foster carer commitment relate to short-term foster care following abuse and neglect? <i>Dr Fiona Turner, University of Glasgow</i> | |
| W1 - BOP24.8 | Measuring maltreatment, foster carer commitment and placement duration: Understanding the journeys of infants in care. <i>Dr Fiona Turner, University of Glasgow</i> <i>Karen Crawford, University of Glasgow</i> <i>Gary Kainth, University of Glasgow</i> <i>Prof Helen Minnis, University of Glasgow</i> | |

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| W1 - SYM76 | Very early signs of autism in infants: from detection, to intervention assessment. New tools? | Wicklow Hall 1 – Level 2 |
| W1 - SYM76.2 | Assessment of change during early interventions in infants with autism by Single Case Experimental Design <i>Dr Erika Parlato-Oliveira, University Federal de Minas Gerais (Brazil)</i> | |
| W1 - SYM76.3 | The early detection of the risk of autism spectrum disorder in China <i>Jing AN, Université Paris Cité</i> <i>Dr Erika Parlato-Oliveira, University Federal de Minas Gerais (Brazil)</i> | |
| W1 - SYM76.4 | Screening autistic siblings to intervene with a very early transdisciplinary preemptive intervention: a clinical trial <i>Catherine Saint-Georges, Hôpital Universitaire Pitié-Salpêtrière, Sorbonne University</i> | |
| W1 - SYM76.5 | Early intervention with babies at risk for autism: microanalysis of filmed sessions of psychotherapy <i>Marie Nilles, Université Paris Cité & UCLouvain</i> <i>Dr Erika Parlato-Oliveira, University Federal de Minas Gerais (Brazil)</i> | |
| W1 - SYM76.6 | The early detection of the risk of autism spectrum disorder in China <i>Dr Erika Parlato-Oliveira, University Federal de Minas Gerais (Brazil)</i> | |
| W1 - SYM77 | The contribution of mentalizing and contingent parenting to early empathy and symbolic play | Wicklow Hall 2A – Level 2 |
| W1 - SYM 77.2 | The contribution of mentalizing and contingent parenting to early empathy and symbolic play <i>Dr Ronit Roth-Hanania, The Academic College of Tel Aviv Yaffo</i> | |
| W1 - SYM 77.3 | Links between mothers' mentalization, children's symbolic play in triadic (mother-father-child) interaction and children's behavior problems <i>Dr Keren Hanetz- Gamliel, The Academic College of Tel Aviv Yaffo</i> | |
| W1 - SYM 77.4 | Maternal contingent responsiveness longitudinally predicts neural and behavioral indices of infant's emerging social skills <i>Dr Tahli Frenkel, Reichman University</i> | |
| W1 - SYM 77.5 | Maternal Prenatal and Postnatal Mentalizing and Infant Empathy at 15 months <i>Dr Daphna Dollberg Ginio, The Academic College of Tel Aviv Yaffo</i> | |
| W1 - SYM78 | Parental and Infant Risk: Contributions to Child Social Emotional Adaptation in Four Longitudinal Studies | Wicklow Hall 2B – Level 2 |
| W1 - SYM 78.2 | Timing is critical: Postpartum depression and child behavior at 3 years in children born preterm <i>Dr Emily Gerstein, University of Missouri-Saint Louis</i> | |
| W1 - SYM 78.3 | Latent Profiles of Maternal Distress in the NICU: Associations with Child Mental Health at 5 <i>Dr Wanjiku Njoroge, Children's Hospital of Philadelphia</i> | |

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| W1 - SYM 78.4 | Gestational Age, Early Adversity, and Kindergarten Academic and Behavioral Outcomes: Testing the Cumulative Risk Hypothesis <i>Dr Prachi Shah, University of Michigan</i> | |
| W1 - SYM 78.5 | Mother-infant bio-behavioural synchrony and risk: Maternal well-being, infant environmental sensitivity, and dyadic synchrony <i>Prof Maria Spinelli, University G D'annunzio Chieti-Pescara</i> | |
| W1 - SYM79 | The conundrums of behavioural sleep interventions in infants: Parental voices and choices | Wicklow Room 1 – Level 2 |
| W1 - SYM 79.2 | Comparing mental health in mother/infant dyads between responsive to extinction sleep interventions: a pilot study <i>Prof Sarah Blunden, Central Queensland University</i> | |
| W1 - SYM 79.3 | Evaluating ‘Sleep, Baby & You’: a responsive approach to addressing parent-infant sleep problems <i>Prof Helen Ball, Durham University</i> | |
| W1 - SYM 79.4 | Understanding motivations and satisfaction with sleep location among co-sleeping parents <i>Dr Levita D'Souza, Monash University</i> | |
| W1 - SYM 79.5 | Parental experiences with the promises of extinction for infant sleep: A review of the literature <i>Macall Gordon, Antioch University Seattle</i> | |
| W1 - BOP54 | Telehealth and online intervention | Wicklow Room 2A – Level 2 |
| W1 - BOP54.1 | Online intervention to prevent postnatal depression and anxiety in Chilean first-time mothers: A feasibility trial <i>Dr Soledad Coo, Universidad Del Desarrollo</i> | |
| W1 - BOP54.3 | eHealth screening for paternal perinatal mental health in Australia <i>Assoc Prof Richard Fletcher, University of Newcastle NSW</i> | |
| W1 - BOP54.4 | Using Technology to Provide Infant and Early Childhood Mental Health Education and Consultation <i>Dr Tessa Chesher, Oklahoma State University Center for Health Sciences</i> | |
| W1 - BOP54.5 | The Doctor will Zoom You Now: Reaching clients via telehealth in a post-Pandemic world <i>Dr Kelly Elliott, University of Denver</i> | |
| W1 - BOP54.6 | Learning to build responsive partnerships with families through an online toolkit <i>Dr Jon Korfmacher, Chapin Hall</i> | |
| W1 - BOP54.7 | Therapeutic Change and mentalization in depressed mother in an online mentalization-informed intervention using video-feedback <i>Dr Catalina Sieverson, Pontificia Universidad Católica De Chile</i> | |
| W1 - BOP54.8 | User-Engaged Design in the Adaptation of VID-KIDS Home Visiting Program for Virtual Delivery <i>Dr Linda Duffett-Leger, University of Calgary</i> | |

