

## 2023 INTERNATIONAL CONGRESS ON EVIDENCE-BASED PARENTING SUPPORT PROGRAM AT A GLANCE

TUESDAY JUNE 6th 2023 – Day 1

Times shown as: **The Americas zone (Eastern Daylight Time UTC -4)**. This agenda may suit: *Barbados, Bolivia, Brazil, Chile, Dominican Republic, Greenland, Paraguay, Netherlands, Puerto Rico, Venezuela, etc.*

|               |  |   |  |   |   |   |  |  |  |
|---------------|--|---|--|---|---|---|--|--|--|
| 11.00-12.35pm |  | BLOCK 1 (95 mins)   |  |   |   |   |  |  |  |
| 11.00-11.35   |  | WELCOME AND CONFERENCE OPENING  |  |   |   |   |  |  |  |
| 11.35-12.35   |  | KEYNOTE ADDRESS 1<br>Leveraging advances in science to re-envision the future of evidence-based family support<br>Professor Jack Shonkoff   |  |   |   |   |  |  |  |
| 10 MIN BREAK  |  |   |  |   |   |   |  |  |  |
| 12.45-2.20pm  |  | BLOCK 2 (95 mins)   |  |   |   |   |  |  |  |
| 12.45-1.15    |  | INVITED ADDRESS 1<br>Challenges and opportunities to support parents with young children: Global perspectives<br>Ms Sheila Manji  |  |   |   |   |  |  |  |
| 1.20-2.20     | A1<br>Impact of Parenting Symposium<br>143 King  | B1<br>Vulnerable Families Symposium<br>116 Price  | C1<br>Global Perspectives Symposium<br>58 Khalid     | D1<br>Implementation Science Symposium<br>226 Arbour  | E1<br>Diverse Service Contexts Symposium<br>182 St George | F1<br>Future Directions Symposium<br>191 Kabwe      | G1<br>Child Maltreatment and Adversity Symposium<br>196 Roach                                    | H1<br>Implementation Science Workshop<br>93 Sherrill | I1<br>Future Directions Panel<br>524 Honisett        |
| 20 MIN BREAK  |  |   |  |   |   |   |  |  |  |
| 2.40-4.45pm   |  | BLOCK 3 (125 mins)  |  |   |   |   |  |  |  |
| 2.40-3.40     |  | KEYNOTE ADDRESS 2<br>Affirming diversity: Multicultural collaboration to deliver the Incredible Years (IY) Programmes to promote children’s wellbeing<br>Professor Carolyn Webster-Stratton |  |   |   |   |  |  |  |
| 3.45-4.45     | A2<br>Impact of Parenting Symposium<br>66 Dittman  | B2<br>Vulnerable Families Symposium<br>98 Cain  | C2<br>Global Perspectives Symposium<br>201 Winkelman | D2<br>Implementation Science Symposium<br>19 Jimenez  | E2<br>Diverse Service Contexts Symposium<br>195 Kirby     | F2<br>Future Directions Symposium<br>44 Whittingham | G2<br>Child Maltreatment and Adversity Symposium<br>544 Gullicksrud                              | H2<br>Vulnerable Families Workshop<br>161 Gibbons    | I2<br>Implementation Science Symposium<br>134 Miller |
| 10 MIN BREAK  |  |   |  |   |   |   |  |  |  |
| 4.55-6.30pm   |  | BLOCK 4 (95 mins)   |  |   |   |   |  |  |  |
| 4.55-5.25     |  | INVITED ADDRESS 2<br>Parental discipline strategies in the age of child mental health, attachment, and trauma: A contemporary look at time-out<br>Professor Mark Dadds                      |  |   |   |   |  |  |  |
| 5.30-6.30     | A3<br>Impact of Parenting Paper Session<br>25 Lee<br>232 Maranga<br>15 Karabanov<br>64 Hui | B3<br>Vulnerable Families Symposium<br>145 Howe   | C3<br>Global Perspectives Symposium<br>31 La Monica  | D3<br>Implementation Science Symposium<br>24 Aldridge | E3<br>Diverse Service Contexts Symposium<br>214 Gerwitz   | F3<br>Future Directions Symposium<br>16 Baumel      | G3<br>Child Maltreatment and Adversity Paper Session<br>212 Blackwell<br>172 Ogutu<br>211 Spacek | H3<br>Impact of Parenting Workshop<br>208 Speetjens  | I3<br>Vulnerable Families Symposium<br>240 Pariz     |

