



4th Annual Meeting

November 21st and 22nd, 2022

**"Family well-being - moving on from
the pandemic"**

Abstract book

Swiss Society for Early Childhood Research

Contact

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Conference Venue

Lausanne University Hospital
CHUV | Centre hospitalier universitaire vaudois
Rue du Bugnon 46
CH-1011 Lausanne | Vaud | Suisse



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Program overview

Monday, 21st November 2022 | Morning

9:30am - 10:00am	Welcome and Opening of the Annual Meeting 2022 Location: Auditorium Roux
10:00am - 11:00am	<u>Keynote I: "Childhood critical illness survivorship: looking back and looking forward to the post-COVID-19 pandemic context"</u> by <u>Dr Joseph Charles Manning</u> Location: Auditorium Roux
11:00am - 12:00pm	<u>Morning Poster Session I and Coffee Break</u> Location: Hall Meet the presenter 11:00am - 11:30am
12:00pm - 12:15pm	<u>Oral Presentation I: "Executive Functions Assessment in Very-preterm Children at School Age: A Clinical and Experimental Battery"</u> Presenting Author: <u>Marion Décaillet</u> Location: Auditorium Roux
12:00pm - 12:15pm	<u>Oral Presentation II: "Neural Maturity of Functional Activation Patterns during Mentalizing in Mother-Child Dyads"</u> Presenting Author: <u>Réka Borbás</u> Location: Auditorium Olivier
12:15pm - 12:30pm	<u>Oral Presentation III: "Early-Childhood Special Education (ECSE): how to make effects sustainable - Parental views on strengthening their parental competences through ECSE in general and during the Covid-19 Pandemic"</u> Presenting Author: <u>Raphaëla Iffländer</u> Location: Auditorium Roux
12:15pm - 12:30pm	<u>Oral Presentation IV: "Children's Initiatives in Opening Subdiscussions"</u> Presenting Author: <u>Elisa Angiolini</u> Location: Auditorium Olivier
12:30pm - 12:45pm	<u>Oral Presentation V: "Parenting and executive functions in early childhood: The moderating role of environmental sensitivity"</u> Presenting Author: <u>Niamh Oeri</u> Location: Auditorium Roux
12:30pm - 12:45pm	<u>Oral Presentation VI: "Peer Group Effects on Young Children's Learning-Related Behaviours in Childcare"</u> Presenting Author: <u>Johanna Lieb</u> Location: Auditorium Olivier
12:45pm - 1:00pm	<u>Oral Presentation VII: "Effects of an Early Intervention on Children's School Achievement in the Transition from Kindergarten to Primary School"</u> Presenting Author: <u>Isabelle Kalkusch</u> Location: Auditorium Roux
12:45pm - 1:00pm	<u>Oral Presentation VIII: "The Quality Of Maternal And Newborn Care Put To Test During The COVID-19 Pandemic: Mothers Perspectives In Switzerland"</u> Presenting Author: <u>Alessia Abderhalden-Zellweger</u> Location: Auditorium Olivier

Monday, 21st November 2022 | Afternoon

1:00pm - 2:00pm	Lunch
2:00pm - 6:00pm	Alliance Enfance Session (DE/FR) Wissenstransfer Frühe Kindheit: Auf dem Weg zu einer Charta der Wissensmobilisierung Transfert de connaissance dans le champ de la petite enfance : pour une charte de la mobilisation des connaissances Location: Auditorium Tissot
2:15pm - 2:30pm	Oral Presentation IX: "Peer Effects on Early Language Development" Presenting Author: Daniel Schmerse Location: Auditorium Roux
2:30pm - 4:00pm	Research in Practice "Family-Centred Care Rounds in a Neonatal Intensive Care setting: an Implementation Sciences Study Protocol" Location: Auditorium Olivier
2:30pm - 4:00pm	Screen use Symposium "Contexts and consequences among young children" Location: Auditorium Roux
4:00pm - 5:00pm	Afternoon Poster Session I and Coffee Break Location: Hall Meet the presenter <u>16:00 pm - 16:30 pm</u>
5:00pm - 6:00pm	Keynote II: "Decoding the Gene-Environment Interplay on Learning" by Dr Elsje van Bergen Location: Auditorium Roux
6:00pm - 7:00pm	Apéro Location: Hall

Tuesday, 22nd November 2022 | Morning

9:00am - 10:00am	Keynote III:: "The influence of preterm birth and early environment on structural and functional brain development " by Prof. Dr. Petra Hüppi Location: Auditorium Roux
10:00am - 11:00am	Morning Poster Session II and Coffee Break Location: Hall Meet the presenter <u>10:00 am - 10:30 am</u>
10:30am - 12:30pm	Junior Network Session "Time- and Self-management" Location: Auditorium Tissot
11:00am - 12:30pm	Neurocognitive Symposium "How brain imaging contributes to improving the understanding of and supporting healthy development" Location: Auditorium Olivier
11:00am - 12:30pm	Perinatal Symposium "Special Interest Group" Location: Auditorium Roux
12:30pm - 1:30pm	Lunch

Tuesday, 22nd November 2022| Afternoon

1:30pm - 2:30pm	Keynote IV:: "Early neurodevelopment in a pandemic: lessons learned and open questions" by Prof. Christopher Newman Location: Auditorium Roux
2:30pm - 3:30pm	General Assembly Moderation: Prof Dr Sonja Perren Location: Auditorium Olivier
3:30pm - 4:00pm	Coffee Break Location: Hall
4:00pm - 4:15pm	Oral Presentation X: "Early support for pre-school children with visual impairments – a population-based survey in the canton of Zurich" Presenting Author: Michael von Rhein Location: Auditorium Olivier
4:00pm - 4:15pm	Oral Presentation XI: "Feeding Practices Heterogeneity Association with Child Weight Gain using Advanced Statistics" Presenting Author: Zahra Rahmaty Location: Auditorium Tissot
4:15pm - 4:30pm	Oral Presentation XII: "How early term birth and social burdens of the family are affecting on development of children's executive functions? A longitudinal study between 0 and 3 years" Presenting Author: Minna R. K. Törmänen Location: Auditorium Olivier
4:15pm - 4:30pm	Oral Presentation XIII: "Very Preterm Infants: Developmental Follow-up and Early Intervention from the Parents' Perspective" Presenting Author: Corina Müllner Location: Auditorium Tissot
4:30pm - 4:45pm	Oral Presentation XIV: "Effects of Parenting Styles on Children's and Youth's Emotion Regulatory Brain Development" Presenting Author: Mirjam Habegger Location: Auditorium Olivier
4:30pm - 4:45pm	Oral Presentation XV: "Mother-infant Bonding and Infant Development within The Context of Maternal Childbirth-related Posttraumatic Stress Disorder Symptoms" Presenting Author: Sella Devita Location: Auditorium Tissot
4:45pm - 5:00pm	Oral Presentation XVI: "From distance to closeness: the evolution of „infant mental hygiene“ in Switzerland (1930s-1960s)" Presenting Author: Giacomo Müller Location: Auditorium Olivier
4:45pm - 5:00pm	Oral Presentation XVII: "Do Preschool Children In The Canton of Zurich Get The Recommended Amount of Speech Therapy and Early Special Needs Education?" Presenting Author: Leila Toumi Location: Auditorium Tissot
5:00pm - 5:15pm	Closure

Annual Meeting 2022

"Family well-being - moving on from the pandemic"

Monday, 21st November 2022

Keynote I | 10:00 – 11:00 a.m. | Auditorium Roux

Childhood critical illness survivorship: looking back and looking forward to the post-COVID-19 pandemic context

Dr Joseph Charles Manning

University of Nottingham

Globally each year hundreds of thousands of children become critically ill or injured and require life sustaining treatments provided by the paediatric intensive care unit (PICU). In industrialised nations most children (~96%) are discharged alive from the PICU. However, for some this is not without newly acquired and residual physical, cognitive, emotional, and social sequelae (called Post Intensive Care Syndrome in pediatrics, PICS-p) that may impact the child and their family in the longer term.

The COVID-19 pandemic saw significant changes to the case mix, organisation, and delivery of PICU. Considerable visitation restrictions, minimised family-professional interaction, redeployment of intensive care staff, and fragmentation of aftercare services have contributed to exacerbating the iatrogenic harm of the PICU.

During this keynote, Dr Manning will explore the state of the science regarding PICS-p prior to the COVID-19 pandemic. He will then discuss the impact of the pandemic changes on the experience and outcomes of critically ill/injured children and their families. Dr Manning will conclude by proposing opportunities for research and clinical practice in relation to understanding and supporting families following the PICU in a post-COVID-19 pandemic context.

Keynote II | 5:00 – 6:00 p.m. | Auditorium Roux

Decoding the Gene-Environment Interplay on Learning

Dr Elsje van Bergen

Vrije Universiteit Amsterdam

In this talk, I will discuss what heritability means, using cognitive development as an example. I will show how heritability information can help us to study causality between children's reading ability and voluntary reading practices. That is, does reading a lot lead to better reading skills or does reading a lot follow from high initial reading skills? Next, I will argue that heritability can cause confounds in studying the (environmental) effect of parents, like parenting or the home learning environment (<https://www.nature.com/articles/s41539-020-00079-z>). I will illustrate how we can deal with this, highlighting research in which we measured the DNA sequence of children and their parents to study 'genetic nurturing'.

Morning poster session I | 11:00 a.m. – 12:00 p.m. | Hall
Meet the presenter | 11:00 a.m. – 11:30 a.m.

Poster #1

Parental Early Life Adversities and Child Behavioral Difficulties: Investigating the Mediating Role of Parental Mental Well-Being, Partner Relationship Quality, and Parenting Practices in German-Speaking Parents

[Pascale Mueller](#), [Christina Stadler](#), [Eva Unternaehrer](#), SMARTIES Study Team

University Psychiatric Clinics Basel, Switzerland

Early life adversities (ELA), such as sexual, physical, and emotional abuse and physical and emotional neglect, are major risk factors for later psychopathology. In addition, ELA might be transmitted from one generation to the next. This study investigated potential mechanisms in this intergenerational transmission of ELA, specifically parental mental well-being, partner relationship quality, parental stress, and parenting practices. German-speaking parents (N = 121, age 25 to 60 years, M=40.2±6.7 years; 88.4% female) were invited to participate in an ongoing cross-sectional online study that started in November 2020. Children had to be aged between 2 to 16 years (M= 6.8±3.9 years, 52.1% female). We assessed ELA using the Childhood Trauma Questionnaire (CTQ), symptoms of depression and anxiety using the Brief Symptom Inventory (BSI-18), parenting stress and relationship quality using the German Parent Stress Questionnaire (ESF), parenting using the Alabama Parenting Questionnaire (APQ), and child behavioral problems using the Strengths and Difficulties Questionnaire (SDQ).

Preliminary results showed that parental ELA was associated with child internalizing, but not externalizing difficulties. Bootstrap mediation analyses suggested that parental symptoms of depression and anxiety mediated the effect of parental ELA on child internalizing difficulties. Parental ELA and child total difficulties were indirectly associated through parental symptoms of depression and anxiety. All other investigated mediators did not show any indirect effects.

Our findings suggest that promoting the mental well-being of parents who have experienced ELA might prevent behavioral difficulties in their children, particularly internalizing problems.

Poster #2

Growing into Parenting Together: Similarities and Differences in Parenting Practices among First-time Parents

[Sabrina Beck](#)^{1,2}, [Lisa Wagner](#)^{1,2}, [Moritz Matthäus Daum](#)^{1,2}

¹Department of Psychology, University of Zurich, Switzerland; ²Jacobs Center for Productive Youth Development, University of Zurich, Switzerland

Introduction: Coparenting is important for promoting healthy child development. A high degree of agreement on parental attitudes, behaviors and goals is conducive to successful coparenting. Here, we investigate the factors which contribute to similarities and differences in parenting behavior between mothers and fathers within the same family. Furthermore, we are examining how accurately parents perceive and assess their partner in terms of their parenting practices.