WEDNESDAY 19TH JULY 2023

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| W1 - BOP55 | Paediatric primary care | Wicklow Room 2B – Level 2 |
| W1 - BOP55.2 | Promoting IMH through Pediatric Primary Care: the TREE and TREEHOUSE Projects <i>Dr Margo Candelaria, University of Maryland, School of Social Work</i> | |
| W1 - BOP55.4 | Infant and early childhood mental health consultation in pediatric primary care <i>Dr Mary Margaret Gleason, Children's Hospital of The King's Daughters</i> | |
| W1 - BOP55.6 | Innovation and collaboration: Bringing the baby into Primary Care Psychology Services - Two Approaches <i>Fionnuala O Shea, HSE</i> <i>Dr Jeananne Garavan, HSE</i> | |
| W1 - BOP55.7 | Family wellbeing – trial of a web-based intervention to improve psychosocial resilience <i>Dr Gritt Overbeck, University of Copenhagen</i> | |
| W1 - BOP55.8 | Between Policy and Practice - a South African primary health care perspective <i>Dr Tereza Whittaker, Lentegour Psychiatric Hospital</i> | |
| W1 - BOP56 | Sensory issues in early mother infant interaction | Wicklow Room 3 – Level 2 |
| W1 - BOP56.1 | How do visually impaired infants (and their mothers) respond to the Face-to-Face Still-Face? <i>Dr Elena Capelli, IRCCS Mondino Foundation</i> | |
| W1 - BOP56.2 | Tiny Hearts & Hands: Nature-based Sensory Play Interventions to Promote Parent-Infant Attachment & Bonding <i>Dr Janet Courtney, FirstPlay Therapy</i> | |
| W1 - BOP56.3 | Shared Pleasure in Mother-Infant Interactions in LMIC settings <i>Dr Anusha Lachman, Stellenbosch University</i> | |
| W1 - BOP56.4 | Bio-behavioral synchrony during mother -infant face-to-face interactions at 6 and 9 months of infant age <i>Maria Grazia Mada Logrieco, Gabriele D'annunzio University</i> | |
| W1 - BOP56.5 | To touch and be touched: The Touch through photography <i>Dr Gláucia Maria Moreira Galvão, Faculdade de Medicina da FAMINAS-BH - MG-Brazil</i> | |
| W1 - BOP56.6 | Infant Multimodal Coordination of Gaze and Smile with Familiar and Unfamiliar Partners in Real Time <i>Eliála Alice Salvadori, University of Amsterdam</i> | |
| W1 - BOP56.7 | Maternal postnatal anxiety affects neural responses to the still face paradigm: a dual-EEG study <i>Dr Marion I Van Den Heuvel, Tilburg University</i> | |
| W1 - BOP56.8 | Parent-infant interactions are related to preterm status and sensory processing <i>Dr Alix Woolard, Telethon Kids Institute</i> | |

WEDNESDAY 19TH JULY 2023

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|----------------------|--|--------------------------|
| W1 - BOP57 | Lessons learned and considerations in implementing services in community contexts | Wicklow Room 4 – Level 2 |
| W1 - BOP57.1 | Broadening the Scope of Perinatal Psychology in a Pediatric Setting by Integrating Research and Practice <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i> | |
| W1 - BOP57.2: | Connecting Perinatal Mental Health and Pediatrics: Initial Reflections of DC Mother-Baby Wellness Program at THEARC <i>Dr Tracy Vozar, Childrens National Hospital/GWU</i> | |
| W1 - BOP57.3 | Lessons Learned about Infant and Early Childhood Mental Health Consultation Delivered Virtually During the Pandemic <i>Dr Nicola Edge, University of Arkansas for Medical Sciences</i> <i>Dr Alison Steier, Southwest Human Development</i> <i>Dr Deborah Perry, Georgetown University</i> <i>Dr Sherry Heller, Tulane University</i> | |
| W1 - BOP57.4 | Risk, poverty and diversity: Creating conditions for relating in parent-toddler groups within community settings <i>Tracie Lane, Let's Grow Together! Infant & Childhood Partnerships CLG</i> | |
| W1 - BOP57.5 | Me & My Baby; A walk-In intervention supporting Infant Mental Health by supporting Caregiver Health <i>Mary Rella, Abiona Centre for Infant & Early Mental Health</i> | |
| W1 - BOP57.8 | Be Well. Care Well: Parallel benefits of caregiver well-being and the social-emotional health of children <i>Kerrie Schnake, South Carolina Infant Mental Health Association</i> <i>Jamie Ward, Be Well Care Well</i> | |
| W1 - BOP58 | Bonding | Wicklow Room 5 – Level 2 |
| W1 - BOP58.1 | 0-2 month infants brain network function, mother–infant bonding and care model: a fNIRS study <i>Chengyin Dou, Xi'an Jiaotong University</i> | |
| W1 - BOP58.3 | Coordination - about the role of the child's response inhibition in the mother-infant interaction <i>Magdalena Hardt, Adam Mickiewicz University</i> | |
| W1 - BOP58.5 | Nurture and Play intervention pre- and postnatally, a workshop <i>Hanna Lampi, Terapialampi</i> <i>Anna-Elina Leskelä-Ranta</i> | |
| W1 - BOP58.6 | Profiles of parenting orientations that predict timing of parenthood, parenting behaviours and bonding <i>Dr Jacqui Macdonald, Deakin University</i> | |