# WEDNESDAY JUNE 7th 2023 – Day 2

|              |   |   |  |  |  |   |   |   |   |
|--------------|---|---|--|--|--|---|---|---|---|
| 11.00-1.00pm |   | BLOCK 5 (120 mins)  |  |  |  |   |   |   |   |
| 11.00-11.10  |   | CONFERENCE OPENING  |  |  |  |   |   |   |   |
| 11.10-12.10  |   | KEYNOTE ADDRESS 3<br>Harnessing implementation science to transform health and healthcare delivery: Implications for Evidence-based family support<br>Professor Rinad Beidas  |  |  |  |   |   |   |   |
| 12.15-1.00   | A4<br>Impact of Parenting Paper Session<br>96 Bennett<br>101 Nicholson<br>220 Kalkusch                | B4<br>Vulnerable Families Symposium<br>200 Mazzucchelli   | C4<br>Global Perspectives Paper Session<br>185 Rattazzi<br>178 Hafferjee<br>230 Salari | D4<br>Implementation Science Paper Session<br>183 Kan<br>122 Barker<br>163 Rafia | E4<br>Diverse Service Contexts Paper Session<br>85 Kerns<br>110 Ebrahim<br>234 Holtrop | F4<br>Future Directions Paper Session<br>141 Burns<br>55 Baker<br>222 Jahanpour | G4<br>Child Maltreatment and Adversity Paper Session<br>219 Arruabarrena<br>72 Fogarty<br>175 Mathijs | H4<br>Future Directions Workshop<br>194 Ko            | I4<br>Diverse Service Contexts Symposium<br>150 Cann  |
| 10 MIN BREAK |   |   |  |  |  |   |   |   |   |
| 1.10-2.10pm  |   | BLOCK 6 (60 mins)   |  |  |  |   |   |   |   |
| 1.10-2.10    |   | KEYNOTE ADDRESS 4<br>Impacts of a remote early learning program implemented by Syrian caregivers in Lebanon on child development: implications for SDG 4.2 and humanitarian contexts<br>Professor Hirokazu Yoshikawa  |  |  |  |   |   |   |   |
| 20 MIN BREAK |   |   |  |  |  |   |   |   |   |
| 2.30-4.15pm  |   | BLOCK 7 (105 mins)  |  |  |  |   |   |   |   |
| 2.30-3.10    |   | PANEL DISCUSSION<br>The challenge of addressing children’s mental and physical health via integrated parenting support strategies<br>Panel discussion with Professor Michael Beets, A/Professor Dan Cooper, A/Professor Nada Goodrum and Professor Julie Lumeng, chaired by Professor Ron Prinz |  |  |  |   |   |   |   |
| 3.15-4.15    | A5<br>Impact of Parenting Paper Session<br>43 McCredie<br>106 Biransesha<br>100 Bateman<br>59 Sarkadi | B5<br>Vulnerable Families Paper Session<br>239 Ponnappalli<br>95 Bennetts<br>206 Sattar<br>54 Papageorgopoulou  | C5<br>Global Perspectives Symposium<br>91 Romano                                       | D5<br>Implementation Science Symposium<br>75 Harrison                            | E5<br>Diverse Service Contexts Symposium<br>142 Arnone                                 | F5<br>Future Directions Symposium<br>117 McCormack                              | G5<br>Child Maltreatment and Adversity Symposium<br>160 Baker   | H5<br>Vulnerable Families Workshop<br>11 Woodfield    | I5<br>Future Directions Panel<br>545 Bahmani          |
| 10 MIN BREAK |   |   |  |  |  |   |   |   |   |
| 4.25-6.30pm  |   | BLOCK 8 (125 mins)  |  |  |  |   |   |   |   |
| 4.25-5.25    |   | KEYNOTE ADDRESS 5<br>Nurse-Family Partnership: Promoting the health and development of women and children with prenatal and early childhood home-visiting by nurses<br>Professor David Olds   |  |  |  |   |   |   |   |
| 5.30-6.30    | A6<br>Impact of Parenting Paper Session<br>99 Mirhashem<br>233 Akurut<br>8 Lavenda<br>29 Stracke      | B6<br>Vulnerable Families Symposium<br>139 Dolbin-Mcnab   | C6<br>Global Perspectives Symposium<br>34 Day  | D6<br>Implementation Science Symposium<br>119 Eisenberg                          | E6<br>Diverse Service Contexts Symposium<br>56 Liu                                     | F6<br>Future Directions Symposium<br>10 Morawska                                | G6<br>Child Maltreatment and Adversity Symposium<br>80 Haslam   | H6<br>Diverse Service Contexts Workshop<br>238 Murray | I6<br>Global Perspectives Symposium<br>147 Havighurst |