Methods: Since June 2022, we are recruiting Swiss-German first-time parents that live together and have an only child aged 12, 24 or 36 months (+/- 3 months). Parents are completing an online survey on parenting practices both as a self-assessment and an assessment of their partner's parenting practices. In addition, demographic variables such as education and age as well as relationship satisfaction are assessed. Data collection will be ongoing and will be continued until aimed sample size of 180 parent couples has been reached (expected by September 2022). Results: The study is preregistered; accordingly, data will not be viewed until data collection is complete. We will run an APIM model for four dimensions of parenting practices (positive parenting, responsible parenting, authoritarian parenting, inconsistent discipline) and conduct multigroup APIM analyses to determine how different factors influence parenting agreement and accuracy.

Discussion: We expect higher levels of parenting agreement among couples who share similar demographic backgrounds, have longer-lasting and more satisfying relationships, and among parents with younger children compared to older children. Conclusion: Once data analysis is completed, the results will be interpreted and discussed.

Poster #3

Cerebral magnetic resonance imaging correlates of intrauterine growth restriction (IUGR): a systematic review and meta-analysis

[Seline Coraj^{1,2}](#), [Cornelia Hagmann^{3,4}](#), [Tilman Reinelt¹](#), [Debora Suppiger^{1,2}](#), [Ninib Yakoub^{1,5}](#), [Giancarlo Natalucci¹](#)

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Neonatology and Pediatric Intensive Care, Children's University Hospital of Zurich, Zurich, Switzerland;

⁴Children's Research Center, University Children's Hospital Zurich, Zurich, Switzerland; ⁵Clinical Science Doctoral Program, Faculty of Medicine, University of Zurich, Zurich, Switzerland

Background: Intrauterine growth restriction (IUGR) is a condition characterized by impaired fetal growth due to maternal, placental or fetal factors, which has been associated with abnormal brain imaging findings. However, this relationship remains unclear because of the heterogeneity of IUGR definitions applied in the literature and the confounding concurrence of low gestational age at birth.

Aim: To summarize the current evidence on the association between IUGR (based on the consensus definition by Gordijn et al., 2016) and brain development as assessed by cerebral magnetic resonance imaging (cMRI) as compared to subjects with normal intrauterine growth.

Methods: Observational and intervention studies (when standard of care is used for the control group) reporting magnetic resonance imaging data of subjects from intrauterine life up to 18 years of age, who were exposed to IUGR compared to normal intrauterine growth will be included. Web of Science, Medline Ovid, PsycINFO, COCHRANE library, CINAHL, Scopus, and EMBASE will be searched using search terms relating to the population, exposure, comparator and outcomes of interest. The quality of evidence will be assessed using the NOS method for observational studies. The outcomes will include data on grey and white matter structure, metabolic composition, diffusion, perfusion and connectivity. In addition, any associated functional outcomes will be described separately in a narrative form.

Discussion: This systematic review will report data on cMRI based parameters as a surrogate of neurodevelopmental outcome after IUGR and will inform clinical practice and parental counseling.

Poster #4

Home learning activities during the pandemic-related daycare closures: Additional burden or quality child time?

[Sonja Lorusso](#)^{1,2}, [Axinja Hachfeld](#)^{1,2}

¹Universität Konstanz, Germany; ²Pädagogische Hochschule Thurgau

Parents who consider daycare centers as highly responsible for their children's cognitive development compensated for the pandemic-related daycare closures by engaging in more home learning activities (HLA) with their child (Lorusso & Hachfeld, 2022). Considering that studies reported increases in parents' stress experience during the pandemic (Aguiar et al., 2021; Chung et al., 2022), this study aimed to understand whether (1) compensating for closures contributed to parents' emotional exhaustion and whether (2) perceived educational responsibility (parent/daycare) moderated that relationship. Data come from a survey of parents (Mage= 38.0 years, SD = 4.57) of 320 children aged 4-6 years (Mage = 5.34, SD = 0.84) attending daycare in a German county town. Regression analyses showed ($R^2 = .10$, $F(6, 192) = 3.55$, $p = .002$) that changes in HLA during lockdown ($b = 0.36$ [0.14, 0.57], $p = .001$) and home office ($b = 0.21$ [0.03, 0.39], $p = .001$) positively predicted emotional exhaustion, while more frequent HLA allone had a protective effect ($b = -0.44$ [-0.69, -0.20], $p = .001$). Perceived daycare educational responsibility significantly enhanced the influence of changes in HLA on emotional exhaustion ($b = 0.07$ [0.02, 0.012], $p = .007$). Weekly worktime, education level, partner's home office, and perceived parental educational responsibility had no effect on emotional exhaustion. We conclude that parents who consider daycare as highly responsible for their children's cognitive development may feel greater pressure to compensate for the closures, thus increasing parental stress rather than perceiving HLA as quality time with the child.

Poster #5

The role of parental attitudes toward screen media in early childhood and parenting stress on children's screen time

[Valérie Brauchli](#), [Sticca Fabio](#), [Lannen Patricia](#)

Marie Meierhofer Children's Institute, Switzerland

Since the rise of portable screen devices, children are exposed to screens virtually from birth. Herein, parents act as gatekeepers and differ greatly in terms of their attitudes towards screen time in early childhood. While some parents try avoiding screens as much as possible, others allow their children to watch movies etc. on a daily basis. Besides parental attitudes, parenting stress has been shown to be associated with screen time in young children. This suggests that screen time might be used as a problem-oriented coping strategy. Further, it can be assumed that stress might have an even stronger effect on children's screen time among parents whose attitude is more pro-screen media. The present study examines the role of parental attitudes toward screen media in early childhood and parenting stress on children's screen time. Parents of 474 children aged up to three years ($M=1.3$, $SD=0.6$; 50,0% female) participated in at least one of four assessments, namely in March 2021 ($n=406$), June ($n=454$), September ($n=422$), and January 2022 ($n=430$). Parents reported their attitude toward screen media in early childhood, their level of parenting stress, and child's screen time at each assessment in the context of a diary study. Preliminary cross-sectional results show that stress strengthens the relationship between attitude and behavior in each assessment with a homogeneous pattern, although with varying levels of significance and effect sizes. The longitudinal

interplay among parental attitudes, parenting stress and children's screen time will be reported and discussed with respect to implications for research and practice.

Poster #6

Is Parenting Style related to Eating Behavior in Preschool Children?

Anaëlle L Leuba^{1,2}, Andrea H Meyer^{2,3}, Tanja H Kakebeeke⁴, Kerstin Stuelb², Annina Zysset⁴, Amar Arhab⁵, Claudia S Leeger-Aschmann⁶, Einat A Schmutz⁶, Susi Kriemler⁶, Oskar G Jenni⁴, Jardena J Puder⁵, Simone Munsch², Nadine Messerli-Bürgy¹

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Introduction: Eating behavior represents individual appetitive traits which are related to the individual's regulation of food intake. Eating behavior develops at an early age. There is some evidence that parenting styles might impact on the child's eating behavior. The aim of this study was to investigate the relationship of different dimensions of positive and negative parenting styles and of the child's eating behavior at a critical age period of the child's early development. Methods: Parents of 511 preschool children (aged 2 to 6 years) completed the Children Eating Behavior Questionnaire and the Alabama Parenting Questionnaire. Results: Analyses revealed that different dimensions of negative parenting styles were associated with eating behavior of the child. In details, inconsistent parenting showed a consistent association with eating behavior of a child (i.e. higher emotional eating, higher food responsiveness, higher food fussiness, higher satiety responsiveness and more enjoyment of food), whereas corporal punishment was associated with more emotional overeating and more food responsiveness but less satiety responsiveness. Further, powerful implementation was related to higher food responsiveness and less enjoyment of food and low monitoring was associated with higher emotional overeating and more slowness in eating. There was no such consistent association of positive parenting and eating behavior. Discussion: More negative parenting styles were associated with more negative eating behavior, whereas positive parenting did not show such a consistent relationship. Conclusion: Negative parenting should be in the focus of prevention and treatment of eating behavior problems in young children.

Poster #7

Single-case studies on the effect of early childhood special education on parental well-being

[Christina Koch](#), [Simone Schaub](#)

University of Teacher Education in Special Needs, Switzerland

This pilot study tested the feasibility of conducting single-case experimental studies in early childhood special education (ECSE). Over a total of 10 weeks, 20 parents (n = 17 mothers, 3 fathers) filled out a questionnaire on their smartphones every weekday (i.e., 50 measurement points), asking about one specific aspect of parental well-being (e.g., self-efficacy), each. The questionnaires were sent at a random time during the day (n = 13) or at a specific time (n = 7), with a sound signal indicating the oncoming questionnaire. In addition to the questions about well-being, parents were asked about the current setting (e.g., people present, activities), which resulted in approximately 15 questions per measurement point.

All parents were about to start ECSE for their child with disability or developmental delay. The research design covered the period prior to the beginning of ECSE (baseline, A-phase), the beginning of ECSE (B-

phase), and a standardized family-centered intervention (C-phase). Number of measurement points varied from 9-22 (Mdn = 14.5) during the A-phase and 8-32 (Mdn = 22) during the B-phase (i.e., multiple-baseline design). Preliminary analyses indicate that single-case studies are a suitable means of providing evidence of effectiveness in ECSE. All parents completed the questionnaires until the end of the survey period, with 0 to 60% measurement points missing (Mdn = 9%). Analyses of the quality of the questionnaire data on parental well-being will provide additional information on the feasibility of such studies. Finally, first findings on the effectiveness of ECSE will be presented and discussed.

Poster #8

Tell Me What Happened: Validation of a New Measurement Tool to Assess the Narrative Skills of Kindergarten Aged Children

Judith Maier

Thurgau University of Teacher Education, Switzerland

Children's oral language proficiency is crucial to their classroom participation and academic success. In particular narratives play an important role at school. The children are expected not only to understand the teacher's narratives but also to tell or recall stories. In addition, narrative skills are essential for reading and writing. Hence, an assessment that can measure these skills provide an important new tool to investigate the development and education of narrative skills and an useful indicator for the children's later academic development. Therefore, a new instrument was designed and tested in a pilot study on 109 children. The aim of the current study is a further validation. The sample consisted of 293 kindergarten children (Mage=58.5 months; SDage=4.4 at wave 1; 53.9% girls) who were drawn from the intervention study «promoting oral texts in kindergarten classrooms». The children were tested three times. Confirmatory factor analyses were conducted and path analyses were used to examine the associations of the construct with relevant variables at study wave 1. In addition, longitudinal measurement invariance was assessed. The confirmatory factor analyses showed a good fit for the expected four-factor structure. The narrative skills were predicted by age, executive function and the familiarity with the German language at home, but surprisingly not by the parents' educational level. Further full configural and partial metric and scalar longitudinal invariance was achieved. These findings support the validity of this newly developed instrument and it is concluded that this could be a promising way to assess narrative skills.

Poster #9

Self-Regulation Development in At-Risk Families: The Role of Familial Resources

[Patsawee Rodcharoen¹](#), [Niamh Oeri²](#), [Peter Klaver¹](#), [Alex Neuhauser¹](#), [Isabelle Kalkusch¹](#), [Minna Törmänen¹](#), [Simone Schaub¹](#), [Claudia Roebers²](#), [Andrea Lanfranchi¹](#)

¹Interkantonale Hochschule für Heilpädagogik Zürich, Switzerland; ²Universität Bern, Switzerland

The ability to regulate one's behavior marks an essential developmental milestone in early child development. Behavioral self-regulation is crucial for children to adapt to the kindergarten setting and was found to be a strong indicator for later academic achievement. However, in the context of adversity the development of behavioral self-regulation is not yet well understood. Whereas many studies have addressed the effect of the social background such as socioeconomic status (SES), ethnic background or maternal education on behavioral self-regulation, the effect of social resources has been neglected. Understanding the relative importance of these different resources is a crucial step to understand how behavioral self-

regulation develops under adverse conditions. The present study investigates the relative importance of familial resources, namely economic, cultural, and social resources on behavioral self-regulation (HTKS) in a high-risk sample of 261 children from 248 families. The hierarchical regression analysis showed that every family resource is positively related to behavioral self-regulation in kindergarten. The final model revealed household income, maternal education and received help in child rearing in early childhood to be the strongest predictors for behavioral self-regulation in kindergarten. To sum up, considering different types of resources in one comprehensive analysis suggest that under adverse circumstances household income, maternal education and the received help seem to play an essential role in the development of behavioral self-regulation and that children's ability to self-regulate in 1st kindergarten depend on the availability of resources within a family.

