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**New challenges for a 3rd millennium Infant Mental Health**

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# SUNDAY MAY 27, 2018

# Brief Oral Presentations BOP04 - TRAINING "FORMATION" AND REFLECTIVE SUPERVISION

BOP04.1

# RECONCEPTUALIZING "TRAINING" AS "PROFESSIONAL FORMATION" IN THE FIELD OF INFANT MENTAL HEALTH: WHY SEFI (SOCIO-EMOTIONAL FORMATION INITIATIVE) IS MORE IMPORTANT THAN A SELFI

**Costa G.\*[1], Mulcahy K.[1], Dibella A.[1], Zatina Egan D.2]**

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The development of successive generations of multidisciplinary specialists in the field of infant mental health involves the need to continually create effective models of pedagogy and epistemology by answering two principal questions: 1) “How do we best teach about our discipline?”, and 2) “How do we create experiences where learners come to know what they must know.” This symposium will examine common methods of professional development which frequently rely on “training” that focuses on transmission of core knowledge, viewed as fundamental to the discipline and on the development of skills, viewed as derivatives of that core knowledge. Such an approach fails to adequately recognize and apply the science of interpersonal processes and the affective and interpersonal context of our work. The concept of "Formation" will be introduced and explained as a model that embodies notions of "integration", "personal unfolding", layered knowledge of "self", and three interrelated “ways” of development: knowing, doing and being. Using three theoretical frameworks: polyvagal theory, interpersonal neurobiology and self-regulation, this model of “Formation” can serve as guidance for all who seek to support the growth of a responsive, multidisciplinary field as our understanding of human development unfolds. A model of statewide professional “formation” developed in New Jersey (USA) will be described through which a university-based infant mental health curriculum (Keeping Babies and Children in Mind) was delivered to a diverse public and private workforce serving infants, children and families (0-8 range). The statewide initiative known as SEFI “Socio-Emotional Formation Initiative” has placed infant mental health, relationship-based services and reflective practices at the core of professional development. Data on pre-post measures assessing change in core understanding in the field in a sample of participants (n= 374) will be presented and implications for professional “formation” will be described. Finally a pre-doctoral psychology internship program in infant and early childhood mental health will be described as a model for influencing the professional identity of psychologists early in their education and career.

BOP04.2

# SEFI (THE SOCIO-EMOTIONAL FORMATION INITIATIVE ) AND WHY IT IS MORE IMPORTANT THAN A SELFI!

**Dibella A.\*, Mulcahy K.**

*Center for Autism and Early Childhood Mental Health, Montclair State University ~ Montclair, NJ ~ United States of America*

Through this presentation, participants will:

1. Learn about the ways in which the concept of "formation" was instrumental in developing a statewide model of professional development in the infant and early childhood education and care settings.
2. Illustrate the importance of integrating principles and practices of infant mental health into the nature on early childhood education and care settings.
3. Describe a method of identifying staff and centers that require greater support in the areas of socio-emotional development and inclusion.

This presentation will describe the statewide (New Jersey, USA) development and implementation of a multiple component professional education and consultation program in infant and early childhood education and care centers. The development and delivery of a university-based Infant Mental Health curriculum, "Keeping Babies and Children in Mind" will be described, and the results of a pre-post measure assessing change in knowledge in a 374 participants will be presented.

BOP04.3

# WAYS OF KNOWING, DOING AND BEING IN PROFESSIONAL FORMATION

**Costa G.\***

*Center for Autism and Early Childhood Mental Health, Montclair State University ~ Montclair, New Jersey ~ United States of America*

Participants will:

1. Understand the concept of Professional "Formation" as conceptually distinct from "training" and traditional methods of pedagogy in workforce development in infant mental health.
2. Learn about the distinctions in ways of development: knowing, doing and being, and recognize that the last, is often the area of formation that is least attended to.
3. Understand the critical reasons for "reflective practices" by emphasizing the required attention to the "three selves: public, private and secret self.

The concept of professional formation will be described and identified as a framework for preparing the multidisciplinary workforce in the field of infant mental health. Through descriptions of the science of relationship-based practices, the field of interpersonal neurobiology, the power of affect and the influence of affect, gestures, movement and pacing, and insights from "Polyvagal theory", the need for reframing education and training as "Formation" will be illustrated.

BOP04.4

# AN APA-APPROVED PREDOCTORAL PSYCHOLOGY INTERNSHIP IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH

**Zatina Egan D.\***

*YCS Institute for Infant and Preschool Mental Health ~ East Orange, NJ ~ United States of America*

Participants will:

1. Learn about the importance of introducing IMH as a field early in the development of professional identity, to promote the growth of psychologists in the field.
2. Learn the elements of the program curriculum, clinical case discussions, reflective supervision, and integration of principles and practices of infant mental health throughout the internship.

This presentation will offer participants the opportunity to consider ways to begin to develop IMH internships/practicum programs in conjunction with graduate academic programs in the field. Through presentation, clinical illustrations, and sharing of selected materials, ways of supporting growth as infant mental health practitioners will be illustrated.

