

Infant Mental Health Journal Supplement to Volume 33, Issue 3

Program Abstracts

**World Association for Infant Mental Health
13th Biennial World Congress
Cap Town, South Africa**

Editors

**Kaija Puura, M.D. Ph.D., Finland
Mark Tomlinson, Ph.D., South Africa
Neil W. Boris, M.D., United States of America
Minna Sorsa, MNSc, Finland**

Production Editors: Infant Mental Health Journal Offices

**Hiram E. Fitzgerald, Ph.D.
Stephanie K. Fitzgerald, M.S. W.
Dolores K. Fitzgerald, M. A.**

© Michigan Association for Infant Mental Health

From the Editors:

The abstracts in this special supplement to the *Infant Mental Health Journal* (IMHJ) are organized to match the Program Book distributed at the 13th World Congress of the World Association for Infant Mental Health. The Program Book is available on-line through the WAIMH web page. Abstracts were copy edited at the IMHJ Editorial offices. Where abstract language seemed confusing, the copy editors attempted to capture the spirit of the written text to make it more readable to the audience. Errors that may have occurred are the responsibility of the copy editors, not the authors. Where abstracts are not presented, they were not supplied. The following is an example of a correct citation for any individual abstract in this special supplement to the *Infant Mental Health Journal*.

McKelvey, L., Fitzgerald, H. E., & Schiffman, R. (2012). Risk exposure in toddlers of low-income families: links to child functioning at age 10. *Infant Mental Health Journal*, 33 (Abstract Supplement, p 145).

Contents

	Page
Tuesday, April 17	
Precongress Workshop 1	3
Precongress Workshop 2	3
Congress Opening Ceremony	4
Plenary Lecture 1	4
Welcome Reception	5
Wednesday, April 18	
Master Classes	5
Plenary Lecture 2	5
Symposia, Workshops, Clinical Teach-Ins, Video Presentations, Poster Workshops	5 - 15
Invited Symposium, Symposia, Workshops, Video Presentation, Poster Workshops	16 - 27
Plenary Interface 1	28
Workshops, Symposia, Clinical Teach-ins, Poster Workshops	28 - 42
Poster Session P1 - P5	42 - 59
Thursday, April 19	
Master Classes	60
Plenary Lecture 3	60
Symposia, Clinical Teach-ins, Workshops, Video Presentations, Poster Workshops	60 - 72
Invited Symposium, Symposia, Clinical Teach-ins, Workshops	72 - 84
Clinical Symposium	85
Symposia, Workshops, Clinical-Teachins, Poster Workshops	85 - 97
Poster Sessions P-6 to P-13; P-19	97 - 115
Friday, April 20	
Master Classes	115
Plenary Lecture 4	115
Symposia, Workshops, Clinical Teach-ins, Video Presentations, Poster Workshops	115 - 129
Symposia, Workshops, Clinical Teach-ins, Video Presentations, Poster Workshops	129 - 140
Plenary Interface 2	140
Symposia, Clinical Teach-ins, Workshops, Poster Workshops	141 - 153
Poster Sessions P-14 to P-15, P-17	153 - 179
Saturday, April 21	
Plenary Lecture 5	178
Invited Symposium, Symposia, WorkShops, Clinical Teach-ins, Poster Workshops	179 - 197
Symposia, Clinical Teach-ins, Poster Workshops, Workshsops	197 - 213
Presidential Symposium	213
Closing Ceremony	213
Poster Sessions P-16, P-18	213 - 230

2484

Disturbances of attachment in community and institutionalized children in pre- school age: A comparative study

Carneiro A. (Center for Studies in Human Development, Faculty of Education and Psychology, Catholic University of Portugal, Portugal), Dias P. (Center for Studies in Human Development, Faculty of Education and Psychology, Catholic University of Portugal, Portugal), Oliveira P. (University College London, Portugal), Fachada I. (University of Minho, Portugal), Baptista J. (Faculty of Psychology and Sciences of Education, University of Porto, Portugal), Silva J. (School of Psychology, Minho University, Portugal), Marques S. (School of Psychology, Minho University, Portugal), Martins C. (School of Psychology, Minho University, Portugal), Soares I. (School of Psychology, Minho University, Portugal)

In last decades, there has been a significant interest in attachment disorders (AD), with most research focusing on institutionalized children (Zeanah et al., 2005). Tizard and Rees (1975) proved that institutionalized children display atypical attachment behaviors and underdeveloped attachment behaviors towards a broader group of caregivers, while children who live with their biological families show, in general, discriminant attachment behaviors with a restrict group of people. This study aims to examine differences between institutionalized and community children, expanding the knowledge on AD during pre-school. Furthermore, will be examined which mother/caregiver's and child characteristics may contribute to the development of AD, since some informants' characteristics might interfere in the assessment and the perception about the presence or absence of some symptom (De Los Reyes, Younstrom, Pabón, Youngstrom, Feeny, & Findling, 2011). The main research questions are: Is there a difference in frequency of disorders of attachment between community and institutionalized children? Are community mothers more cooperative and sensitive than institutional caregivers? Do institutionalized children display higher levels of difficult temperament, behavior and emotional problems, when compared to community children? Is there an association between AD and characteristics of the mother/ primary caregiver in the institution (in terms of cooperation and sensitivity), and the child's temperament? Can discriminant validity between AD and emotional and behavior problems be determined? The study has a two-group design: institutionally reared children and their caregivers (IG) and community children and their biological mothers (CG). There are two age groups in each group: babies aged between 18 and 30 months (30 IG and 30 CG) and pre-school-aged children aged between 3 and 5 year-olds (30 IG and 30 CG). In both groups, IG and CG, community children and institutionalized children are matched by gender. Mothers and primary caregivers are asked to complete a sociodemographic questionnaire, the Child Behavior Checklist for ages 1 ½ – 5 (CBCL 1 ½ – 5; Achenbach & Rescorla, 2000; Portuguese version Gonçalves,

Dias & Machado, 2007), the Child Behavior Questionnaire (CBQ; Ahadi, Rothbart, & Ye, 1993; Rothbart et al., 2001), the Brief Symptom Inventory (BSI; Derogatis, 1982; Portuguese version Canavarro, 1999), and to answer the Disturbances Attachment Interview (DAI; Smyke & Zeanah, 1999). Mothers and institutional caregivers are also asked to engage in a task that assesses the quality of interaction between them and the child. This task has 3 episodes: 1) mother/primary caregiver and child plays with a difficult toy for the child's age; 2) mother/primary caregiver completes a questionnaire while child plays with non-attractive toys and is forbidden to play with interesting ones; 3) mother/primary caregiver and child play with toys and in the end mother asks child to arrange toys. This task is assessed based on Ainsworth's Cooperation and Sensitivity Scales and on the Atypical Maternal Behavior Instrument for Assessment and Classification (Lyons-Ruth, Bronfman & Parsons, 1999), in order to identify atypical behaviors in mother-child interaction. Data collection is underway. Results will focus on the analysis of group differences, regarding the nature of the relationship with the caregiver (mother vs. institutional caregiver), gender, and age.