WEDNESDAY 19TH JULY 2023

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| W1 - BOP58.7 | Early separations in French caregiving contexts <i>Prof Denis Mellier, Université de Bourgogne Franche-Comté</i> | |
| W1 - BOP58.8 | Maternal bonding mediates between maternal depressive and anxious postpartum symptoms and perceived parenting stress <i>Prof Chiara Pazzagli, Sapienza University of Rome</i> | |
| W1 - BOP59 | Supporting the parent-infant relationship through pregnancy and birth | Liffey Meeting Room 1 – Level 1 |
| W1 - BOP59.1 | Traumatic birth: The parent and infant experience <i>Dr Rachel Bushing, Three Little Birds Perinatal Psychology</i> | |
| W1 - BOP59.2 | The Prenatal Visit- An Opportunity for Beginning Relationships- Voices from the Field <i>Dr Nancy Deacon, Brazelton Institute</i> | |
| W1 - BOP59.3 | Improving Outcomes—A model of integrating Doula Services in a Community Mental Health System of Care <i>Maria Rossi, Washington County Mental Health</i> | |
| W1 - BOP59.4 | Evaluation of a child-centred psychosocial healthcare intervention (KID-PROTEKT) for pregnant women and families with infants <i>Désirée Sigmund, University Medical Center Hamburg-Eppendorf</i> | |
| W1 - BOP59.5 | The Role of Adult Attachment Style and Subjective Birth Experience in Psychological Trauma Following Birth <i>Dr Audrey Lonergan, Health Service Executive</i> | |
| W1 - BOP59.6 | Mind in Labour Mind in Life-A mindfulness based antenatal education program <i>Dr Ros Powrie, Women's and Children's Health Network</i> | |
| W1 - BOP59.7 | Positioning of the newborn and innovative practices at birth: a challenge for early development <i>Rose-Marie Toubin, CHU de Montpellier</i> | |
| W1-BOP63 | Welcome (to your health) Home: Addressing the well-being of young children in primary care | Liffey Meeting Room 2A – Level 1 |
| W1 - BOP63.2 | Welcome (to your Health) Home: Addressing the well-being of young children in primary care <i>Dr Bethany Ashby, University of Colorado School of Medicine</i> | |
| W1 - BOP63.3 | Welcome (to your Health) Home: Addressing the well-being of young children in primary care <i>Dr Abigail Angulo, University of Colorado</i> | |
| W1 - BOP63.4 | Relationships and Resilience: Creating a Health Home for Young Children in Out of Home Placement <i>Dr Jessica Kenny, Children's Hospital Colorado</i> | |

WEDNESDAY 19TH JULY 2023

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|--------------|--|-------------------------------------|
| W1 - BOP63.5 | Key Adaptations to Integrated Behavioral Health Services for Young Children with Special Health Care Needs <i>Dr Verenea Serrano, University of Colorado</i> | |
| W1 - BOP16 | The role of fathers matters | Liffey Meeting Room 2B – Level 1 |
| W1 - BOP16.1 | «Unfit» fathers? Paradoxical posture of street youth becoming parents <i>Dr Sophie Gilbert, Université Du Québec À Montréal</i> | |
| W1 - BOP16.2 | BRAC 0-2 Father's Engagement Model: Patriarchal values of Fatherhood to Establish Support for Child Development <i>Taifur Islam, BRAC Institute of Educational Development</i> <i>Pooja Bhattacharjee, BRAC</i> | |
| W1 - BOP16.4 | One Dad at a time; uncovering the nurturer to foster father-infant relationships <i>Katherine Manley, Let's Grow Together! Infant and Childhood Partnerships</i> | |
| W1 - BOP62 | Supporting new families: Contextual challenges and successes | Liffey Meeting Room 3 – Level 1 |
| W1 - BOP62.1 | Supporting new families: Contextual challenges and successes <i>Dr Paula Zeanah, University of Louisiana at Lafayette</i> | |
| W1 - BOP62.2 | Social support, maternal parental self-efficacy and postnatal depression in the transition to motherhood <i>Prof Patricia Leahy-Warren, School of Nursing & Midwifery, University College Cork, Ireland</i> | |
| W1 - BOP62.3 | Fathers' views and experiences of their own mental health and well-being during the perinatal period <i>Prof Patricia Leahy-Warren, School of Nursing & Midwifery, University College Cork, Ireland</i> | |
| W1 - BOP62.4 | The New Families project – a universal home visiting program - content and research <i>Prof Kari Glavin, VID Specialized University</i> | |
| W1 - BOP62.5 | Quality of life in parents during pregnancy and the postpartum period <i>Malene Brekke, VID Specialized University</i> | |
| W1 - BOP62.6 | Mental health focus among pregnant women and fathers <i>Anne-Martha Utne Øygarden, VID Specialized University</i> | |
| W1 - BOP62.7 | Parental self-efficacy and professional support - first-time parents' experiences with an extensive Child Health Service <i>Kristin Sæther, VID Specialized University</i> | |
| W1 – BOP62.8 | The New Families program from the perspective of public health nurses and parents: preliminary results <i>Prof Kari Glavin, VID Specialized University</i> | |
| W1 - BOP62.9 | Preparing Nurse Home Visitors to Address Symptoms of Depression and Anxiety <i>Dr Paula Zeanah, University of Louisiana at Lafayette</i> | |