Poster #10

Infants Born During COVID-19 Lockdown in Switzerland: Influence on Physiological Regulation during Mother-Father-Infant Interactions

[Valentine Rattaz](#)¹, [Hervé Tissot](#)^{1,2}, [Nilo Puglisi](#)¹, [Manuella Epiney](#)³, [Chantal Razurel](#)⁴, [Nicolas Favez](#)¹

¹Faculty of Psychology and Educational Sciences, University of Geneva; ²Center for Family Studies, Department of Psychiatry, Lausanne University Hospital and University of Lausanne, Switzerland; ³Department of Obstetrics and Gynecology, University of Geneva Hospitals; ⁴Department of Midwifery, University of Applied Sciences Western Switzerland

Introduction. We investigated the physiological regulation of vagal tone during dyadic and triadic interactions in infants born before or during COVID-19 lockdown in Switzerland. We hypothesized that there would be a decrease in vagal tone in triadic interactions compared with dyadic interactions, as triadic interactions are more resource demanding. We expected this difference to be smaller for infants born during COVID-19 lockdown, as parents spent more time at home. We also hypothesized that there would be less stressful interactional events (SIEs) in triadic interaction, as parents would be used to interacting with the child together. **Method.** This study included 36 families and their 3-month-old infants, 18 families met before the pandemic (pre-COVID) and 18 families having experienced a period of confinement (COVID). Parents were asked to interact with their infant. Infant's ECG was recorded to assess vagal tone. SIEs are coded every five seconds. **Results.** Results showed that the COVID group had no decrease in vagal tone during triadic interactions, whereas the pre-COVID group did. This could not be explained by less stressful interactional events in triadic interactions, as the COVID group showed more stressful interactional events in triadic interactions. **Discussion.** Infants may have developed more effective strategies to deal with triadic interactions as they could be more used to interact with both parents. As the main difference caused by COVID-19 lockdown was the greater presence of the father with the mother and the infant, fathers may have had a specific contribution in the development of infants' emotion regulation.

Poster #11

Within-Person Variability of Infant Temperament

[Tilman Reinelt](#)^{1,2}, [Lisa Wagner](#)¹, [Debora Suppiger](#)^{1,2}, [Giancarlo Natalucci](#)^{1,2}

¹University of Zurich, Switzerland; ²University Hospital Zurich, Switzerland

Intensive longitudinal studies investigating variability in human behavior have recently turned to infant research. In addition, models on adult personality argue that personality traits can be derived from the

distribution of personality states. The question remains whether this assumption holds for infant temperament and how the relation of temperamental traits and states develops over time. As there are no state measures of infant temperament yet, the present study analyzed whether current trait measures of infant temperament can also be used to assess within-person variability in infant temperament.

Parents (N= 126, M = 35.06 years, SD = 4.15 years, 2 fathers) of infants (57.1% female, M = 10.90 months, SD = 3.12 months; age range: 6-18 months) participated in a larger pilot study on early child development and nutrition. During the evenings of ten consecutive days, parents reported on daily infant temperament by responding to the Infant Behavior Questionnaire (NEPS version; IBQ-NEPS).

On average, parents reported on their infant's temperament on M = 7.76 days (SD = 2.56 days, median: 9 days). All items of the IBQ-NEPS showed substantial variability both on the between- and within-person level. Within-person variability was higher on items measuring negative affectivity than on items measuring orienting/regulatory capacity ($d = .54$). The results indicate that child temperament, particularly daily negative affectivity, might not be best described by stable traits only. We conclude that studying variability is a promising direction for future research.

Poster #12

Behavioral Outcomes of Children with Former Intrauterine Growth-Restriction: A Systematic Review and Meta-Analysis

[Ninib Yakoub](#)^{1,2}, [Tilman Reinelt](#)^{1,2}, [Seline Coraj](#)^{1,2}, [Giancarlo Natalucci](#)^{1,2}

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Introduction: Intrauterine growth-restriction (IUGR) is a pregnancy condition, in which the fetus does not reach its biological growth potential (Resnik, 2002). It is associated with poor perinatal outcome and long-term neurodevelopmental impairment. The impact of IUGR on child behavior has not been extensively studied yet. While low birth weight has been associated with internalizing (depression, anxiety) and externalizing (conduct problems, attention deficit) behavior, the mediating role of low gestational age and of concurrent cognitive deficit, often related to IUGR, remains unclear.

Objective: To summarize the current evidence regarding the relationship between IUGR and behavioral outcomes from early childhood to young adulthood. Additionally, to explore the mediating role of prematurity and cognitive performance in this relationship.

Methods: Search strategy: Electronic databases including Web of Science, Medline Ovid, PsycINFO, Cochrane Library, Scopus and EMBASE will be searched.

Inclusion criteria: observational (e.g., cohort studies and case-control studies) and intervention studies (if standard care used and norm values are assessed for the control group) will be included if they quantitatively compare subject with and without IUGR from the age of 2 to 18 years. The main outcomes are internalizing and externalizing behavior and competences. The secondary outcome is cognitive development.

Discussion: The results of this systematic review will summarize the body of knowledge on behavioral outcomes after IUGR and will provide guidance for clinical practice and patient and parental counseling. Registration in the International Prospective Register of Systematic Reviews is in progress.

Poster #13

External assessment to measure and predict teacher active role behaviour during free play

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Teachers in early childhood education and care (ECEC) assume different roles during children's play (e.g., co-player or onlooker). Recent research shows, that personal and structural characteristics, such as work experience or group composition, are significant predictors of self-reported role behaviour during free play (Ivrendi, 2020; Wustmann Seiler et al., 2022). However, to date, little is known about predictors of externally assessed role behaviour during free play due to small sample sizes in previous studies. Furthermore, it is unclear whether teachers' role behaviour depends on the children's play processes (exploratory play, construction play, dramatic play, games with rules) in a given situation.

This paper examines the relationships between teachers' externally assessed role behaviour during free play and structural, and situational characteristics.

The study is based on 79 live observations in 33 childcare centers and 46 kindergartens in Switzerland. For this purpose, an external observation instrument was developed to assess teachers' situational role behaviour during children's free play. In addition, structural (e.g., group composition) and situational (children's play processes) characteristics were recorded.

Interrater reliability for teacher's roles during free play is satisfactory (ICC = 0.67-0.93). Analyses of 291 observation cycles are carried out based on a path analysis considering the clustered data structure. Implications for the field of playful pedagogy in ECEC are discussed.

Poster #14

The Impact of Premature Birth on Multisensory Processes in Very-preterm Schoolchildren

[Marion Décaillet](#)^{1,2,3}, [Solange Denervaud](#)^{4,5}, [Laureline Besuchet](#)^{2,3}, [Cléo Huguenin-Virchaux](#)^{2,3}, [Céline Fischer](#)³, [Micah Murray](#)^{1,2,5}, [Juliane Schneider](#)^{2,3}

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Interactions between stimuli from different sensory modalities and their integration are central to daily life. Being born prematurely and the experience of being in the NICU can have an impact not only on sensory processes, but also on the manner in which information from different senses is combined – i.e. multisensory processes. Very-preterm children (<32 weeks gestational age) present impaired multisensory processes in early childhood persisting at least through the age of five. However, it remains largely unknown whether and how these consequences persist into later childhood. Here, we evaluated the integrity of auditory-visual multisensory processes in schoolchildren.

Very-preterm children (N=28; aged 8-10 years) received a standardized cognitive assessment and performed a simple detection task at their routine follow-up appointment. The simple detection task involved pressing

a button as quickly as possible upon presentation of an auditory, visual, or simultaneous audio-visual stimulus.

Compared to full-term children (N=23; aged 6-11 years), very-preterm children were generally slower, regardless of sensory modality. Both groups were generally faster for visual than auditory stimuli. Likewise, both groups benefited from the multisensory presentation and exhibited similar percentages of multisensory gains on reaction times. By contrast, only the full-term children exhibited evidence of underlying neural co-activation. Finally, no standardized cognitive or clinical measures predicted the multisensory gain in very-preterm children.

These findings provide the first evidence that very-preterm children persist to show atypical multisensory profiles at school age. Therefore, it supports the aim of studying in-depth the underlying neural substrates of multisensory integration in very-preterm children.

Poster #15

Is Poor Sleep Related to Diurnal Cortisol and Behavioral Problems in Young Children?

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Introduction: Poor sleep is associated with dysregulated diurnal cortisol which may contribute to poor mental health in children. However, this relationship between diurnal cortisol, sleep and mental health is still not well understood in young children. Given the persistence of sleep and behavioral problems, this study aimed at investigating the association of diurnal cortisol, poor sleep, and behavior problems in preschool children.

Methods: Parents of 555 preschoolers (aged 2-6 years, m/f 52/48%) completed a set of questionnaires on poor sleep and behavioral problems (Strengths and Difficulties Questionnaire). Diurnal total cortisol release was measured by repeated saliva sampling on two days using 5 time points each day (awake, +30min, noon, 4pm and bedtime).

Results: Analyses revealed associations between poor sleep and behavioral problems (emotional problems: $R^2 = .010$, $F(1, 503) = 6.33$, $p = .012$; conduct problems: $R^2 = .023$, $F(1, 503) = 12.78$, $p = .001$; hyperactivity/inattention: $R^2 = .030$, $F(1, 502) = 16.48$, $p = .001$). Children with poor sleep showed more emotional and conduct problems and more hyperactivity. However, poor sleep wasn't related to diurnal cortisol release in these young children.

Discussion: Poor sleep was related to behavioral problems in healthy children, but effects were small. However, diurnal cortisol was not related to poor sleep and potential physiological changes might only be expected in persistent mental health problems.

Conclusion: Poor sleep might be an early indicator of mental health issues and should be targeted in prevention and treatment of young children.

Poster #16

NEODOL: Translation and Cultural Adaptation

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Background: Premature and sick newborns treated in neonatology (NICU) experience painful interventions several times a day. This pain is often undertreated, which can affect the premature infants negatively. To systematically relieve procedural pain, the NEODOL intervention was developed in the Italian part of Switzerland. This complex intervention involves health professionals, parents and newborns alike.

Aims: In this study, NEODOL will be translated from Italian to German and adapted to the NICU of a pediatric university hospital in the German part of Switzerland. **Methods:** The translation procedure will follow Wild's recommendations. In a subsequent qualitative explorative study with a Delphi approach will be conducted to interview the health professionals and parents on the German version of NEODOL. In this process, the participants will also be asked about necessary adaptations for implementation in practice. Data collection will be conducted between November 2022 and February 2023.

Expected results: It is anticipated that this study will provide a German translation of the NEODOL that is adapted to the predominant culture. Thus, the implementation of NEODOL in a pediatric university hospital in the German part of Switzerland can be undertaken.

Poster #17

The Influence of Dyadic Gender Composition on Emotion Expression, Emotion Modulation and Responses to Emotion-Eliciting Play Situations in Preschoolers

[Pablo Nischak](#)¹, [Tatiana Diebold](#)¹, [Carine Burkhardt Bossi](#)¹, [Sonja Perren](#)²

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Boys are reported to show more difficulties in emotion regulation and tend to exhibit more externalizing emotion expressions (e.g., anger, frustration, excitement). Girls on the other hand tend to display more internalizing emotion expressions (e.g., sadness, anxiety) and expressions of joy or inner balance. The present study aims to address the question if the gender specific composition of dyads in play situations has an effect on boys' and girls' emotion expression, emotion modulation and responses to emotion-eliciting situations.