THURSDAY JUNE 8th 2023 – Day 3

|               |   |  |   |  |   |  |  |  |  |
|---------------|---|--|---|--|---|--|--|--|--|
| 11.00-12.45pm |   | BLOCK 9 (105 mins)   |   |  |   |  |  |  |  |
| 11.00-11.10   |   | CONFERENCE OPENING   |   |  |   |  |  |  |  |
| 11.10-11.55   |   | KEYNOTE ADDRESS 6<br>Early child development and human capital: The need for integrated strategies for health and development<br>Professor Zulfiqar Bhutta |   |  |   |  |  |  |  |
| 12.00-12.45   | A7<br>Impact of Parenting Paper Session<br>90 Vincent<br>86 Cowan<br>224 Fairchild  | B7<br>Vulnerable Families Paper Session<br>18 Casado<br>21 Tango-Limketkai<br>6 Strawa   | C7<br>Global Perspectives Paper Session<br>148 Dumbaugh<br>132 Leivo<br>133 Miller    | D7<br>Implementation Science Paper Session<br>118 Love<br>144 O'Connor<br>114 Carter         | E7<br>Diverse Service Contexts Paper Session<br>181 Ponnappalli<br>62 Wessell<br>37 Pinchover | F7<br>Future Directions Paper Session<br>199 Vilches<br>198 Wong<br>48 Hickey    | G7<br>Child Maltreatment and Adversity Papers<br>146 Morris<br>113 Highlander<br>157 Jung  | H7<br>Child Maltreatment and Adversity Workshop<br>115 Riche | I7<br>Future Directions Panel<br>529 Hogan                           |
| 10 MIN BREAK  |   |  |   |  |   |  |  |  |  |
| 12.55-2.15pm  |   | BLOCK 10 (85 mins)   |   |  |   |  |  |  |  |
| 12.55-1.25    |   | INVITED ADDRESS 3<br>Making emotion-focused and attachment parenting programs accessible in this brave new online world<br>Professor Sophie Havighurst     |   |  |   |  |  |  |  |
| 1.30-2.15     | A8<br>Impact of Parenting Paper Session<br>180 Bhopti<br>108 Littman<br>229 Wippick   | B8<br>Vulnerable Families Symposium<br>77 Chainey  | C8<br>Global Perspectives Paper Session<br>218 Vanheyningen<br>210 Sabet<br>65 Smythe | D8<br>Implementation Science Symposium<br>237 Brown  | E8<br>Diverse Service Contexts Paper Session<br>186 Cobham<br>109 Ebrahim<br>171 Iranthika    | F8<br>Future Directions Symposium<br>154 McWilliam                               | G8<br>Child Maltreatment and Adversity Symposium<br>68 Kohlhoff                            | H8<br>Impact of Parenting Workshop<br>129 Donovan            | I8<br>Future Directions Workshop<br>46 Whittingham                   |