WEDNESDAY 19TH JULY 2023

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|--------------|---|-----------------------|
| W1 - SYM80 | Strong Roots Programs: Adaptations to meet the needs of culture and community | EcoCem Room – Level 2 |
| W1 - SYM80.2 | Building Strong Roots in Rural Appalachia: Implementation of an IECMH Group Parenting Program <i>Diana Morelen, East Tennessee State University</i> | |
| W1 - SYM80.3 | Mo'olelo o Nā Māmā: Overview of how Lili'uokalani Trust adapted Mom Power for Hawaiian families <i>Staci Hanashiro, Lili'uokalani Trust</i> | |
| W1 - SYM80.4 | Strong Roots Parent Café: A peer-to-peer model to support caregivers from birth to 6 <i>Dr Kristyn Wong Vandahm, University of Michigan</i> | |
| 15:30-16:00 | Closing Ceremony | |
| 16:00 | Congress Close | |



**WAIMH
AWARDS**

WAIMH AWARDS

WAIMH Award

Given in recognition of significant contributions to the World Association for Infant Mental Health, either directly or through one of the WAIMH Affiliate Associations.



Maree Foley

Past recipients of the WAIMH Award: Serge Lebovici, Justin Call, Eleanor Galenson, Robert Emde, Hiram Fitzgerald, and Sonya Bemporad (1996); Joy Osofsky (2000); Dilys Daws (2002); Sam Tyano (2006); Campbell Paul and Brigid Jordan (2008); Astrid Berg (2010); Catherine Maguire and Rochelle Matacz (2012); Hisako Watanabe and Beulah Warren (2014); Pia Risholm-Mothander (2016); Lynn Priddis (2018) and Jane Barlow (2021).

Sunday 16th July
09:00-09:15
The Auditorium

Sonya Bemporad Award

Given in recognition of significant contributions to the advancement of social and public policies that contribute to the mental health and overall benefit of infants, toddlers, and their families.



Chaya Kulkarni

Past recipients of the Sonya Bemporad Award: Paul Steinhauer (2000); Salvador Celia (2002); Betty Tableman (2002); Pamela Linke (2006); Matthew Melmed (2008); Tuula Tamminen (2010); Deborah Weatherston (2012); Natalia Trenchi and Miguel Aguerro (2014); Geoffrey Nagle (2016); and Pälvi Kaukonen (2018).

Monday 17th July
09:00-09:15
The Auditorium

Serge Lebovici Award

Given in recognition of significant contributions to the international development of infant mental health.



Tessa Baradon

Past recipients of the Serge Lebovici Award: Myriam David (2002); Michel Soulé (2006); Daniel Stern (2008); Charles H. Zeanah (2010); Elisabeth Fivaz-Depeursinge (2012); Heidelise Als (2014); Bernard Golse (2016); and Miri Keren (2021).

Tuesday 18th July
09:00-09:15
The Auditorium

René Spitz Award

Given in recognition of significant lifetime contributions to clinical and/or experimental research on topics related to infant mental health.

New Investigator Award

The purpose of the WAIMH New Investigator Award is to recognize and encourage promising new investigators in infant mental health.



Kaija Puura

Past recipients of the René Spitz

Award: T. Berry Brazelton (2002); Robert Emde (2006); Takeo Doi (2008); Mechtild Papousek (2010); Peter Fonagy (2012); Colwyn Trevarthen (2014); Alicia Lieberman (2016); and Antoine Guedeney (2018).

Wednesday 19th July

09:00-09:15

The Auditorium



Nicole Racine

Past recipients of the New Investigator

Award: Anne McDonald Culp (1996); Laurie A. Van Egeren (2000); Kaija Puura (2002); Claire Volland (2006); Wakako Sanefuji (2008); Elita Amini Virmani (2010); Sheri Madigan (2014); Sarah Bergmann (2016); Elisabeth Conradt (2018); and Lars White (2021).

Wednesday 19th July

10:45-10:55

The Auditorium

Honorary President

The WAIMH Honorary President Distinction is conferred to honor a distinguished person who has made an outstanding contribution to the interdisciplinary field of infant mental health.



Antoine Guedeney

Past recipients: Robert N. Emde (2006); Hiram E. Fitzgerald (2008); Joy Osofsky (2010); and Tuula Tamminen (2012).

Sunday 16th July
The Auditorium
09:00-09:15

Honorary President

The WAIMH Honorary President Distinction is conferred to honor a distinguished person who has made an outstanding contribution to the interdisciplinary field of infant mental health.



Miri Keren

Past recipients: Robert N. Emde (2006); Hiram E. Fitzgerald (2008); Joy Osofsky (2010); and Tuula Tamminen (2012).

Wednesday 19th July
The Auditorium
11:20-11:30

Regional Vice President

Given in recognition of significant lifetime contributions to the interdisciplinary field of infant mental health throughout Asia.



Hisako Watanabe

Wednesday 19th July
The Auditorium
11:30-11:40

WAIMH 2023 REVIEW PANELS

Advocacy and infant mental health policy

Astrid Berg (Chair)
Tuula Tamminen
Elisabeth Hoehn
Julia Torquati
Jon Korfmacher

Antenatal and perinatal practices

Jane Barlow (Chair)
Martin St-André
Gisele Aptér
Minna Sorsa
Rochelle Matacz
Izaak Lim

Attachment: research, security of attachment and disorders of attachment

Neil Boris (Chair)
Kikuyo Aoki
Anna Maria Speranza
Joseph Coyne
Nina Koren-Karie

Caregiving contexts

Hiram Fitzgerald (Chair)
Laura Vismara
Koa Whittingham
Michelle Slead
Cynthia Frosch
Cristina Riva Crugnola