The sample consists of 28 children (50% girls) from 5 Swiss kindergartens aged 55 to 69 months ($M=62.40$; $SD=3.45$) who played 3 to 4 times with randomly assigned peers in semi-standardized dyadic play situations. The children played 28 times in female dyads, 22 times in male dyads and 46 times in mixed-sex dyads. Children's play situations were videotaped and rated with a newly developed instrument (Emotion Regulation Scoring System) to assess observable markers of children's emotion related behavior.

Preliminary results show gender differences regarding emotion expression and behavioral responses: Boys show more anger / frustration ($d(94)=0.40$) and more interpersonal aggression ($d(94)=0.21$) than girls. Girls on the other hand exhibit more pride ($d(94)=0.26$), anxiety / fear ($d(94)=0.23$) and setting limits ($d(94)=0.28$). The data will be analyzed with linear mixed models, investigating the moderating effect of partner child gender.

Poster #18

Reliability and Validity of the German Version of the Iowa Infant Feeding Attitude Scale (IIFAS-G), prediction of current feeding method and reasons for weaning

[Debora Suppiger](#)^{1,2}, [Tilman Reinelt](#)^{1,2}, [Giancarlo Natalucci](#)^{1,2}

¹University of Zurich; ²University Hospital Zurich

Background: Despite its benefits, breastfeeding rates are declining in Western societies. As the intention to breastfeed is among the strongest predictors for breastfeeding duration reliable tools for measuring intention to breastfeed are needed. The Iowa Infant Feeding Attitude Scale (IIFAS) measures attitudes towards infant feeding and is used in various languages and across different cultures. However, there has been no German Version of the IIFAS so far. Furthermore, there is little knowledge about how attitudes towards breastfeeding influence current feeding method or reasons for weaning.

Participants and Procedure: Between April and June 2021, mothers (N= 306, Mage = 34.74 years, SDage = 4.35 years) of singleton infants (50.65% female, Mage = 9.54 months, SDage = 4.83 months, age range: 4-547 days) participated in an online survey. As part of a larger study on early child development and nutrition, the translated IIFAS was administered. Participants were highly educated (76.47% with tertiary education) and mostly working (16.34% full-time; 46.97% part-time) at the time the survey was conducted. Of those 50.33% were primiparous.

Additionally, a subsample of mothers (N= 166, Mage = 34.85 years, SDage = 4.39 years) participated in a 10-day diary on their infant's nutrition.

Intended Analysis: The translated IIFAS-G will be compared with the original version with regard to its factor structure and internal consistency. Criterion validity will be examined through the association between IIFAS-G score and current infant feeding method (breastfeeding vs. other forms of nutrition). Lastly, differences on IIFAS-G score depending on infant age, maternal variables, child feeding behavior, work status and reasons for weaning will be analysed.

Poster #19

Artificial letter training performance is associated with individual differences in reading skills in beginning readers

[Iliana I. Karipidis](#), [Christina Lutz](#), [Lison Spaenlehauer](#), [Martina Röthlisberger](#), [Georgette Pleisch](#), [Silvia Brem](#)

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Deficits in learning and automatizing letter-speech sound associations are discussed as a key factor for developing reading disabilities. Artificial letter trainings (ALTs) can measure letter-speech sound binding abilities. We developed an app-based ALT for beginning readers to clarify whether performance in accuracy and speed was associated with reading abilities. 96 children in 2nd and 3rd grade (8.8+/-0.65y) performed the ALT and were grouped into typical (n=37), intermediate (n=17), and poor readers (n=42) based on their reading skills. In 111 trials, German speech sounds or words were presented, and the correctly associated artificial letters had to be selected from a set of four unknown falsefont characters. Training duration varied (623+/-171s) because poor performers received additional trials. Performance of artificial letter recognition (20 trials) and word recognition (21 trials) was analyzed, and all children completed reading and rapid automatized naming (RAN) tests. Using training duration and accuracy scores, we performed ANOVAs with the factors group and school grade. We found a significant main effect of group for overall accuracy

($P=0.003$) and training duration ($P=0.011$), demonstrating that poor readers needed significantly more time for the ALT than typical readers. The significant interaction between group and school grade for word recognition performance ($P=0.00007$), suggested that in 2nd grade typical readers performed significantly better than intermediate and poor readers. Training duration and overall accuracy was significantly correlated with individual reading fluency scores and RAN ($P<0.05$). Based on our results, ALTs represent promising screening tools to identify struggling readers at very early stages of reading acquisition.

Poster #20

Early intervention for Children with pediatric feeding disorder in the Canton of Zurich

[Alina Luzia LeBow¹](#), [Corina Müllner¹](#), [Daniela Jepathavakumar¹](#), [Leila Toumi¹](#), [Myriam Schnider²](#), [Oskar Jenni²](#), [Jakob Etterlin¹](#), [Sara Saona Ramirez¹](#), [Michael von Rhein²](#)

¹University of Zurich, Switzerland; ²Childrens Hospital of Zurich, Switzerland

Introduction: Parallel to significant improvements in the care of critically sick infants, Pediatric Feeding Disorder (PFD) has received increasing attention in the past years. Risk factors are preterm birth, genetic syndromes, congenital abnormalities, or neurological diseases. Early interventions (EI) should be initiated and include a specific training by specialized speech therapists. Our aim is to describe the preschool children with PFD including their underlying disease in the canton of Zurich and their speech therapy care. Furthermore, the results will be compared with the data of all preschool children registered for speech therapy in 2016.

Methods: We analyzed the data of all preschool children ($n=?$) referred for EI in 2016.

Results: Out of the 1491 preschool children referred for speech therapy, 97 were diagnosed with PFD (3;4 years, SD 1;2, 62.5% male). Within the PFD group, 17.4% had genetic syndromes or congenital pathologies, 15.4% neurological diseases, 13.4% were former preterm infants and 9.2% had ORL or respiratory pathologies. In average, 43 (SD 26) hours of therapy per year were granted, and therapy started after 68 (SD 64) days. Within all children enrolled for speech therapy, the 50 hours of therapy per year was granted and the waiting time lasted 130 hours.

Discussion/Conclusion: Children with PFD who are referred to a speech therapy mostly have a syndromal or neurological disease. Their waiting time is half as long and their therapy intensity in hours per year is lower than the average of the 1491 children in total.

Oral Presentation I | 12:00 – 12:15 p.m. | Auditorium Roux

Executive Functions Assessment in Very-preterm Children at School Age: A Clinical and Experimental Battery

[Marion Décaillet](#)^{1,2,3}, [Solange Denervaud](#)^{4,5}, [Cléo Huguenin-Virchaux](#)^{1,3}, [Laureline Besuchet](#)^{1,3}, [Myriam Bickle Graz](#)¹, [Céline Fischer](#)¹, [Juliane Schneider](#)^{1,3}

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While the survival rate of very-preterm children has increased in the last decades, they are still at risk to develop long-term neurodevelopmental impairments, especially regarding their self-regulatory and executive abilities. These skills rely on executive functions (EFs), an umbrella term encompassing the core capacities for inhibition, shifting, and memorizing. Comprehensive batteries exist but are time consuming and therefore not suitable for all pediatric neuropsychological assessments. The Flanker Task is an experimental computer-based task that has the advantage to last less than ten minutes while giving multiple EFs measures.

Thirty-one very-preterm children aged 8-10 years benefited from a follow-up visit including a standardized EFs assessment and a child-friendly version of the Flanker Task.

First, we found those very preterm children performed in the high norm for most clinical tests (i.e., WISC-V, BRIEF, and NEPSY) except for the CPT-3 where they were slower and made more omission errors, which could indicate inattentiveness. Second, the Flanker Task scores were correlated with the clinical testing. Finally, in line with previous results, very-preterm children had poorer performance in the global EFs measure than control term children and showed a lower accuracy.

These findings first suggest that very-preterm schoolchildren globally display normal intelligence. However, they present minor difficulties, which seem to relate to EFs. This child-friendly version of the Flanker Task has demonstrated a good sensitivity in capturing executive functioning with good discrimination of mild difficulties and thus could be used in addition to the clinical tests during the neuropsychological assessments or be suitable as a screening test.

Oral Presentation II | 12:00 – 12:15 p.m. | Auditorium Olivier

Neural Maturity of Functional Activation Patterns during Mentalizing in Mother-Child Dyads

[Réka Borbás](#)¹, [Plamina Dimanova](#)^{1,2}, [Nora Raschle](#)^{1,2}

¹University of Zurich, Switzerland; ²Neuroscience Center Zurich

Introduction: Brain development is a prolonged process spanning 22-25 years until mature function and structure are reached. Studies assessing neural correlates of social skills across development report an early involvement of skill-specific structures, however, with increasing age further specialization is observed. Factors shaping socioemotional skill development include genetic predispositions as well as experiences, such as caregiver-child interactions. First intergenerational neuroimaging studies reveal the potential of studying complex skill transmission.

Methods: fMRI data was acquired during a mentalizing task in 39 mother-child dyads (34 mothers:26-52y; 39 children:7-14y,16 girls). First, group-level activation maps were created in the child and mother group, respectively. Next, a functional deviation score was calculated representing the similarity of each child's mentalizing-induced activation pattern to the average adult pattern, yielding a proxy for neural maturity. The association of deviation score, age, and gender has been tested.

Results: Group findings indicated similar activation during mentalizing in both groups in precuneus, bilateral temporoparietal junction, temporal poles, and medial prefrontal cortex. Despite variation in deviation scores children's similarity to adult activation was not associated with age or gender.

Discussion: Mentalizing-related activation was consistently observed across all ages reflecting the early presence of skill-specific neural activation. Interestingly, results indicated that neural maturity might not merely be a function of age.

Conclusion: Overall, adult-like neural activation during mentalizing is already present in children aged 7 – 14, though variation exists. Further investigation is needed to identify factors associated with neural maturity. Future analyses will test familial similarity, i.e., the deviation score within individual mother-child dyads.

Oral Presentation III | 12:15 – 12:30 p.m. | Auditorium Roux

Early-Childhood Special Education (ECSE): how to make effects sustainable - Parental views on strengthening their parental competences through ECSE in general and during the Covid-19 Pandemic

[Raphaela Iffländer](#), [Raphaela Quecke](#), [Michael von Rhein](#), [Oskar Jenni](#)

Universitäts-Kinderspital Zürich, Switzerland

Background: Early-Childhood Special Education (ECSE) is a family centered intervention, which does not only focus on the child and its special needs, but also on the parents' competences and trust in their own parenting skills, which ECSE tries to strengthen.

Therefore, we wanted to investigate whether and how parents of children with special needs benefit from the support given by the ECSE professionals by answering the following research questions:

- 1.) Did the parents benefit from ECSE regarding their parental competences?
- 2.) In which domains (e.g., promotion of the child, links to institutions / services, participation in society) was the effect most notable?

Methods: We used a sequential Mixed-Methods-Design to answer these questions. A quantitative survey was conducted in spring 2019, which included all families that had terminated ECSE one year before in the canton of Zurich (n= 475, participation rate: n= 143; 30%). Subsequently, 22 families were selected for an additional qualitative interview, to gain deeper insights in the family's specific situation and experiences. Additionally, a smaller interview study with 8 families was conducted in 2022, to assess possible impacts of the pandemic.

Results: Our study showed, that 80% of the parents were very satisfied with the ECSE intervention in general. However, helpfulness on the level of parental competences (especially in knowing rights and advocating for the child) was rated significantly lower. During the shutdown caused by the pandemic, most of the parents felt very supported by the ECSE professionals. Nevertheless, parents reported that they were concerned about their child's development due to the discontinuation of ECSE.

Conclusion: Results thus increase knowledge about the parents' specific experiences and needs and therefore help to develop approaches to improve the parent focused work of ECSE professionals.