| 20 MIN BREAK  |   |  |   |  |   |  |  |  |  |
| 2.35-4.10pm   |   | BLOCK 11 (95 mins)   |   |  |   |  |  |  |  |
| 2.35-3.35     |   | KEYNOTE ADDRESS 7<br>Scaling-up Treatment Foster Care Oregon and KEEP: Balancing cultural adaptations and model fidelity<br>Dr Patti Chamberlain           |   |  |   |  |  |  |  |
| 3.40-4.10     |   | INVITED ADDRESS 4<br>Pre-emptive therapy for autism: A new and effective clinical pathway<br>Professor Andrew Whitehouse                                   |   |  |   |  |  |  |  |
| 10 MIN BREAK  |   |  |   |  |   |  |  |  |  |
| 4.20-6.30pm   |   | BLOCK 12 (130 mins)  |   |  |   |  |  |  |  |
| 4.20-5.05     | A9<br>Impact of Parenting Paper Session<br>227 Bateta<br>190 Campbell<br>60 Williams  | B9<br>Vulnerable Families Symposium<br>184 Leonard   | C9<br>Global Perspectives Symposium<br>83 Westheimer                                  | D9<br>Implementation Science Paper Session<br>159 Littman<br>88 Stockton<br>137 Guyon-Harris | E9<br>Diverse Service Contexts Symposium<br>156 Tully   | F9<br>Future Directions Paper Session<br>176 Kim<br>13 Hokke<br>42 Mallawaarachi | G9<br>Child Maltreatment and Adversity Paper Session<br>2 Rudolph<br>28 Bruhl<br>205 Eslek | H9<br>Impact of Parenting Workshop<br>35 Travers             | I9<br>Implementation Science Brief Paper Session<br>5, 187, 111, 193 |
| 5.10-6.10     | KEYNOTE ADDRESS 8<br>Evidence-based parenting and family intervention for all families, and the promotion children's mental health and wellbeing across the lifespan: Progress, challenges and future directions<br>Professor Matthew Sanders |  |   |  |   |  |  |  |  |
| 6.10-6.30     | CONFERENCE CLOSE  |  |   |  |   |  |  |  |  |