Cross cultural studies – Global strategies for infants, families and communities

Kaija Puura (Chair)
Hisako Watanabe
Naama Atzaba-Poria
Jane Barlow

Early development, child health and mental health

Holly Brophy-Herb (Chair)
Catherine McMahon
Ann Stacks
Kevin Nugent
Ayelet Talmi

Evaluation and outcomes: scientific studies and early interventions

Kai von Klitzing (Chair)
Ilona Luoma
Jane Barlow
Arja Siirtola

Infant mental health services, training, teaching, supervision and consultation

David Oppenheim (Chair)
Lynn Priddis
Beulah Warren
Patricia O'Rourke
Jacqueline Wendland

Observation and assessment: diagnosis, treatment and clinical issues

Miri Keren (Chair)
Nicolas Favez
Maree Foley
Sylvie Savelon
Alissa Huth-Bocks

Parent-infant interaction and early relationship development

Mirjami Mäntymaa (Chair)
Zeynep Biringen
Lorraine McKelvey
Eivor Fredriksen
Sebastian Kramer
Holly Brophy-Herb

Parenting and family process

Anna Huber (Chair)
Jorma Piha
Silvia Mazzoni
Laurie Van Egeren
Eva Potharst
Manuela Verissimo

Prematurity and high-risk infants

Reija Latva (Chair)
Megan Chapman
Eva Müller Cignacco
Susan Wilson
Eva Stahlber-Forsén

Problems, symptoms and disorders of the infant

Campbell Paul (Chair)
Alexandra de Young
Giampaolo Nicolais
Julie Ribaudo
Suvi Luomala

Problems with parenting and high-risk families (e.g. adolescent parenting, parental substance abuse, family violence and child abuse)

Jody Manly (Chair)
Vibeke Moe
Jean Wittenberg
Ann Easterbrooks
Julia Scarano de Mendonca

Promotion and prevention in community context

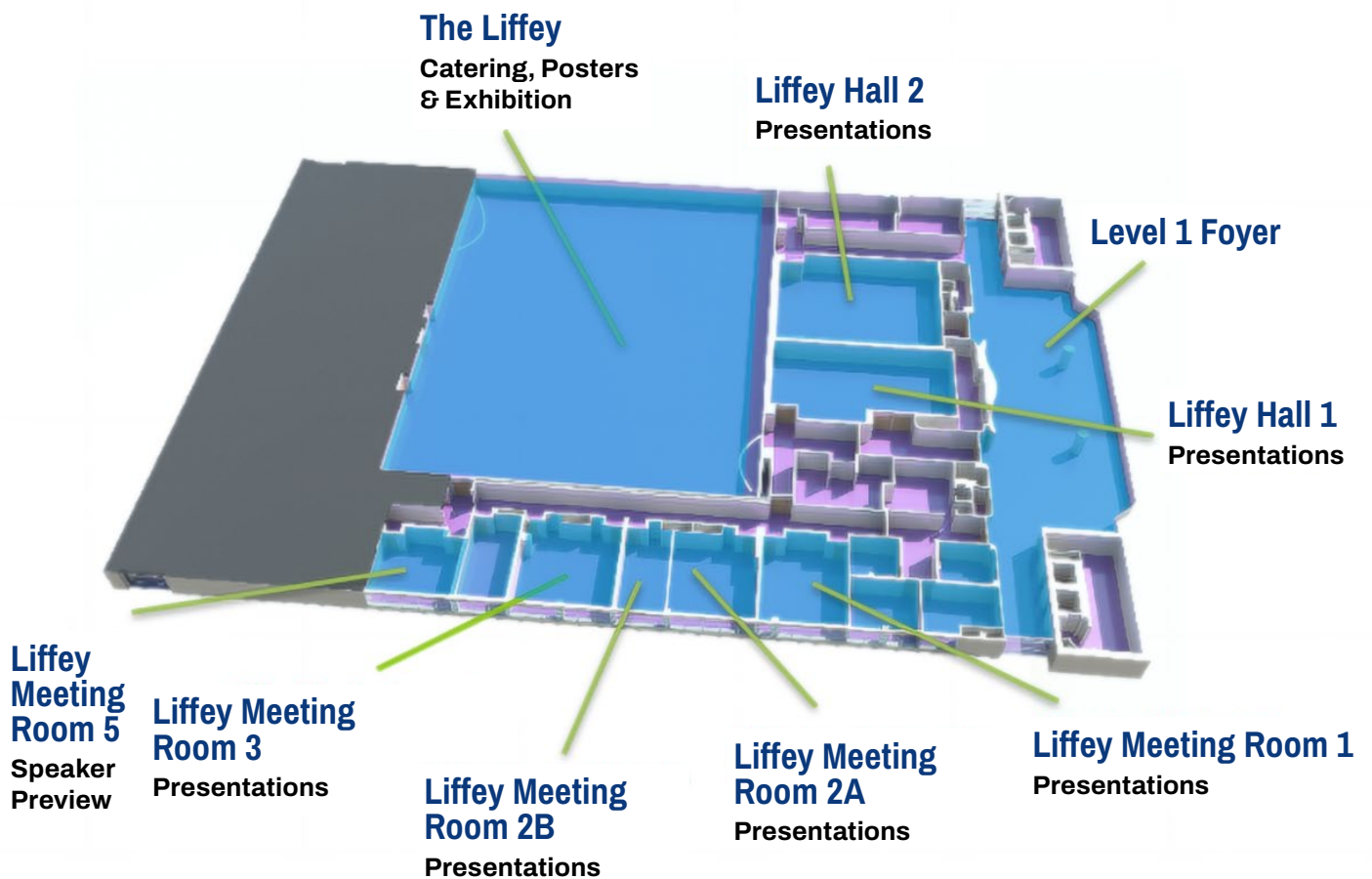
Elisabeth Hoehn (Chair)
Carla Barron
Robin Balbernie
Catherine Maguire
Rochelle Matacz
Chiara Pazzagli
Sharon Dawe