Oral Presentation IV | 12:15 – 12:30 p.m. | Auditorium Olivier

Children's Initiatives in Opening Subdiscussions

[Elisa Angiolini](#)¹, [Sara Greco](#)², [Antonio Iannaccone](#)¹, [Anne-Nelly Perret-Clermont](#)¹

¹Université de Neuchâtel, Switzerland; ²Università della Svizzera Italiana, Lugano, Switzerland

Introduction: The role of argumentation in development is of growing interest (Schwarz & Baker, 2017; Bose & Hannken-Illjes, 2019). A better understanding is needed of children's reasoning when they contribute to argumentative discussions, and of adults' responses to their initiatives. Here we focus on children taking the initiative to open a sub-issue within an on-going discussion.

Method: In the continuation of previous research (Greco & al.2017 and 2018; Perret-Clermont & al., 2019; Schär & Greco, 2028; Schär, 2021), we collected a corpus of daily conversations of 3-6-year-old children in kindergarten. We identify when, how and why subdiscussions occur. We analyze them according to pragma-dialectics (van Eemeren & Grootendorst, 2004) and the Argumentum Model of Topics (Rigotti & Greco, 2019).

Results: Children initiate subdiscussions for different reasons: to defend their point; to have a place in the discussion; but also, to understand the others' viewpoints and make sense of the situation. Adults often don't allow these subdiscussions to unfold.

Discussion and conclusion: Subdiscussions reveal children's perspectives as they step out of the movement of the conversation to question it. Their potential agency in conversations is often underestimated. It is very informative to hear how much children rely on argumentation to explore (Iannaccone & al., 2019) the environment and make sense of it. We are becoming aware of how important it is to grant proper space to children to unfold their argumentations, and to design adequate educational settings to meet this need. This has also important consequences for interviews.

Oral Presentation V | 12:30 – 12:45 p.m. | Auditorium Roux

Parenting and executive functions in early childhood: The moderating role of environmental sensitivity

[Niamh Oeri](#)¹, [Nora Tilda Kunz](#)¹, [Michael Pluess](#)²

¹University Bern, Switzerland; ²Queen Mary University London, UK

The quality of parental behavior has been considered an essential factor in explaining individual differences in executive functions (EF). However, a growing body of research suggests that some children are more susceptible to positive and negative parenting qualities. The present study examined the interaction between parenting and children's sensitivity on EF. Two different EF tasks were administered in a sample of $N = 183$ children (mean age: 6.2 years); a global EF task and a specific EF task capturing attentional focus. Parents reported on their parenting practices (i.e., two sub-scales of the Alabama Parenting Questionnaire: involved parenting and corporal punishment) and the child's sensitivity (i.e., highly sensitive child scale). In line with the environmental sensitivity framework (Pluess, 2015), results showed that EF performance is higher for sensitive children whose parents reported more involved parenting, while it is substantially lower for sensitive children whose parents reported the use of corporal punishment. No such effects emerged for less sensitive children. The results suggest that EF may not only be shaped by parenting behavior but that for some children, the quality of parent behavior may have a greater effect on EF than for others.

Oral Presentation VI | 12:30 – 12:45 p.m. | Auditorium Olivier

Peer Group Effects on Young Children's Learning-Related Behaviours in Childcare

[Johanna Lieb](#)^{1,2}, [Yvonne Reyhing](#)^{1,2}, [Sonja Perren](#)^{1,2}

¹University of Konstanz; ²Thurgau University for Teacher Education, Germany

Research in older children suggests that the social climate of the peer group is important for individuals' learning-related behaviours, i.e., mastery motivation and attention skills. Our research question is whether this association can be found already in younger children childcare. Caregivers answered questionnaires (ITSEA) on children's mastery motivation, attention skills, and positive peer relations, at up to three time points per child. To estimate the social climate of the group, we averaged positive peer relationships across all children in the group but the target child. The sample consists of 233 children from 28 groups ($m_{age}=31.9$ months; $SD_{age}=12.9$). We computed GLMMS to estimate the association of positive peer relations at the group level with mastery motivation and attention at the individual level, respectively, controlling for age, gender, group size, number of adults, and age range in the group. The full-null model comparisons reveal a significant association of positive peer relations at the group level with mastery motivation at the individual level ($\chi^2=16, df=5, p<0.01$). Positive peer relations at the group level are not related to attention skills at the individual level ($\chi^2=10.32, df=5, p=0.07$). The results suggest that a positive social climate within their childcare peer group might help young children to approach games and tasks with higher mastery motivation, maybe by creating a sense of belonging and acceptance. This again might benefit their success later in school. Thus, caregivers in childcare should support a positive social climate at the group level, besides dyadic interactions between individual children.

Oral Presentation VII | 12:45 – 13:00 p.m. | Auditorium Roux

Effects of an Early Intervention on Children's School Achievement in the Transition from Kindergarten to Primary School

[Isabelle Kalkusch](#)¹, [Simone Schaub](#)¹, [Alex Neuhauser](#)¹, [Patsawee Rodcharoen](#)¹, [Erich Ramseier](#)², [Andrea Lanfranchi](#)¹

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Children's early childhood experiences are crucial for their positive development. The increased likelihood of experiencing high levels of familial stress is a particular risk for children from psychosocially disadvantaged families in terms of their development and educational achievement. This study investigates the effectiveness of a home-based early childhood intervention program focusing on developmental pathways for school achievement in the transition from kindergarten to primary school.

The longitudinal RCT study ZEPPELIN examines the effectiveness of the «Parents as Teachers (PAT)» program with families with at least two present risk factors. The final sample were 248 families, who were randomly allocated to an intervention (IG, $n=132$ families) and a control group (CG, $n=116$ families). During the first three years of their child's life the IG received support by a trained PAT-educator: monthly home visits and group connections. Families from the CG had access to regular community services but were not supported by PAT. Earlier cross-sectional results showed mainly positive effects on children's language skills, problem behaviour and self-regulation.

In this study, children's cognitive, language and psychosocial developmental characteristics from age 3 to 7 are analyzed longitudinally. Children's developmental pathways from the programs' end through kindergarten and up to starting primary school are analyzed using structural equation modelling. Subsequently, differences between the condition groups are tested.

These analyses provide meaningful insight into the relevant developmental pathways for early school achievements of children from psychosocially disadvantaged families and the potential to reduce their developmental risk through home-based early childhood interventions.

Oral Presentation VIII | 12:45 – 13:00 p.m. | Auditorium Olivier

The Quality Of Maternal And Newborn Care Put To Test During The COVID-19 Pandemic: Mothers Perspectives In Switzerland

Claire de Labrusse¹, [Alessia Abderhalden-Zellweger](#)^{1,2}, Ilaria Mariani³, Anouck Pfund¹, Michael Gemperle⁴, Susanne Grylka-Baeschlin⁴, Antonia N. Mueller⁴, Emanuelle Pessa Valente³, Benedetta Covi³, Marzia Lazznerini³

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Introduction: During the COVID-19 pandemic, the Quality of Maternal and Newborn Care (QMNC) has been greatly affected. The IMAGiNE EURO study explores the QMNC during the pandemic among 18 European countries, including Switzerland. The most relevant findings of Switzerland will be presented.

Methods: Women giving birth in Switzerland from March 2020 to February 2022, answered a validated online questionnaire. A QMNC score was calculated according to women's characteristics and mode of birth.

Results: 1,175 women were included in the analysis. A deterioration in QMNC during the pandemic was reported by 27.9% of women. Institutional gaps, such as an insufficient number of healthcare professionals (HCP) (19.7%) and inadequate room organization (27.6%) were mentioned. Shortcomings in social support such as the partners' inability to stay as long as they needed in the ward (33.9%), and inadequate partner visiting hours (24.6%) were reported by women. A significantly lower QMNC was found for young, and primiparous women. Women with Emergency Caesarean Section (ECS) and Instrumental Vaginal Birth (IVB) had significantly lower QMNC.

Discussion: Women giving birth in Switzerland during the pandemic reported substantial gaps in QMNC. Some of the shortcomings in QMNC are directly linked to the COVID-19 pandemic and its protective measures, as others may reflect more structural problems within the hospital settings. HCP should be particularly attentive to younger, primiparous and women with ECS and IVB as they are more likely to experience lower QMNC.

Conclusion: QMNC's indicators collected during the COVID-19 pandemic may reflect deeper issues within the healthcare systems. These indicators should be assessed and monitored over time to improve QMNC.

Monday, 21st November 2022 | Afternoon | Parallelsessions

Alliance Enfance Session (DE/FR) | 2:00 – 6:00 p.m. | Auditorium Tissot

Wissenstransfer Frühe Kindheit: Auf dem Weg zu einer Charta der Wissensmobilisierung

Transfert de connaissance dans le champ de la petite enfance : pour une charte de la mobilisation des connaissances

Please refer to the separate program and the Conference Agenda on [ConfTool](#) For detailed information on the session from the Alliance Enfance.

Oral Presentation IX | 2:15 – 2:30 p.m. | Auditorium Roux

Peer Effects on Early Language Development

Daniel Schmerse

University of Applied Sciences and Arts Northwestern Switzerland, Switzerland

For many children, the transition from family to early childhood education (ECE) marks the entry into the world of peers. Nevertheless, the role of peers in skill development has received little attention, particularly in the development of language skills. The present study investigated the vocabulary development of children ($N_{Level 1} = 547$) from linguistically and socioeconomically diverse classrooms in Germany ($N_{Level 2} = 97$) from age 3 in preschool to age 7 in Grade 1 using multilevel growth curve analyses. The results showed that for dual language learners (DLLs, $n = 107$) growth rates in their German majority language skills varied over classrooms. Compared to monolingual children, DLLs improved faster in classrooms with higher peer-level skills in the majority language than DLLs in classrooms with lower peer-level skills (effect size = .06 *SD* / year) controlling for SES and classroom quality. DLLs showed stronger growth dynamics than monolingual children during later preschool stages. The findings highlight the role of preschool peers in DLLs' acquisition of the majority language before entering elementary school. In addition, the talk will outline a new methodological approach using Integrative Data Analysis (IDA) techniques to (a) generate more robust findings on the effects peer group composition and (b) directly compare peer effects in different national ECE systems in future research.

Family-Centred Care Rounds in a Neonatal Intensive Care setting: an Implementation Sciences Study Protocol.

[Adrien Saugy](#)^{1,2}, [Philippe Pythoud](#)², [Amandine Pereira Enes](#)¹, [Prof. Anne-Sylvie Ramelet](#)²

¹Clinic of Neonatology, Department Woman-Mother-Child, Lausanne University Hospital, Lausanne, Switzerland.; ²Institute of Higher Education and Research in Healthcare (IUFERS), University of Lausanne, Lausanne, Switzerland

Introduction: Neonatal intensive care unit (NICU) hospitalisation is stressful for parents and has long-term negative psychosocial outcomes that can be mitigated with appropriate support. Family-centred care rounds (FCCR), an interface to promote communication, partnership and learning between family and healthcare professionals (HCPs), has demonstrated improved family experience, interprofessional collaboration, reduced anxiety and length of stay. While FCCR is considered the gold standard of care in NICU, its implementation is challenging because HCPs' goal is to foster parents' engagement and try to protect them from distress at the same time. Success of implementation is context dependent and requires rigorous methodology to facilitate change. Guided by the Consolidated Framework for Implementation Research, this study aims to implement a FCCR in the NICU and evaluate its feasibility.

Methods: This one group pre- post-test study will be conducted in the NICU of a tertiary referral hospital in Switzerland. Prior to implementation, the FCCR was adapted based on the context analysis, followed by training of the participants. Parents of neonates admitted between June and September 2022 will be invited to participate in the FCCR with attending HCPs. Feasibility will be evaluated with participation rate, duration, satisfaction, and fidelity. Interprofessional collaboration, parental stress and anxiety will be assessed with validated questionnaires. Descriptive and inferential statistics will be performed using STATA.

Results: Preliminary results of this ongoing study highlighted useful implementation strategies and adapt the FCCR.

Discussion and Conclusion: We expect the FCCR to be feasible and demonstrate trends of improved parental outcomes, satisfaction, and interprofessional collaboration.