**POSTERS** (Open 11.00am-6.30pm daily)

|     |                 |  |
|-----|-----------------|--|
| 57  | Allen           | Supporting parents and children by providing Playsteps Parent Child Interaction Playgroup via telehealth   |
| 169 | Antonia Vázquez | Global perspectives on supporting evidence-based parenting: Cultural adaptation and contextual adjustment of evidence-based programs                                       |
| 221 | Arruabarrena    | Prevention of child neglect: Results of the pilot implementation of the Safecare program in Spain  |
| 155 | Barker          | Supporting parents to engage with their child's learning   |
| 32  | Brathwaite      | Healing the past through birthing the future   |
| 30  | Byrne           | Evaluation of programmes under the positive parenting initiative in Spain  |
| 149 | Carl            | Empowering parents and educators to identify children and young people at risk of, or currently experiencing mental health problems  |
| 67  | Chainey         | Supporting the next generation of parenting and family science professionals   |
| 76  | Chainey         | Teens still need their parents! Exploring the continued importance of parenting for adolescent wellbeing   |
| 197 | Cheong          | The complexities of parenthood for families with children diagnosed with vision impairment   |
| 89  | Crimon          | Promoting early linguistic competency: A daycare intervention study  |
| 47  | Dahake          | Online parent mediated home based intervention for children with autism in during COVID-19 pandemic: Caregiver's experience  |
| 177 | Dawson          | The role of maternal CU traits, depression, and parenting practices in clinic-referred young children with conduct problems and high CU traits                             |
| 33  | Diprossimo      | Child language development in a digital ecology: Developing guidelines for caregivers and educators  |
| 126 | Donovan         | Mind the Family: Mindfulness and imagery enhanced behavioural parent training  |
| 82  | Doyle           | Evaluation of Fear-less Triple P in Ireland  |
| 217 | Eldeeb          | What is engagement? A comprehensive framework to reconceptualize engagement in evidence-based parenting programs   |
| 53  | Flanagan        | Gender transformative parenting without violence   |
| 73  | Fogarty         | A mixed-methods feasibility study of the Home Parenting Education and Support Program for families at risk of child maltreatment and recurrence in Australia               |
| 69  | Gonzalez        | Global initiatives in parenting and family research: The case of a collaborative alliance between Australia and Chile  |
| 61  | Haug            | A new measurement feedback system (MFS) for parenting groups: How can the "MittEcho" app improve outcomes?   |
| 50  | Herrera Collado | Families of people with autism spectrum disorder: Relationship between mindful attention and perception of family quality of life  |
| 112 | Hulks           | Feasibility of a new parent-toddler programme to support toddlers with a family history of autism/ADHD to develop strong attention, regulation and thinking skills (START) |
| 36  | Iglhaut         | Evaluation of a web-based information portal on youth depression and youth mental health in parents  |
| 107 | Jewell          | Bringing Up Great Kids: An international language for promoting well-being and health through reflective parenting support   |
| 38  | Jiménez         | Effectiveness and implications of training mindfulness coping strategies on parenting  |
| 125 | Josephine       | Associations between paternal versus maternal parenting behaviors and child and adolescent internalizing problems: A systematic review and meta-analysis                   |
| 213 | Kamenski        | Socio-cultural and linguistic adaptations to the World Health Organization's Caregiver Skills Training pre-pilot program in Bulgaria                                       |
| 235 | Katsoty         | The long shadow of prenatal symbolic parenting: Disentangling parent and child influences on child mental health outcomes  |
| 167 | Kehoe           | Engaging hard to reach parents and carers  |
| 173 | Kibaya          | Sharing experience on how polygamy affecting effective parenting in Nabuti Villages  |
| 135 | Kunovski        | Efficacy of the ParentChat parenting programme in reducing child maltreatment during the COVID-19 pandemic in North Macedonia: A mixed-method pilot evaluation             |
| 174 | Kunovski        | Supporting parenting in times of crisis: COVID-19 parenting in North Macedonia   |
| 179 | Kunovski        | Examining potential individual and family risk factors of childhood anxiety in North Macedonia   |
| 9   | Lin             | Emotion regulation mediates the relationship between parental factors and child/adolescent internalising symptoms: A meta-analysis   |
| 7   | Ling            | Foster families from 'foster carer' to 'foster family'   |
| 158 | Littman         | Risk of harm in research with vulnerable families: Lessons from family strengthening research in Rwanda and Sierra Leone   |