Ethical responses to cultural diversity, equity, and racism

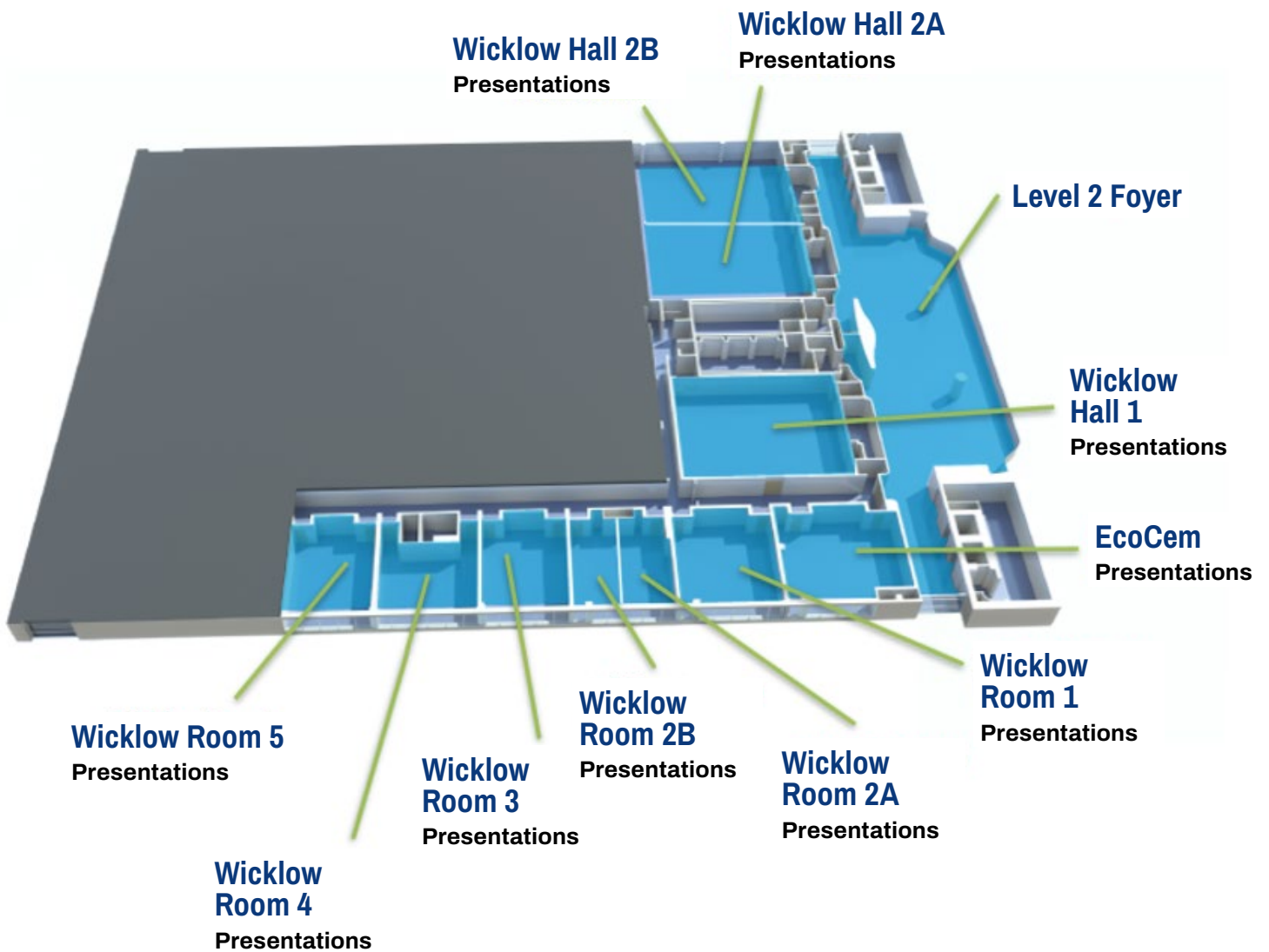
Chaya Kulkarni (Chair)
Nicole Canin
Joyce Mok
Hongyan Guan
Dominique Charlot-Swilley
Nicola Carone

CONGRESS VENUE FLOOR PLAN

LEVEL 1



LEVEL 2





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SPONSORS AND EXHIBITORS

We would also like to welcome our sponsors and exhibitors to Dublin and to thank them all for supporting the congress.

GOLD SPONSOR

Childhood Matters - Stand 1



Childhood Matters

Childhood Matters is a voluntary agency that works with children, families and foster carers. It consists of a mixture of community and residential based services, including a multidisciplinary Parent and Infant Unit, an attachment and trauma focused mental health service for children in care (CHIPPS), and a family support service for children on the edge of care, or where serious child welfare issues are present. Childhood Matters has a long standing commitment to both promotion of, and clinical practice in, Infant Mental Health and is committed to its ongoing integration into broader clinical practice, as well as public and health policies in Ireland.

BRONZE SPONSOR

Ombudsman, for Children (OCO)



**ombudsman
do leanaí
for children**

The OCO investigates complaints about services provided to children by public organisations. The service is free and independent. The Ombudsman for Children's Office (OCO) is a human rights institution that promotes the rights and welfare of young people under 18 years of age living in Ireland. Dr Niall Muldoon was appointed Ombudsman for Children in February 2015 by President Michael D Higgins. He was then reappointed by the President in 2021 for a further 6 years.

EXHIBITORS

**Mothers' Radiation Lab
Fukushima - Stand 2**



NPO Mothers' Radiation Lab Fukushima TARACHINE was established by local residents to protect the health and livelihood of local people and children against the damage due to radiation exposure caused by the Fukushima Daiichi Nuclear Power Plant accident in 2011.