Screen use Symposium | 2:30 p.m. – 4:00 p.m. | Auditorium Roux

Screen use among young children: contexts and consequences

Nevena Dimitrova

Haute Ecole de Travail Social de Lausanne, Switzerland

Screens are pervasive, including in the lives of young children. While recent studies allow for substantial knowledge on screen use in school-aged children and teens, we know relatively little about when, how and why infants and pre-schoolers use digital screens along with the effects screens have on young children. Unternaehrer et al. will present data from a nation-wide ongoing survey on pre-schoolers' screen use that represents the first descriptive Swiss findings on the types and duration of screens, as well as on the content and context of screen use. Young children use screens beyond their homes; very recently, day-care centres have started incorporating screens into pre-school activities. Steiner et al. will present findings on the benefits and drawbacks from digitalisation practices in early childhood institutions. While contexts of young children's screen use are crucial, public interest focuses on the consequences of such use in early childhood. Screens are found to affect emotional reward systems along with engagement and learning from others. Bolten & DiGallo will show findings on the negative effect of offering screens as "digital pacifiers" on children's emotion regulation and behaviour. Crevola et al. will offer an insight on parent-child reading of e-books vs print books and will show findings suggesting that child's ability to sustain joint attention and to learn new words is not impacted by book format. A general discussion will focus on how data on contexts of child screen use can help us better inform Swiss research on impact of screen use in young children.

INDIVIDUAL ABSTRACT I: SWISS study on Preschooler screen Exposure (SWIPE)

Eva Unternaehrer¹, Fabio Sticca², Nevena Dimitrova³ and the SWIPE consortium

¹Child and Adolescent Research Department, University Psychiatric Clinics, Basel, Switzerland; ² Marie Meierhofer Institut für das Kind, Zürich, Switzerland; ³Haute école de travail social et de la santé Lausanne (HETSL), Lausanne, Switzerland

Digital media has become an integral part of our daily lives. Today, not only adults, but also many children around the world use digital media, sometimes for multiple hours per day. However, we do not yet know 1) how long Swiss children use digital media, 2) what, when and why they use screens, and 3) what potential consequences of early screen use might be. Thus, the goal of the SWIPE project is to assess Swiss children's use of digital media during the first five years of their lives.

SWIPE is a nation-wide project conducted as a cross-sectional online survey in English, French, German, and Italian, and will consist of a "Core-Assessment" (sociodemographics and screen time of the oldest child in the age group 6 to 60 months in the family) as well as different Spin-off Modules that have been supplied by several participating institutions across Switzerland (FHNW, HETSL, MMI, UKBB and UPK Basel, and ZHAW). The Spin-off Modules will be randomly assigned (planned-missing design) each assessing either parent's own screen use habits, parental mediation of child media use, parenting style, or child digital and non-digital activities, vocabulary and socio-emotional skills, and physical health.

We will present the scope of the project as well as descriptive results from pilot data. The large dataset on child digital media use during early childhood in Switzerland will enhance knowledge about the associations of child and parent screen use with parent and child characteristics and health outcomes.

INDIVIDUAL ABSTRACT II: MEKiSmini – Digital Media in Day Care Centers in Switzerland. First findings of a Research Project on Digitisation in Early Childhood

Olivier Steiner, Magdalene Schmid, & Fabienne Kaiser

School of Social Work, University of Applied Sciences and Arts Northwestern Switzerland

Young children spend a great amount of time in day care centers. These institutions face the challenge of dealing with questions regarding digitalisation in early childhood. In Switzerland, however, there are hardly any scientific findings on questions of digital media use in day care centers until today. Therefore, the research project "MEKiSmini - Digital Media in Child Day Care Centers in Switzerland" aims at creating data-based knowledge about digital infrastructures and digital media related activities in day care centers. It also focuses on challenges as well as needs regarding digitalisation in day care centers in Switzerland. The study consists of two nationwide quantitative online surveys, one among professionals, the other among parents. In addition, six workshops are being conducted with different practitioners in all parts of the country. In our contribution the first research findings will be presented and discussed with the participants. We focus on digital media infrastructures, on attitudes towards digital media in day care centers and on the question which factors seem to influence media practice in these institutions. Resulting from our findings we discuss possible recommendations for digital media practice in day care centers.

INDIVIDUAL ABSTRACT III: Emotional and behavioral problems are related to screen time exposure use as a parental strategy to regulate toddlers' negative emotionality

Margarete Bolten, Alain DiGallo

Universitäre Psychiatrische Kliniken Klinik für Kinder und Jugendliche (UPKKJP), Basel

In early childhood, children strongly rely on external emotion regulation by care givers to regulate their distress and negative emotions. Although the Swiss Society of Pediatrics (SGP) recommends not to expose toddlers under the age of three, many parents use screen media devices for their young children. Many parents resort to screen media to regulate their toddlers's distress or negative emotions. However, little is known about the long-term implications of using this strategy for children's emotional functioning and behavioral problems. To address this issue, our study examines the association between the use of screen media in early childhood to regulate distress and negative emotions. We also examine whether parents with patterns of dysfunctional emotion regulation are more prone to use this regulatory strategy. We run an anonymous online study via the RedCap platform that assessed overall screen time of children aged 0 to 5 years, families' demographic covariates, parental strategies to regulate toddlers distress and negative emotions, and parental strategies to regulate own negative emotions. We found that frequent parental use of screen media to regulate toddlers distress and negative emotions is predicted by dysfunctional parental emotion regulation. Furthermore, behavioral difficulties are associated to more screen media use. The findings revealed that parents may play an important role in children's behavioral and emotional adjustment during the corona pandemic period. The use of digital media should therefore be addressed by health care providers to prevent behavioral and speech difficulties in later childhood.

INDIVIDUAL ABSTRACT IV: Joint attention and word learning in co-reading of printed vs. e-books in young children

Gaia Crevola¹, Eileen Rabel¹ and Nevena Dimitrova²

¹Department of Psychology, University of Lausanne; ² University of Applied Sciences in Social Work, Lausanne (HETSL / HES-SO)

As digital books become more and more a part of parent-child interactions, it remains unclear whether joint attention (JA) and vocabulary acquisition are impacted by this book format compared to print. Aspects of

parental and child engagement during print vs digital book reading have been assessed in the literature but it remains unknown whether parental and child JA along with child word learning differ in shared book reading depending on book format.

Twenty-four parent-child dyads (21 mothers, 11 girls; child $M_{age}=30$ months, age range=24-36months) were asked to read one print and one digital book for 5min each over a zoom session; both book formats included a novel word that parents were instructed to include in the story. Sessions were videorecorded and analyzed for parental and child JA and for child word learning.

Findings revealed that neither parental nor child JA differed in parent-toddler reading a print vs a digital book. Furthermore, child learning of novel words did not yield significant differences across book formats ($p < .104$).

Unlike our predictions, JA or novel word learning is not substantially affected by the type of book format during parent-toddler shared reading. Given the importance of JA in language learning, future studies are needed in order to examine whether poorer language learning during digital book reading is accounted by JA.

[Afternoon poster session I | 4:00 p.m. – 5:00 p.m. | Hall](#)
[Meet the presenter | 4:00 p.m. – 4:30 a.m.](#)

The abstracts of the 20 posters are presented under "Morning Poster Session I | 11:00 a.m. - 12:00 p.m.".

The Posters from the Morning Poster Session remain hanging in the hall over the two days of the conference. All participants can view the posters in the three poster sessions and exchange and ask questions with the presenters during the "Meet the presenter" time slots.

Tuesday, 22nd November 2022

Keynote III | 9:00 – 10:00 a.m. | Auditorium Roux

The influence of preterm birth and early environment on structural and functional brain development

Prof Dr Petra Hüppi

Geneva University Hospitals

Preterm birth is one of the leading causes for neurodevelopmental delay in surviving infants, and has been associated with a wide range of behavioural and cognitive problems from childhood to adult life. Studies by us and others have helped to uncover the underlying neural mechanisms of these difficulties, which is paramount to identify potential avenues for interventions that will improve the preterm population's clinical outcome. MR imaging studies have allowed to identify altered global brain tissue growth rates in preterm infants and have identified microstructurally altered brain white matter networks in the associative and limbic cortico-basal ganglia-thalamocortical circuits, involving the dorsolateral prefrontal cortex, the orbitofrontal cortex and the amygdala (Cismaru et al., 2016; Gui et al., 2019; Sa de Almeida et al., 2021). From our more recent cohort of preterm newborns we have evidence for altered salience (anterior insula to anterior cingulate) network functionality already in the newborn period, a network that allows to adapt behavior according to the predictive value of stimuli, positive (reward) or negative (punishment) (Lordier, Meskaldji, et al., 2019). Predictive relations between stimuli and outcome are learned through experience and preterm infants clearly have very different early life experiences with extreme situations of non-predictability. These findings raise the question of how to induce resilience through more predictable stimuli in the newborn period. Our recent research has engaged in introducing interventions, in the newborn period by maternal voice and music (Adam-Darque et al., 2020; Lordier, Loukas, et al., 2019; Loukas et al., 2021). The combination of fMRI and high density EEG are shown to be valid methods to study early functional competence of the developing brain.

Keynote IV | 1:30 – 2:30 p.m. | Auditorium Roux

Early neurodevelopment in a pandemic: lessons learned and open question

Prof Christopher Newman

Lausanne University Hospital and University of Lausanne

The Covid-19 pandemic led to extraordinary circumstances with months of lockdowns, of challenged opportunities for social interaction and of alterations in family functioning and early childcare. With widespread concerns regarding the developmental trajectories, and ultimately outcomes, of children coined by certain media as "bunker babies" this presentation will appraise the available evidence on the neurodevelopment of infants and toddlers who experienced the 2020 lockdowns, as well as of those who were infected with SARS-CoV-2 or whose mothers were infected during pregnancy. With only 2-years hindsight, we will also explore whether the 1918 flu pandemic demonstrated any evidence of long-term adverse outcomes associated with neurodevelopmental issues and how "neuro-resilient" we may be as individuals and as a species when faced with worldwide plagues.

Morning poster session II | 10:00 – 11:00 a.m. | Hall

Meet the presenter | 10:00 – 10:30 a.m.

The abstracts of the 20 posters are presented under "Morning Poster Session I | 11:00 a.m. - 12:00 p.m.".

The Posters from the Morning Poster Session remain hanging in the hall over the two days of the conference. All participants can view the posters in the three poster sessions and exchange and ask questions with the presenters during the "Meet the presenter" time slots.

Tuesday, 22nd November 2022 | Morning | Parallelsessions

Junior Network Session | 10:30 a.m. – 12:30 p.m. | Auditorium Tissot

"Time- and Self-management"

Have you ever asked yourself, how you could be more efficient in getting your stuff done? How to manage your time and yourself in a more sustainable manner? You will learn about different strategies from successful people in the academic field and have time to discuss them in small groups to figure out which hack you would like to add to your personal toolbox and share with others what already works well for you – maybe it will be a life saver for someone else too?