|     |               |  |
|-----|---------------|--|
| 164 | Lönnberg      | A safe bridge: Parents' experiences of an antenatal visit being part of an extended home visiting program in disadvantaged areas   |
| 188 | Ma            | Strengthening the training and implementation of evidence-based parenting support programs: An example of the Triple P – Positive Parenting Program                            |
| 203 | Maleku Amatya | Parent training an effective medium to provide early intervention through trained parents for children with Autism in LMIC like Nepal  |
| 84  | McBryde       | Raising Voices: Can Group Triple P improve language outcomes for late-talking toddlers?  |
| 162 | Nabukeera     | Associations of parental sickness absence with academic performance among adolescents: A longitudinal study in Sweden  |
| 231 | Noel          | Influencing Parents: A netnographic analysis of parenting education and support content on Instagram.  |
| 52  | Ogrean        | Strengthening the healthy adult mode in parents: the RETHink Parenting online program for the prevention of emotional disorders in children                                    |
| 20  | Opie          | My Early Relational Trust-Informed Learning (MERTIL) for Parents: A study protocol for a brief, universal, online, preventative parenting program to enhance relational health |
| 14  | Passaquindici | From inner to dyadic connection: effect of a mindfulness-based intervention on mother-infant behavioral and physiological dyadic synchrony                                     |
| 140 | Peyton        | Co-designing an online 'one-stop-shop' (FindWays) for parents to support their child with mental health concerns   |
| 223 | Piccolo       | Cultural adaptation and feasibility study of the implementation of an evidence-based parenting program in Brazil: the Video Interaction Project                                |
| 23  | Pinto         | Improving outcomes of an individual format parenting program for vulnerable families: The use of flexible implementation in real-world settings                                |
| 97  | Powell        | In loco Parentis. An exploration of the experiences and needs of kinship carers in formal and informal kinship care families: A life course paradigm                           |
| 241 | Powers        | The development of a dissemination and implementation toolkit to address adverse childhood experiences with parents and caregivers   |
| 192 | Richmond      | Parents' perception of a voice assistant for their children's mental health: Usability study   |
| 104 | Ryan          | Parent burnout: Direct and indirect associations with child symptomology and parenting behaviours  |
| 39  | Sajjad        | Perceived parental support and psychological wellbeing of adolescents: Role of self-esteem   |
| 40  | Sajjad        | Perceived differential parenting and sibling relationships in adolescents: Moderating role of birth order  |
| 103 | Sherker       | Restacking the odds: Using data to drive equitable parenting support   |
| 152 | Shonk         | Enhancement of emotion-focused parenting skills to support the wellbeing and resilience of children following a natural disaster   |
| 228 | Sigmarsdóttir | How to sustain fidelity long term when implementing evidence-based parenting programs: The case of GenerationPMTO  |
| 170 | Siqueira      | The challenge of evaluating early childhood programs: a proposal for a Brazilian program   |
| 216 | Strehlke      | First impression counts: Determinants of trust in an evidence-based parenting app  |
| 209 | Stuart        | Parental engagement in evidence-based parenting programs: A protocol for a scoping review of the concept and its characteristics   |
| 131 | Tainsh        | Learning from different cultures and contexts: Implementing Mellow programmes internationally  |
| 71  | Toh           | Exploration of the neighbourhood safety perceptions of low-income Singaporean families in public rental housing and purchased public housing                                   |
| 153 | Toumbourou    | Building relationships to collaboratively engage vulnerable places in effective parenting and family programs  |
| 120 | White         | A blended in-person and online approach to pre-service training for resource parents   |
| 236 | Young         | Reaching the hard to reach: Soft-edged integrated service delivery   |

## MASTER CLASSES

|   |   |  |
|---|---|--|
| <b>Professor Sharon Dawe and A/Professor Paul Harnett</b><br><i>Parenting, emotional regulation and substance use: Investigating the process of change (Parents under Pressure)</i> | <b>Dr Marion S. Forgatch and Laura A. Rains</b><br><i>The art and science of GenerationPMTO: Engaging parents in the learning process</i> | <b>Professor Sophie Havighurst</b><br><i>Tuning in to Kids: How does an emotion-focused parenting program work in different countries?</i> |
| <b>Professor Scott Henggeller and Brenda Szumski</b><br><i>Updates on the latest research and developments related to Multisystemic Therapy (MST)</i>                               | <b>Professor Matthew R. Sanders</b><br><i>Promoting parental self-regulation through the Triple P – Positive Parenting Program</i>        | <b>Professor Beth Stormshak</b><br><i>The Family Check-Up Model of prevention in a new era of service delivery</i>                         |