



INTERNATIONAL WINTER TRAINING SCHOOL—4th Edition

Evidence-Based Interventions (EBI)

Social and Emotional Competence in Infancy and Childhood: Developing Inclusion

Location: Faculty of Medicine and Psychology, Sapienza University of Rome (Italy)
Via dei Marsi, 78, Rome, Aula Ponzio (III floor)

	Thursday 14 th November	Friday 15 th November	Saturday 16 th November
<p>Morning: 9:30 a.m. – 1:00 p.m.</p> <p>Main lectures: 09:30 a.m. – 11:00 a.m.</p> <p>Coffee break: 11:00 a.m. – 11:30 a.m.</p> <p>Students research discussion: 11.30 a.m. – 1:00 p.m.</p>	<p>Prof. Marinus vanIjzendoorn (Leiden University, Netherlands)</p> <p>Title: “Parenting interventions in the genomic era: Perspectives from attachment and differential susceptibility theory”</p> <p>In the genomic era most human traits and behavior seem largely heritable and parenting appears to be no exception to this verdict. In his recent book on the ‘Blueprint’ Robert Plomin (2018) argues that parenting matters but does not make a difference for how we develop and for who we are. Despite an overwhelming number of behavioral and molecular genetic studies missing heritability, however, still haunts the field, and at the same time creates room for parenting and for interventions to optimize child development through parenting support. As an example, Video-feedback to Promote positive Parenting- Sensitive Discipline (VIPP-SD) has been shown to be effective in enhancing parental sensitive responsiveness to the child’s signals of stress and distress, and to improve parents’ ability to use sensitive discipline or sensitive limit setting when the child is misbehaving. But some parents and children profit more from the VIPP-SD than others, and the question is what differentiates these more susceptible parents and children –the ‘orchids’- from their less susceptible peers –the ‘dandelions’. Differential susceptibility theory offers some evidence-based answers.</p>	<p>Prof. Tina Malti (University of Toronto, Canada)</p> <p>Title: “Beyond Empathy: Nurturing Kindness in the Early Years”</p> <p>Why do some children harm others while other children show concern for others from an early age? My talk will provide new insights into research on the development of children’s prosocial orientations beyond empathy. I explain the fundamentals of how children become caring and why kindness matters in practice. Early childhood is a time of transformation and growth, which makes it crucial to promote caring and commitment during this time period, as well as to reduce aggression, victimization, and exclusion. Drawing upon diverse samples from North America, the Middle East, and Europe, I will describe research findings on how dimensions of kindness develop across the early years, and how they are linked to prosocial orientations. Lastly, I will elaborate on the implications of these lines of work for intervention practices.</p>	<p>Prof. Concetta Pastorelli (Sapienza University of Rome, Italy)</p> <p>Title: “Promoting inclusive school environment through the enhancement of Prosocial Behavior”</p> <p>Prosocial behaviors are voluntary, desirable actions aimed to benefit others. Research supports the beneficial role of prosocial behaviors on children’s adjustment (Eisenberg et al., 2015) and successful youth development. In this vein a new intervention program aimed at promoting prosocial behavior in school setting was developed. This school-based intervention called Promoting Prosocial and Emotional Skills to Counteract Externalizing Problems in Adolescence (CEPIDEA) was designed for middle school students, and it is based on the framework of Positive Youth Development, and socio-cognitive theory (Caprara, et al, 2014, Bandura, 1997). Recent findings of CEPIDEA program in Italy attested the efficacy of the intervention in increasing adolescents’ academic achievement, prosocial behaviors, social inclusion, and well-being. Lastly, CEPIDEA intervention has been successful replicated in two South American sites: Colombia and Chile.</p> <p>Final discussion and closing session End of the day at 1:00 p.m.</p>

Lunch 1:30 p.m.-2:30 p.m.

	Thursday 14 th November	Friday 15 th November	Saturday 16 th November
<p>Afternoon: 2:30 p.m. – 6:00 p.m.</p> <p>Main lectures: 2:30 p.m. – 4:00 p.m.</p> <p>Coffee break: 4:00 p.m. – 4:30 p.m.</p> <p>Students research discussion: 4.30 p.m. – 6:00 p.m.</p>	<p>Marian Bakermans-Kranenburg (Vrije Universiteit, Netherlands)</p> <p>Title: “A broader picture of parenting: Fathers”</p> <p>This presentation focuses on the broader network of children born in two-parent families: not only mothers but also fathers interact with their children. As a result of societal changes, fathers participate more actively in childcare than they used to do. Although research on parenting and child development has not exactly kept up with these changes, knowledge on fathers’ role is essential for the development of effective interventions, also in immigrant groups. I will review research on similarities and differences between fathers and mothers, associations with child outcomes such as attachment security and social development, and some intervention studies. Moreover, I will highlight neurobiological correlates of parenting: do fathers and mothers respond in the same way to child signals such as crying? Are their hormonal profiles similarly related to parenting or being a parent? Lastly, I will pay attention to a dimension that is often neglected in parenting research: protective parenting.</p>	<p>Alida Lo Coco (University of Palermo, Italy)</p> <p>Title: “The development of intercultural relations during childhood: from theoretical model to intervention programs”</p> <p>As most contemporary societies are culturally diverse, one important task is to learn to live together with people of different cultures in order to become responsible and successful citizens in today’s global world. Starting from this general premise, my contribution is firstly aimed at focusing some key-constructs of the intercultural relations psychology such as ethnic identity; acculturation strategies; perceived discrimination; social contacts and cultural identity. These constructs will be examined taking into consideration a developmental perspective and the way they are intertwined and shaped by the context in which they occur. Secondly, I will provide evidence on how it is possible to derive from the theoretical perspectives a model of intervention during infancy and childhood to promote social inclusion, well being and psychological adjustment in a multiethnic society.</p>	<p>CONGRESS</p> <p>OPTIONAL FOR EBI’S STUDENTS:</p> <p>Challenges in Developmental Research with Immigrant and Minority People</p> <p>Department of Developmental and Social Psychology, Sapienza University of Rome, Italy</p> <p><i>We will circulate a more detailed program after the participants’ selection</i></p>