Our NPO have been monitoring radioactive contamination in environment that cannot be seen, smelled nor felt in order to deal with environmental contamination in the long term.

Solihull Approach - Stand 8

UNDERSTANDING YOUR CHILD



S O L I H U L L A P P R O A C H

The Solihull Approach is a not-for-profit, NHS service providing accredited, evidence-based training for practitioners and parents to support emotional health and well-being in children, families, and adults. We are passionate about sensitive relationships, early years support and understanding brain development to help nurture kind, emotionally aware children as they grow.

**Area Based Childhood (ABC)
Programme, Ireland - Stand 6**



The ABC Programme improves outcomes for children and families through prevention, early intervention, capacity building for social and emotional development, and promoting system changes for accessible supports. It prioritises Infant Mental Health as a core practice to advance evidence-based approaches to address community challenges.

**UMass Chan Medical School,
Lifeline for Families - Stand 3**



Our training mission is to enhance the knowledge base of multidisciplinary clinicians supporting society's most vulnerable children and families, understanding innovative assessments and 2-generation interventions that improve the mental health and well-being of caregivers, and close the gap in young children's development, providing resilience to overcome adversities from trauma, poverty, and systemic racism.

<https://www.umassmed.edu/lifelineforfamilies/ERH/>

SPONSORS AND EXHIBITORS

Mellow Parenting - Stand 5



Mellow Parenting aims to improve social and health inequalities. Our programmes are delivered in supportive and nurturing group settings. Based on attachment, social learning theory and CBT, they lead towards improving parental wellbeing, child outcomes and parent child relationships from pre-birth to pre-school. Our vision is for every child, wherever they are in the world, to be part of a safe and nurturing family, which will allow them and future generations the best possible start in life.

Psychological Society Ireland - Stand 10



The Psychological Society of Ireland (PSI) is the learned and professional body for psychology and psychologists in the Republic of Ireland, representing circa 4,000 members. Since its establishment, the Society's primary objective is the advancement of psychology as an applied science in Ireland and elsewhere.

Infant and Early Mental Health Promotion - Stand 9

Infant and Early Mental Health Promotion (IEMHP) is a national organization which improves outcomes across the lifespan through translating and promoting the science of early mental health into practice with families during pregnancy, infancy, and early childhood.

Zero To Three - Stand 7



ZERO TO THREE works to ensure all babies and toddlers benefit from the family and community connections critical to their well-being and development. Since 1977, the organization has advanced the proven power of nurturing relationships by transforming the science of early childhood into helpful resources, practical tools, and responsive policies for millions of parents, professionals and policymakers.

For more information, and to learn how to become a ZERO TO THREE member, please visit zerotothree.org, [facebook.com/zerotothree](https://www.facebook.com/zerotothree), or follow @zerotothree on Twitter and Instagram.

Springer Publications - Stand 4



Springer Nature advances discovery by serving the whole research community.

All the research we publish is robust and in the best possible format to be discovered, accessed, used, re-used and shared. Springer Nature is home to brands including [Springer, Nature Research, BMC, Palgrave Macmillan and Scientific American].

Please visit springernature.com and @SpringerNature.

I-AIMH - Stand 11



I-AIMH aims to provide support to those working with babies, toddlers and their families and as an organisation we recognise the importance of giving attention to the baby, the parent, and the early developing parent-child relationship. Members come from a variety of backgrounds and disciplines, and comprise of clinical practitioners and early service providers throughout Ireland linked to statutory and non-statutory agencies.

WAIMH - Stand 12



The World Association for Infant Mental Health (WAIMH) is a not-for-profit organization for scientific and educational professionals. WAIMH's central aim is to promote the mental wellbeing and healthy development of infants throughout the world, taking into account cultural, regional, and environmental variations, and to generate and disseminate scientific knowledge.

WAIMH BOARD

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Phone: +358-50-4627379



WHAT IS WAIMH?

The World Association for Infant Mental Health (WAIMH) is a non-profit organization for scientific and educational professionals. WAIMH's central aim is to promote the mental wellbeing and healthy development of infants throughout the world, taking into account cultural, regional, and environmental variations, and to generate and disseminate scientific knowledge.

Why become a WAIMH member?

- To promote principles of infant and child health, development and mental health.
- To become part of a global learning community and professional network that speaks for infants, young children and families around the world.
- To have access to resources that promote infant mental health.
- To learn from world experts about the health, mental health and optimal development of infants, toddlers and their families across cultures and around the world.
- To expand your professional, social network.
- To exchange of information about infants and infant-family programs.
- To contribute to the protection of health and well-being in infancy, early childhood and parenthood on a global level.
- To get opportunities to keep pace with new findings and innovations in scientific, clinical, and educational research and programs involving infants and their caregivers
- To contribute to a professional global learning community: WAIMH.

WAIMH AFFILIATES

WAIMH encourages individuals in geographic regions (states, provinces, nations, multi-nations) to develop Affiliate Associations to improve its international network of communication, and to allow individuals to focus on relevant local issues. Currently, there are 63 affiliates spanning six continents.

Affiliate Council Chair: Anna Huber

Affiliate Council Representative: Jane Barlow

THE BEACON CLUB

The Beacon Club helps members fulfill WAIMH's mission in international development.

Beacon Club donations:

- Extend the influence of infant mental health to countries now developing new approaches to issues of infancy.
- Make it possible to build capacity for promoting the well-being of infants and their families.

Beacon Club donations sponsor WAIMH memberships and Infant Mental Health Journal subscriptions for individuals from developing countries.

- Donation forms and applications for Beacon Club sponsorship are available online at www.waimh.org

CONGRESSES

WAIMH hosts a World Congress every two years, each in a different country. Our 18th World Congress will be in Dublin, Ireland, 2023. WAIMH also hosts Regional Conferences.