BOP04.7

# USING DISTANCE TECHNOLOGY TO TRAIN PROVIDERS OF REFLECTIVE SUPERVISION/CONSULTATION

**Mulcahy K.\***

*Montclair State University ~ Montclair ~ United States of America*

A model of interdisciplinary reflective supervision/consultation (RS/C) training piloted in New Jersey, USA, which includes a focus on providing group RS/C through virtual platforms will be discussed. While virtual supervision can allow for a more economic and efficient delivery option, unique strategies should be utilized to preserve reflective, relational connection among group members. Lessons learned about facilitating effective virtual RS/C with an interdisciplinary group will be shared.

# Symposium - S26 APPLICATION OF ADVANCES IN DEVELOPMENTAL RESEARCH IN INFANTS TO PSYCHOTHERAPEUTIC WORK WITH CHILDREN AND ADOLESCENTS - PART 1

**Sachdeva S.\*[1], Donson N.[3], Schechter D.[2], Zatina Egan D.[3]**

*[1]Kansas University Medical Center ~ Kansas city ~ United States of America, [2]New York University School of Medicine ~ New York ~ Switzerland, [3]YCS Institute for Infant and Preschool Mental Health*

*~ East Orange ~ United States of America*

Advances in developmental infant research mandate that now, more than ever, the failed mastery of early developmental tasks must be a consideration for clinical assessment and treatment with older children and adolescents. There remains an important gap in its application to clinical work with preschool and school age children, and adolescents. Daniel Schechter, MD will discuss findings from the Geneva Early Childhood Stress Project and Parent-Child Interaction Project which underline the importance of targeting clinical interventions for families exposed to domestic violence. These studies focus on both the caregiver's post-traumatic stress disorder (PTSD) and her mentalizing capacity as related to the quality of her attachment relationships. A manualized brief psychotherapy - Clinician Assisted Videofeedback Exposure Approach Therapy (CAVEAT) - was developed based on the technique Schechter used in a Prior New York Project, the Clinician Assisted Videofeedback Exposure Session (CAVES). CAVEAT integrates principles of a number of evidence- based psychotherapies such as Interaction Guidance, Prolonged Exposure Therapy for PTSD, Child- Parent Psychotherapy and Minding the Baby. Dayna Egan, Psy. D will aim to show how relationship- based work with young children and their parents/families are the foundations of infant mental health research are at the core of all clinical work, regardless of whether the patient is an infant, young child, adolescent, or adult. Further, both the child and parents’ treatment needs are very similar, with both lacking the basic early childhood relationships that are so necessary for optimal development. She will discuss use of both group and dyadic modalities to address these experiences and unmet needs in both the parents as well as the child, in an effort to alter any intergenerational transmission of problems in their relationships, and stop the cycle. Attachment research provides ways of understanding how early developmental disruptions influence later behaviors, and may suggest more appropriate interventions with child, caregiver and family.

S26.3

# FOUNDATIONS OF INFANT MENTAL HEALTH RESEARCH AND RELATIONSHIP –BASED CLINICAL WORK

**Zatina Egan D.\***

*YCS Institute for Infant and Preschool Mental Health ~ East Orange ~ United States of America*

This presentation will aim to show how relationship-based clinical work with young children and their parents/families must be multifaceted, and that the foundations of infant mental health research are at the core of all clinical work, regardless of whether the patient is an infant, young child, adolescent, or adult. So many young parents continue to yearn for secure attachments and relational learning opportunities that they were deprived of when they were chronologically the age of their child. For all parents the arrival of their baby reawakens their own early life experiences, for those who missed out on these fundamental relational milestones these losses are always further intensified with the arrival of their own child. Mother-baby work highlights how often both a child’s and parent’s treatment needs are similar, since both may lack the basic nurturing relationships so necessary for sturdy early childhood developmental achievements. Dyadic treatment goals and modalities must therefore be focused on repairing early relationship trauma for both adult and child, in order to meet developmental needs of both infant and toddler, and on unspoken needs of a parent whose adult development may be arrested within their infant or toddler place of mind. Group and dyadic modalities address these unmet needs and experiences in both parent and child, in an effort to diminish the intergenerational transmission of parental traumatic relationships.

# Invited Symposium IS3 - DC:0-5 TRAINING AND PROFESSIONAL DEVELOPMENT SUPPORT AROUND THE WORLD: LESSONS LEARNED FROM DEVELOPERS, TRAINERS AND AUDIENCES

**Mulrooney K.\***

*ZERO TO THREE ~ Washington, D.C. ~ United States of America*

This symposium aims to share lessons learned from audiences outside the U.S. who participated in DC:0-5 training efforts in an effort to illustrate the responsiveness of audiences to the new diagnostic classification worldwide, highlight efforts to adapt training to be more culturally relevant and meaningful to international audiences and share continued issues and new directions around DC:0-5 training efforts worldwide. This 90 minute symposium will feature a panel including developers of DC:0-5, DC:0-5,an international DC:0-5 Expert Faculty member, and a clinician participant of DC:0-5 Training outside of the US. Information about development of the curricula with international audiences in mind including selection of international Expert Faculty as well as efforts to adapt the curricula to suit the language needs, learning practices and cultural sensitivities of different groups around the world will be shared. The audience will learn from experiences of DC:0-5 Expert Faculty members as well as from participant recipients of the training who can comment both on their training experience and experiences in applying DC:0-5 to their current practice.

