

## **INTERNATIONAL WINTER TRAINING SCHOOL**

**4<sup>th</sup> Edition**

### **Evidence-Based Interventions (EBI)**

#### **Social and Emotional Competence in Infancy and Childhood: Developing Inclusion**

**Rome, Italy, November 14-16, 2019**

The Developmental and Educational Psychology Section of the Italian Association of Psychology (AIP) is pleased to announce the opening of 4<sup>th</sup> International Winter Training School for 30 Ph.D. students and researchers and 15 practitioners, to be held in Rome, November 14-16, 2019.

#### **TOPIC**

Evidence based interventions-EBI has become an area of increasing interest for both research and policy, with a special attention in implementing cooperation among researchers, policy makers and practitioners. Moving from this perspective, the International Winter Training School aims at presenting conceptual and methodological issues related to evidence-based interventions in infancy and childhood, with particular attention to: a) developing social competence; b) promoting social inclusion with immigrant youths.

#### **PARTICIPANTS**

Maximum number of participants = 45

##### **STEERING COMMITTEE**

- **Roberto Baiocco**, Sapienza University of Rome, Italy (Local Organizer)
- **Lavinia Barone**, University of Pavia, Italy
- **Alida Lo Coco**, University of Palermo, Italy
- **Ersilia Menesini**, University of Florence, Italy

##### **FACULTY MEMBERS**

- **Marian Bakermans-Kranenburg**, Vrije Universiteit, Amsterdam, Netherlands
- **Alida Lo Coco**, University of Palermo, Italy
- **Tina Malti**, University of Toronto, Canada
- **Concetta Pastorelli**, Sapienza University of Rome, Italy
- **Marinus van IJzendoorn**, Leiden University, Netherlands

##### **CONTACTS AND INFORMATION**

Website: <https://www.uniroma1.it/en/offerta-formativa/summer-and-winter-school/2020/winter-school-evidence-based-interventions-ebi>

Email: [didatticadip38@uniroma1.it](mailto:didatticadip38@uniroma1.it)

## **HOW TO APPLY?**

The instructions for the application form are available online from the Sapienza University of Rome website:

<https://www.uniroma1.it/en/offerta-formativa/summer-and-winter-school/2020/winter-school-evidence-based-interventions-ebi>

## **WHO CAN APPLY?**

- Ph.D. students and researchers with previous, current, or in-progress experience in EBI research projects
- Practitioners in the area of developmental and/or clinical psychology (no mandatory research project is required)

## **GENERAL INFORMATION**

### **SCHOOL VENUE**

Venue of the School is the Faculty of Medicine and Psychology, Sapienza University of Rome, Italy – Via dei Marsi, 78, Aula Ponzo (III floor).

### **OFFICIAL LANGUAGE**

Official language of the Training School is English.

### **CERTIFICATE OF ATTENDANCE**

After Training School completion, participants will receive certificate of attendance.

### **TRAINING SCHOOL COSTS:**

Attendees will pay a fee of 200 €.

Fee allows Training School attendance, light lunches and coffee breaks.

A list of accommodation will be provided.

### **SMOKING POLICY**

Participants are kindly required to refrain from smoking in all areas of the training.

On behalf of the steering committee

Prof. Roberto Baiocco

## SCIENTIFIC PROGRAMME

The topics of the course are as follows:

- Translational research: how to blend research and practice activities
- Evidence based practice and policy: collaboration between researchers, policy makers and practitioners
- Research projects on social and emotional competence in infancy and childhood
- Going to scale: Broad roll-out of evidence-based interventions
- Child and family evidence-based practice
- Developing inclusion with immigrant youths
- Sustainability of implementation and outcomes in the long term
- International dissemination of evidence-based programs: challenges and solutions
- School interventions to reduce aggression and implement well-being
- Social Integration of migrant children and adolescents: factors promoting resilience

## PROGRAM

### MAIN LECTURES

**Marian Bakermans-Kranenburg**, Vrije Universiteit, the Netherlands  
**A broader picture of parenting: Fathers**

**Alida Lo Coco**, Palermo University, Italy  
**The development of intercultural relations during childhood: from theoretical model to intervention programs**

**Tina Malti**, University of Toronto, Canada  
**Beyond Empathy: Nurturing Kindness in the Early Years**

**Concetta Pastorelli**, Sapienza University of Rome, Italy  
**Promoting inclusive school environment through the enhancement of Prosocial Behavior**

**Marinus H. van IJzendoorn**, University Rotterdam, the Netherlands  
**Parenting interventions in the genomic era: Perspectives from attachment and differential susceptibility theory**

We will circulate a more detailed program after the participants' selection.