Neurocognitive Symposium | 11:00 a.m. – 12:30 p.m. | Auditorium Olivier

How brain imaging contributes to improving the understanding of and supporting healthy development

Paul Matusz^{1,2}, Mirella Manfredi³, Nora Raschle^{3,4}, Vanessa Siffredi^{5,6}, Marie Schaefer⁶

¹University of Applied Sciences Western Switzerland (HES-SO) Valais; ²The Sense – Innovation & Research Center, Lausanne & Sion; ³University of Zurich; ⁴Jacobs Center for Productive Youth Development; ⁵École Polytechnique Fédérale de Lausanne (EPFL); ⁶University of Geneva

Neuroimaging has revealed how the brain supports mental processes and behavior. More recently, it has been increasingly used to clarify how brain development shapes children's cognitive and socioemotional functions. Neuroimaging methods offer objective, quantifiable and robust measures of mental functions that complement more traditional measures. This symposium showcases exciting Swiss research in developmental neuroscience. Mirella discusses how during audio-visual word-picture conflict, electroencephalography (EEG) reveals that younger children are more sensitive to conflicts involving onomatopoeias and older children - common nouns, highlighting how developing linguistic abilities affect meaning processing. Nora presents how structural and functional magnetic resonance combined with clinical and cognitive assessments help identify the emotion regulatory brain network, how it is shaped by early experiences (e.g., adversity) and how this network impacts how children handle life challenges. Vanessa shows how a randomized controlled trial using neuropsychological tests, computerized tasks and self-reports reveals the efficacy of mindfulness-based intervention in improving executive, behavioral and socioemotional abilities in very preterm adolescents, highlighting the value of mindfulness in reducing the negative consequences of prematurity. Marie reports on how, in a longitudinal study, eye-tracking reveals increasingly deviant visual exploration of social scenes in preschoolers with autism, and how interventions can restore those gaze patterns. Paul discusses how using ophthalmological tests, computerized tests and machine learning of EEG can reveal the downstream consequences of abnormal visual experience (i.e., amblyopia) on sensory processes and cognitive processes like selective attention. Together, the talks underline the close brain-behavior co-development and the importance of those interrelationships for practice.

Perinatal Symposium “Special Interest Group” | 11:00 a.m. – 12:30 p.m. | Auditorium Roux

Tackling intrusive traumatic memories after childbirth: Study protocol of a single-blind waitlist randomized controlled trial

[Déborah Fort](#)¹, [Camille Deforges](#)¹, [Nadine Messerli-Bürgy](#)², [Tanja Michael](#)³, [David Baud](#)⁴, [Joan Lalor](#)⁵, [Ulrike Rimmele](#)⁶, [Antje Horsch](#)^{1,7}

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Background: Childbirth-related posttraumatic stress disorder (CB-PTSD) concerns up to 6.8% of high-risk mothers. However, there is limited evidence regarding the effectiveness of available treatments for established CB-PTSD. Therefore, developing evidence-based treatments is essential. A core symptom of CB-PTSD are intrusive traumatic memories (ITMs). Preliminary evidence suggests that the reconsolidation of ITMs can be disrupted by reactivating the memory and completing a visuospatial task. In a pilot study ($n = 18$), we applied a single-session behavioural intervention, composed of a brief evocation of the childbirth followed by Tetris gameplay, which showed a median reduction of 82% of the number of CB-ITMs and a mean reduction of 57% of CB-PTSD symptom severity.

Aims: Building on this pilot study, this single-blind waitlist randomized controlled trial will test the efficacy of this intervention in 90 women with established CB-ITMs.

Method: Participants will report their CB-ITMs, previously screened with the Clinician-Administered PTSD Scale for DSM-5, during the two weeks pre- and post-intervention in diaries (1 and 2). The immediate treatment group will also complete a third diary during the fifth and sixth weeks post-intervention. The primary outcome will be the difference in change of the number of CB-ITMs between diary 1 and 2 across groups. Secondary outcomes include the severity of CB-PTSD symptom assessed using the City Birth Trauma Scale at two and six week post-intervention, the number of CB-ITMs in diary 3 and the acceptability of intervention.

Conclusions: This study will contribute to developing a single-session behavioural intervention to reduce CB-PTSD symptoms.

Bridging the Swiss Milk Gap: Creation of the First Human Milk Bank in Western Switzerland at the CHUV

[Jacqueline C. Barin](#)¹, [Isabelle Henriot](#)¹, [Carole Fletgen Richard](#)¹, [Agathe Martin](#)², [Christelle Kaech](#)^{3,4}, [Katharina Quack Lötscher](#)⁵, [Michel Prudent](#)^{6,7,8}, [Céline J. Fischer Fumeaux](#)¹

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Innovation in Clinical Pharmaceutical Sciences, Institute of Pharmaceutical Sciences of Western Switzerland, University Hospital and University of Lausanne, Lausanne, Switzerland; ⁸Institute of Pharmaceutical Sciences of Western Switzerland, University of Geneva, University of Lausanne, Lausanne, Switzerland

Aim: Mother's own milk (MOM) is the ideal nutrition and provides protection most especially for premature, sick or low birth weight neonates. When MOM is limited, donor human milk (DHM) from a human milk bank (HMB) is the recommended alternative, as it reduces the risk of necrotizing enterocolitis, hospital stay and costs, and supports breastfeeding rates. In Switzerland, unequal access to DHM remains a public health issue in the absence of national policies. To address the need of DHM for at-risk neonates, the CHUV collaborated with the Interregional Blood Transfusion (TIR) of the Swiss Red Cross, to establish an innovative, safe, equitable and sustainable HMB model.

Methods: The project began in 2019, merging the expertise of both the CHUV, in newborn care, nutritional and breastfeeding support, and the TIR in the collection of donations, analyses, traceability, quality and safety of biological products. Interdisciplinary work groups (recruitment, processing, nutrition, ethics, traceability and logistics) developed roadmaps, deliverables, risk analyses, budgets, timelines, processes and procedures based on national and international recommendations and the scientific literature. The project team led the monitoring and coordination with the guidance of the steering committee.

Results: After 2.5 years of development, validation, training, and simulations, the Lactarium of the CHUV opened in May 2022 with the support of the Public Health Department, Canton of Vaud. The team has qualified the first donors, coordinated the collections, microbiological tests, processing, storage and distribution of pasteurized DHM to neonates with medical indications.

Discussion: The creation of the first HMB in Romandy, based on an innovative model, bridges a part of the milk gap to respond to the critical needs of hospitalized neonates and their families. Political and health leaders must establish frameworks and strengthen education and research at both regional and national levels.

Digital storytelling (DST) as an approach to creating health-promoting narratives in pregnant women with fear of childbirth (FOC) after a previous traumatic birth experience: a qualitative narrative enquiry in the Swiss-German context

Jonathan Dominguez Hernandez

Zürich University of applied sciences

Introduction: FOC has become a common phenomenon reported by pregnant women. The latest reports suggest a rising trend, with rates in Europe varying from 4.5% to 15.6% and an estimated global prevalence of 14%. Narratives drawn from a group-based DST process are increasingly being used in health promotion to support emotional recovery from posttraumatic events and empower participants to adopt healthy behaviours. The process, as much as the end product of DST, can increase a sense of self-efficacy and social support and positively impact physical and mental health.

Methods: A narrative research design will seek to uncover the lived stories of pregnant women. The DST process described by Gubrium (2009) will be used to facilitate the workshops, which includes an initial individual phase, where pregnant women will be introduced to the objectives of the workshop, write their stories accordingly, collect images and learn the basics of DST; a group or "story circle" phase where participants will present a draft of their stories to other group members and investigators and receive structured feedback; and a final story screening phase, where participants will introduce and screen their digital stories and conclude with a group discussion and reflection on the content of each story, to elicit information about FOC and how the DST process has affected their subjective experiences.

Results: This approach will focus on pregnant women's self-generated meanings of FOC. The DST process and end product will offer an array of qualitative data in visual, oral, aural and textual forms. Most of this data will be captured by the created digital stories. Gubrium (2009) argues that the story circle and the reflection phases of the DST process serve as a focus group moderated by the storyteller. The value of using these two phases as focus groups is that lived experiences can be uncovered within a social context and everyday language as participants consider their views with others.

“Of course I’m abstinent! I hardly drink anymore” - Measuring and understanding women's abstinence during pregnancy: practical issues of qualitative results

[Yvonne Meyer](#)¹, [Raphaël Hammer](#)¹, [Solène Gouilhers-Hertig](#)¹, [Irina Radu](#)², [Jessica Pehlke-Milde](#)²

¹Hesav, (Haute Ecole Santé Vaud) Lausanne, HES-SO (Haute Ecole Spécialisée de Suisse Occidentale); ²ZHAW, (Zürcher Hochschule für Angewandte Wissenschaften), Winterthur, Department Gesundheit, Institut für Hebammen

Introduction: Alcohol use during pregnancy is a public health issue. Official guidelines have become more stringent, recommending that pregnant women abstain from all alcohol consumption. Preventing risks is part of maternity care. Different tools allow to assess the consumption, and to define an appropriate follow-up. Nevertheless, the issue of alcohol is not systematically addressed and professionals do not always feel comfortable or competent to inform and question about alcohol consumption.

Methods: This presentation is based on a thematic secondary analysis of around sixty interviews with pregnant women in the context of two qualitative surveys. The aim is to explore the meaning of the notion of abstinence from the pregnant women’s perspective, and to address the implications for perinatal health professionals.

Results: From “zero alcohol” to “significantly reduced” consumption, women have varying definitions. The recommendation to abstain is often interpreted in different and complex ways by women, involving their attitudes towards public health messages and scientific uncertainty about the effects of low or moderate drinking; their interpretation of their own risk and acceptable consumption; their personal experience; their representations of the mechanisms of alcohol’s harm to the fetus.

Discussion: To the question: “Madam, do you drink alcohol?”, the answer “no” is unequivocal. The consideration by health professionals of the meanings for pregnant women can avoid certain misunderstandings, improve the approach to alcohol issues, screening, as well as information on risks and official recommendations.

Conclusion: A conversational approach could improve the accuracy of reported quantities and enable better support for women.

Mothers and Fathers : what are their Social Support Needs During the Early Postpartum Period : A Qualitative Study

[Elisabeth Schobinger](#)¹, [Mélanie Vanetti](#)¹, [Anne-Sylvie Ramelet](#)^{1,2}, [Antje Horsch](#)^{1,2}

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Introduction: Transition to parenthood is challenging for both first-time mothers and fathers. In the early postpartum, up to 50% of parents have reported inappropriate professional support. Social support that appropriately meets parents’ needs is a protective factor for parents’ wellbeing. However, little is known about social support needs of first-time mothers and fathers during that time.

Methods: This qualitative study, conducted in two maternity services in Western Switzerland, aimed to determine first-time mothers and fathers' social support needs in the early postpartum and to identify which healthcare professionals' (HCPs) behaviors are likely to meet their needs. Individual semi-structured interviews were transcribed verbatim and analysed using thematic analysis.

Results: 15 mothers and 11 fathers were interviewed. 6 themes were identified in mothers and 4 in fathers. Mothers' themes were mainly related to body and emotional changes after birth. Fathers' themes were related to the ambivalence they faced between wanting "to be involved and have support" and "not wanting to take the support off their partner. Themes shared by mothers and fathers were related to the newborn: "caring for their newborn" and "returning home". No differences were found in HCPs'support behaviors as reported by parents and included "welcoming parents", "establishing a partnership with parents", "guiding parents in acquiring their new role", "caring for parent's emotions", and "creating a serene atmosphere".

Discussion: Mothers needed more emotional support than fathers, as fathers were ambivalent about their social support needs. Helpful support behaviors according to parents were related to staff listening to and acknowledging their experience.

Conclusion: Mothers' and fathers' needs differed in terms of social support needed, but not when related to their baby. Both mothers and fathers agreed on what helpful HCPs behaviors were.

Tuesday, 22nd November 2022 | Afternoon

Oral Presentation X | 4:00 – 4:15 p.m. | Auditorium Olivier

Early support for pre-school children with visual impairments – a population-based survey in the canton of Zurich

[Michael von Rhein](#)^{1,2,3}, [Oskar Jenni](#)^{1,2,3}

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Background: In Switzerland, about 377'000 people live with visual impairments. Many suffer from low vision or blindness from birth, or early childhood on, and need specialized low-vision (LV) support. However, there are no data available in Switzerland. In the canton of Zurich, a central register collects data on all preschool children referred for LV.

Methods: We analyzed data of all referrals between 2015-2017 with respect to the number of children affected, the average age of referral, developmental profiles, medical diagnoses, and measures granted.

Results: Between 2015-2017, 171 preschool-aged children in Zurich were referred for LV (0.35% of the population in the respective age range). In average, referred children were 2.12 years old (SD 1.55), which is 6 months earlier than in referrals for other reasons. 40% of the children suffered from mild, 45% from moderate, and 15% from severe visual impairments, with no significant differences in the ages of referral between these groups. The children were granted an average of 85 hours of support for a 12-month period, but in average, only 53% of these hours were used.