IS3.4

# DC:0-5 TRAINING AND PROFESSIONAL DEVELOPMENT SUPPORT AROUND THE WORLD: DEVELOPING CURRICULA WITH INTERNATIONAL AUDIENCES IN MIND

**Mulrooney K.\***

*ZERO TO THREE ~ Washington, D.C. ~ United States of America*

This portion of the panel presentation will feature information about the efforts to create training curricula that could be shared with fidelity but also embrace diversity around cultural, linguistic and teaching/learning strategies around the world. Panelist will present efforts to standardize curriculum and develop supports for learning in different international communities. Efforts to recruit and select international faculty will be outlined and an overview of the number and types of DC:0-5 Training efforts for clinicians around the world will be shared. This panelist will serve as facilitator of the symposium and the panel will include three other panelists: a member of the Diagnostic Classification Revision Task force (developers of DC:0-5), a DC:0-5 Expert Faculty Member, and a clinician who participated in one of the DC:0-5 Trainings outside of the U.S.

# Monday 28 May 2018

**POSTER PRESENTATIONS P02**

P02.5

# CONFIDENCE BUILDING IN INFANCY: AN ANALYTICAL STUDY OF INFANT EMOTIONAL BEHAVIOR PATTERNS

**Fisher A.\*[1], Carter P.J.[2]**

*[1]ZEROTOTHREE ~ New Jersey ~ United States of America, [2]Department of the US Navy ~ Virginia Beach ~ United States of America*

One aspect of social-emotional behavior is the level of confidence demonstrated by the infant. This study examined whether ethnicity, gender, temperament, and parental nurturing skills are related to infant confident behavior during situations of play and attachment/separation transitions.

The study served as the beginning test phases of reliability and validity for the 10-item FIOT™ (Fisher Infant Observational Tool), an observational assessment instrument created for use by parents and practitioners working with infants between the ages of 6–12 months. The FIOT is intended to measure confident behavior and is designed to be sensitive to infants and parents from bicultural contexts as well as from the dominant culture. The sample included 77 infants and 77 parents from three cultural groups: African American, Caucasian American, and Latino/Hispanic American. Infants between 6–7 months and 11–12 months were observed within 3 different temperament groups. The FIOT demonstrated internal consistency reliability of .79 using Cronbach’s alpha. Inter- rater reliability of the FIOT was measured by percent agreement (items ranged from 87.5% to 100%) and Cohen’s Kappa (items ranged from .63 to 1.0). The utility and content validity of the FIOT was examined through conducting a focus group with parents. The analyses showed a relationship between the infant’s FIOT score and two variables, ethnicity and temperament. Infants from the dominant culture and those with easy temperaments showed higher levels of confident behavior. No significant relationship emerged between the FIOT and gender or parental nurturing skills. The objective of the current investigation was to identify infant emotional behavior patterns and provide adults with a unique tool that would help assess early behavior and perhaps redirect the onset of negative patterns during infancy. Continued research on the FIOT is recommended.

(*Angela Fisher is an Endorsed® member of NJ-AIMH*)

P02.88

# PROMOTING DEVELOPMENT THROUGH FLOORTIME: A CASE EXAMPLE

**Guenzel J.\*[1], Atzei R.[2], Costa G.[3]**

*[1]Interdisciplinary Council on Development and Learning ~ Washington DC ~ United States of America, [2]Centro Infanzia e Adolescenza, Bambini in Movimento e Nuovamente ~ Florance ~ Italy, [3]Montclair State University ~ Montclair ~ United States of America*

All too often, approaches to early intervention attempt to correct behaviors that are deemed unwanted. This is particularly true of children with autism. As many autistic self advocates point out, all too often the goal of intervention is to normalize the look of the child rather than to truly promote their development. This may include correcting repetitive behaviors, poor attention, hyperactivity, or other externally evident behaviors. What we should be asking is not about what we are seeing; it is about what we are not seeing. Looking underneath the behaviors allows us to identify the core capacities of development that are lacking or weak. Through the Floortime developmental approach we can promote development from the inside out. This leads to much more meaningful change and promotes the core capacities needed for healthy development and mental health. This is particularly true for children with developmental challenges such as autism. We will present a case study example from a clinic in Italy that shows how Floortime helped to improve a child’s development through an interactive, engaging, and respectful playful process. We will show video examples of the Floortime process and interviews with the parents. We will examine the core Functional Emotional Developmental Capacities (FEDCs) and look at how the child’s individual profile is understood and utilized in the process. This workshop will examine this particular case in depth and also provide an excellent overview of the evidence-based Floortime approach and how it can effectively promote development in children, including those with autism.