## STEERING COMMITTEE



**Roberto Baiocco** is Family Therapist and Associate Professor of Developmental Psychology at the Department of Developmental and Social Psychology, Sapienza University of Rome (IT). His research focuses on: a) family functioning and the implications for adolescent adjustment; b) sexual minority youth and parent-child relationships. From 2008 he is the Director of the Counseling Service named "Be as you are" (Sapienza University of Rome), that offers support and understanding to adolescents, young adults, and families who are facing problems related to sexual orientation and/or gender identity.



**Lavinia Barone** ([www.laviniabarone.com](http://www.laviniabarone.com)) is Psychologist/Psychotherapist and Full Professor of Developmental Psychology at the Department of Brain and Behavioral Sciences, University of Pavia (IT). Her research focuses on the mechanisms of socio-emotional development and the processes involved in risk for psychopathology or atypical development. She is particularly interested in the intersection between attachment and emotional regulation, including parenting and evidence-based interventions. She was local organizer of the 3° edition of the training school on evidence-based intervention in Pavia (February 2016).



**Alida Lo Coco** is Full Professor of Developmental and Educational Psychology. In the past years she was coordinator of the Ph.D. in Psychological and Behavioral Sciences at the Department of Psychological, Educational and Training Science, Palermo University and coordinator of the Developmental and Educational Psychology Section of the Italian Psychological Association. Her research interests are focused on such topics as social, emotional and personality development, peer relationships and friendship, empathic responsiveness, student's academic and psychological adjustment; intercultural relations, autonomy and relatedness during adolescence, cultural studies.



**Ersilia Menesini** is Full Professor of Developmental Psychology at the University of Florence – Department of Education, Languages, Intercultures, Literatures and Psychology. She has done research on psycho-social risk factors in the school context focusing on peer rejection, isolation, bullying and more recently on cyber bullying. One of the most recent area of investigation is on designing and evaluating school interventions against bullying and cyberbullying. She is the President of the European Association for Developmental Psychology (EADP). She was local organizer of the 2° edition of the training school on evidence-based intervention in Florence (November 2014).

## **FACULTY MEMBERS**



**Marian Bakermans-Kranenburg** is Professor of Neurobiological and Environmental Determinants of Parenting and Child Development, Vrije Universiteit Amsterdam.

Her research interests: attachment and emotion regulation in parents and their children. Her research includes the interplay between nature and nurture in the context of the 'differential susceptibility model', and interventions. She has a special interest in the hormonal and neural correlates of parenting, and in fathers in the transition to fatherhood.



**TINA MALTI** is a Professor of Psychology and the director of the Laboratory for Social-Emotional Development and Intervention at the University of Toronto. She also is a registered clinical psychologist in Canada. She is a fellow of the *Association for Psychological Science* and the *American Psychological Association (Division 7, Developmental Psychology, as well as Division 53, Clinical Child and Adolescent Psychology)*. She is an associate editor of *Child Development* and currently serves as the Membership Secretary of the *International Society for the Study of Behavioural Development*.

**Website:** [www.tinamalti.com](http://www.tinamalti.com)



**Concetta Pastorelli** is a Professor of Personality Psychology, the Director of the Interuniversity Center for the study of Prosocial and Antisocial Behavior at Sapienza University of Rome. From 1990 to 2012 she has directed the Genzano (Rome) Longitudinal Study on determinants of psychological adjustment in childhood, adolescence, and young adulthood. Since 2009, she has worked on the dissemination of a universal school-based intervention in pre-adolescence entitled Promoting Prosocial and Emotional Skills to Contrast Externalizing Problems (CEPIDEAS).

**Research Interests:** Her main research interests include individual differences during the entire life-span with specific attention to self-efficacy beliefs in the domain of emotional development, aggressive behaviors, parenting, and prosocial behavior.



**Marinus H. van IJzendoorn** is full Professor of Human Development, Department of Psychology, Education and Child Studies, Erasmus University Rotterdam, the Netherlands; Honorary Senior Visiting Fellow, Primary Care Unit, School of Clinical Medicine, University of Cambridge, UK; Emeritus Professor of Child and Family Studies at Leiden University, the Netherlands.

**Research Interests:** In the neurobiological era of the genome, brain and hormones the influence of parenting on child development is not self-evident anymore. How crucial are parents and other caregivers in shaping their children's development, not only in relatively regular settings and circumstances but also in extreme situations of family violence, institutional neglect or social upheaval? What influence do children in their turn have on their parents and caregivers? And how is the neurobiology of parenting and child development limiting or opening up opportunities for (preventive) intervention from the perspective of differential susceptibility theory?

**Website:** [www.marinusvanijzendoorn.nl](http://www.marinusvanijzendoorn.nl)