E-mail: congress@waimh.org

PUBLICATIONS

Infant Mental Health Journal

The Infant Mental Health Journal publishes research perspectives and clinical practices. It provides an interdisciplinary forum for publication of research findings, literature reviews, clinical techniques and case studies, prevention/intervention research, and book reviews related to the biological, social, emotional, and cognitive development of infants and their families in various ecological contexts. Special emphasis is given to high risk infants and high risk families, psychodynamic views of developmental process, and systems approaches to emergent organizational structure.

Editor: Holly Brophy-Herb
E-mail: hbrophy@msu.edu

Perspectives in Infant Mental Health

Perspectives in Infant Mental Health, WAIMH's quarterly newsletter, gives members an opportunity to share research of interest, provides a forum for the exchange of news and views from around the world, and informs members of upcoming events and conferences.

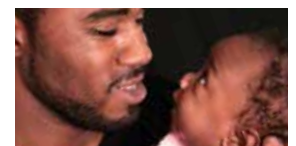
Editor: Maree Foley
E-mail: perspectives@waimh.org

BECOME A MEMBER

- You can subscribe the scientific journal, the Infant Mental Health Journal, at a greatly reduced member rate. The subscription fee includes the access to the Wiley database of the electronic journal.
- You can upload Perspectives in Infant Mental Health (formerly The Signal), WAIMH's quarterly newsletter from WAIMH's website. This major interdisciplinary, international communication link for infant mental health professionals is an open access publication.
- You'll get reduced registration rates for regional conferences and for WAIMH's World Congresses.
- You'll have access to WAIMH database, an information network for infant mental health professionals.

The Professional membership rate is \$75 annually. Student members pay \$45. The membership fee is a yearly cost (Jan-Dec).

Both Professional and Student members may subscribe to the Infant Mental Health Journal at an additional cost. The additional cost of the online journal subscription is \$40. The subscription is easily completed through the WAIMH Online Store: www.waimh.org/store



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www.waimh.org



PERSPECTIVES IN INFANT MENTAL HEALTH

Perspectives in Infant Mental Health (formerly, The Signal) is a Professional Publication of the World Association for Infant Mental Health (WAIMH).

It provides a platform for WAIMH members, WAIMH Affiliate members, and allied infant mental health colleagues to share scientific articles, clinical case studies, articles describing innovative thinking, intervention approaches, research studies, and book reviews, to name a few. It also serves as a nexus for the establishment of a communication network, and informs members of upcoming events and conferences.

It is a free open access publication at www.waimh.org

During the past 50 years, infant mental health has emerged as a significant approach for the promotion, prevention, and treatment of social, emotional, relational, and physical wellbeing in infants and young children, in relationship with their parents and caregivers, in their families and communities.

Within this same time frame, the infant mental health movement has expanded to a global network of professionals from many disciplines. This infant mental health global network community of research, practice, and policy advocates, all share a common goal of enhancing the facilitating conditions that promote intergenerational wellbeing; including intergenerational mental health and wellbeing relationships, between infants and young children, parents, and other caregivers, in their communities.

The global reach of infant mental health demands attention to the cultural context in which a young child and family lives, as well as critical attention to issues that affect child development, child health, child mental health, parental mental health and early relationship development.

Invitation to contribute

We invite all members of WAIMH and WAIMH Affiliate members to contribute to Perspectives in Infant Mental Health.

Because WAIMH is a member-based organization, we invite each of you to think creatively and consider submitting an article that provides a "window on the world" of babies and their families -

In the spirit of sharing new perspectives, we welcome your manuscripts. Manuscripts are accepted throughout the year. Articles are reviewed by the Editors, all of whom are committed to identifying authors from around the world and assisting them to best prepare their papers for publication.



Full issue publication dates

Spring issue: April

Papers received by February 1 will be considered for inclusion in this issue.

Summer issue: August

Papers received by May 1 will be considered for inclusion in this issue.

Fall/Winter issue: December

Papers received by October 1 will be considered for inclusion in this issue.

Perspectives in Infant Mental Health Submission Guidelines

APA 7 th Edition.

12-point font.

1.5 or double spaced.

Maximum 3000 words, including references.

All in-text citations, references, tables, and figures to be in APA 7th edition format.

Papers with tables and figures. Please submit the paper as a word-format document with separate files attached for each table and/or figure.

We welcome photos of babies and families.

All photos need to be sent in a separate file with a resolution of at least 72 pixels/inch.

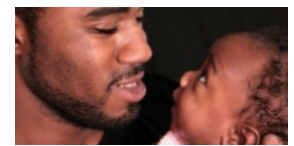
All photos need to include a permission statement from the author for WAIMH to publish the photo in Perspectives and also on WAIMH online social media platforms.

Further details:
www.waimh.org

Contact

To inquire about Perspectives in Infant Mental Health or to submit articles, please contact:

Maree Foley (PhD) (Editor-in-Chief)
Email: perspectives@waimh.org



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Infant Mental Health Journal

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Editor: Holly E. Brophy, PhD



The *Infant Mental Health Journal*, the official journal of WAIMH, publishes peer-reviewed research articles, literature reviews, program descriptions/evaluations, theoretical/conceptual papers and brief reports. The journal is dedicated to an interdisciplinary approach to the optimal development of infants, toddlers, young children, and their families and caregivers, and welcomes submissions addressing multiple topics in infant and early childhood mental health research.

Activate your 60 days of free access to *Infant Mental Health Journal* in three easy steps:

1. Log in or register for a Wiley Online Library account at wileyonlinelibrary.com
2. Go to "My Profile" and select "Trial Access" from the left-hand menu
3. Enter the trial access code **IMHJFREE** (case-sensitive)

More information on the journal and membership can be found at the following websites



www.waimh.org



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15-19 July 2023

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