Discussion: This cross-sectional survey showed large differences in age of referral, which could not be explained by the severity of the impairments. A relevant difference between granted and served hours was observed, which could be due to several reasons (e.g., a lack of therapeutic capacity, poor appreciation by families, or parental overtrain). Our register is a valuable tool to assess detection, and access to care for patients in need of early interventions.

Oral Presentation XI | 4:00 – 4:15 p.m. | Auditorium Tissot

Feeding Practices Heterogeneity Association with Child Weight Gain using Advanced Statistics

[Zahra Rahmaty](#)^{1,2}, [Mary Johantgen](#)², [Carla Storr](#)², [Yan Wang](#)³, [Maureen Black](#)⁴, [Anne-Sylvie Ramelet](#)¹

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Introduction: Caregiver's feeding practices in early childhood can influence child's development while they are influenced by their concern about child's health, behavior, and emotion, as well as their culture, and food availability. This study aimed to investigate a) feeding practices heterogeneity; b) factors affecting the heterogeneity; c) feeding practices heterogeneity association with child weight gain.

Methods: An observational study with a convenience sample of 500 children and their caregiver from 50 childcare centers in Maryland, US were included. Data were collected through caregiver-reported

questionnaires and direct child's assessment including: Child-BMIz, diet, demographics, temperament; Caregiver- feeding practices, demographics, BMI, perception of child's size, socioeconomic status; Family-poverty level, and food insecurity. Factor analysis were done to reduce number of practices, latent profile analysis (LPA) to find typology of parenting, multivariable Structural Equation Models (SEM) to find associated factors with heterogeneity and their associations with child BMIz. **Results:** Exploratory factor analysis reduced the feeding practices into 13. LPA revealed 3 types of parenting: Balancing (15%), Controlling (69%), and Regulating (16%). Controlling parenting was associated with single caregiver, desire a child to be heavier, and higher income. Balancing parenting was associated with child difficult temperament. Regulating parenting was associated with lower BMIz in Children. **Discussion and Conclusion:** Our study was the first to use advanced statistics allowing to include all measured feeding practices simultaneously and reveal novel parenting styles related to feeding practices. One striking result is that Controlling parenting was used by the majority of caregivers raising concerns for child's autonomy and self regulatory behaviors. Caregivers further education to empower children is warranted.

Oral Presentation XII | 4:15 – 4:30 p.m. | Auditorium Olivier

How early term birth and social burdens of the family are affecting on development of children's executive functions? A longitudinal study between 0 and 3 years

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Children born prematurely are biologically immature and there is growing consensus of their risk of executive deficits and developmental difficulties. Executive functions (EF) is umbrella term for heterogeneous, higher-order cognitive processes that are important for active regulation of thought, emotion and adaptive behavior (Miyake et al, 2000). EF is very sensitive to environmental factors. Earlyterm births have increased and there is lack of research. It has been found that earlyterm predisposes to developmental disability, difficulties in cognitive and language tests and higher rates of SEN (Chan et al., 2016).

ZEPPELIN is Swiss longitudinal intervention study (RCT). It aims to study whether early support has positive impacts on children's development and parents show improved parenting practices. The family with social burdens needs support with early care and education of their child. Risk factors like limited social support, financial distress, unemployment, or family difficulties make start of parenthood challenging.

The aim of this study is to describe EF development in children with earlyterm (gestational weeks 37–38) (N=69) and on-term births (N=163) between 0-3 years. Main method is Bayley Scales of Infant and Toddler Development (BSID-III, 2005). There is lack of EF measurements for toddlers and situation is more complicated with earlyterm children. We hypothesized that BSID-III contains items with EF components based on previous studies (Blasco et al, 2020; Lowe et al, 2009a).

According to our results it was possible to extrapolate EF components from BSID-III in longitudinal manner. However, final analyses will be conducted during autumn 2022. This study is retrospective.

Oral Presentation XIII | 4:15 – 4:30 p.m. | Auditorium Tissot

Very Preterm Infants: Developmental Follow-up and Early Intervention from the Parents' Perspective

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Background/aim: In Switzerland, 1% of all live births are extremely to very preterm born. Preterm-born children have an increased risk for developmental impairments. To early detect delays and initiate treatment (if necessary) follow-up assessments (FU) are recommended.

The aim of this study was to determine the FU rate and identify hurdles for families to visit FU. In addition, we aimed to evaluate the parental views regarding FU and early interventions.

Methods: 210 children born <32 weeks' gestation between 01.07.2016-30.06.2017 admitted to a neonatology ward in the Canton of Zurich. Among those, 27 died, and 7 moved abroad. The remaining 176 families were included in this cross-sectional study and contacted for a telephone interview about their views on FU and early interventions. 113 families participated the interview, and 64 completed a more extensive questionnaire.

Results: Among the 176 families, 67% participated in all scheduled FU. The interviews showed that the majority (95%) found the FU visits helpful. Among the 33 families, who did not come for FU but participated the interview, reasons to skip FU were, that families weren't aware of the FU program or did not receive the invitations (n=13, 39%), or that they didn't have concerns about their child's development and refused to come (n=7, 21%).

Conclusion: Parental satisfaction with FU was high among participants. To reach the goal of a FU rate above 80%, rising parents' awareness of the FU program, counseling families about the benefits of these visits, and improvements in the enrollment processes might be helpful.

Oral Presentation XIV | 4:30 – 4:45 p.m. | Auditorium Olivier

Effects of Parenting Styles on Children's and Youth's Emotion Regulatory Brain Development

[Mirjam Habegger](#)^{1,2}, [Elena Federici](#)¹, [Plamina Dimanova](#)^{1,3}, [Réka Borbás](#)¹, [Ana Cubillo](#)², [Todd Hare](#)^{2,3}, [Nora Raschle](#)^{1,3}

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Emotion regulatory skills, our aptitude to control the intensity, length or extend of emotional experiences, are crucial for one's social life. Reduced regulatory skills have been linked to increased risk for psychopathologies of child- and adulthood. The development of emotion regulatory skills and associated brain networks are strongly influenced by early childhood experiences, with primary care givers playing a crucial role. Variations in parenting styles have been linked to changes in well-being and emotion regulatory brain functions and structures (e.g., within amygdala, hippocampus, and prefrontal cortex). Here, we investigate how parenting styles are associated with the development of the emotion regulatory brain network during early childhood and test long-term effects of early parenting on later brain structure. Preliminary multiple regression results in 41 children (ages 7-15) reveal that variations in positive parenting

predict about 15% of grey matter volume variance in the amygdala. Next, we will examine the effects of parenting during childhood on later brain structure differences in the emotion regulatory regions measured during late adolescence (age ~21; $n \sim 112$). Furthermore, behavioral data available in ~1675 children will be used to investigate the persistency of parenting styles from childhood to adolescence using four repeated assessments. Additionally, adolescent's and parent's parenting style ratings will be compared. Understanding the mechanisms thriving or disrupting emotion regulatory behavioral and brain development may further our understanding of healthy developmental trajectories and those associated with psychological dysfunctions throughout life.

Oral Presentation XV | 4:30 – 4:45 p.m. | Auditorium Tissot

Mother-infant Bonding and Infant Development within The Context of Maternal Childbirth-related Posttraumatic Stress Disorder Symptoms

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Introduction: Traumatic childbirth can lead to childbirth-related posttraumatic stress disorder (CB-PTSD). Consequently, this mental health disorder can disrupt mother-infant bonding and infant development. Despite this assumption about the impact of CB-PTSD symptoms on the mother and infant, available studies investigated this issue are scarce with mixed results. This study aimed to investigate the relationship between maternal CB-PTSD symptoms and mother-infant bonding, and to assess the associations between maternal CB-PTSD symptoms and infant development.

Method: The population was French-speaking mother-infant dyads ($n=47$) of the control group of a RCT study to prevent PTSD following emergency cesarean (NCT 03576586). We only include infants born at term. Instruments used to measure maternal CB-PTSD symptoms was PTSD Checklist for DSM-5, and to measure bonding was Mother-Infant Bonding Scale. We collected data on these two variables at 6 weeks and 6 months postpartum. Infant development was assessed with Bayley Scales of Infant Development, 3rd edition at 6 months postpartum. Additionally, data on sociodemographic and medical were collected via questionnaire and extracted from hospital medical records.

Results: Data analysis is currently ongoing. Association between CB-PTSD symptoms and mother-infant bonding and infant development will be examined cross-sectionally and prospectively at 6 weeks postpartum and 6 months postpartum using linear regressions.

Conclusions: This study will contribute to a better understanding of mother-infant bonding and infant development of the mothers who experienced CB-PTSD symptoms. Thus, provide a basis for the development of interventions to improve mother-infant bonding and the outcomes of infant development.

Oral Presentation XVI | 4:45 – 5:00 p.m. | Auditorium Olivier

From distance to closeness: the evolution of „infant mental hygiene“ in Switzerland (1930s-1960s)

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„Mental hygiene“ was an influential current in Switzerland during the first half of the 20th century. It claimed to act in the wake of the strong public hygiene current that grew increasingly stronger during the 19th century, in order to prevent “mental illnesses” the same way public hygiene wanted to prevent physical illnesses. Like sanitary hygiene, mental hygiene addressed all aspects and all ages of life and there existed also an “infant mental hygiene” focusing almost entirely on how the infants should be cared (by their mothers) to prevent future mental illness.

This presentation will deal with the evolution of the infant mental hygiene discourses in Switzerland from its beginnings in the 1930s until the 1960s when the infant psychiatry became dominant. It forms part of a larger SNF Project on the “infant well being in Switzerland” in the 20th century (“Das Säuglingswohl in der Schweiz. Eine historisch vergleichende Diskursanalyse über Gefährdungen im ersten Lebensjahr”). Using discourse analysis as a methodological tool, this research project aimed at better understanding the different configurations in which knowledge about infant well being was produced, including debates and disputes. One main challenge infant mental hygiene had to face was the emergence of a new discourse about mother-child relation resting on studies by Spitz and Bowlby on “hospitalism” and “mother care deprivation” which both reassessed the importance of interactions and closeness in child development. In the 1930s, infant mental hygiene basically prescribed that the infant be fed regularly and left alone with a minimum of interactions. This presentation will examine how the mental hygiene discourses faced the reassessment of closeness by new psychological theories.

Oral Presentation XVII | 4:45 – 5:00 p.m. | Auditorium Tissot

Do Preschool Children In The Canton of Zurich Get The Recommended Amount of Speech Therapy and Early Special Needs Education?

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Introduction: Developmental delay (DD) is one of the most frequent disorders in early childhood. Early identification of DD is critical to ensure appropriate interventions. However, there is little knowledge about the demand and supply of services for children with DD in Switzerland. In the Canton of Zurich, therapy recommendations for preschool children with DD are centrally organized. We aimed to evaluate whether granted hours are being utilized.

Methods: We analyzed our database regarding the rate of utilization of granted therapy hours of all children with a recommendation for speech therapy or early special needs education (ESNE) in 2017 (n = 1954) and investigated the reasons for under-utilization.

Results: 496 children (25.3 %) were allocated to ESNE and 1458 (74.6 %) to speech therapy. The median utilization rate of therapy hours was 74 % (ESNE) and 70.7 % (speech therapy). The most frequent reasons for low therapy utilization were parental therapy termination (23.7 %) and lack of therapeutic capacity (19 %). 10.7 % of the children in speech therapy did not receive any therapeutical hours due to approaching

kindergarten entry. 4.8 % of the children in speech therapy reached therapeutic goals before fulfilling their therapeutical recommendation.

Discussion: Therapy utilization was significantly below the hours granted. 30 % of all recommended therapy hours for preschool children were not used. Increasing therapeutical capacity and compliance and adding programs for children with developmental language disorder could help raise the utilization rate and thus improve outcomes.

Conclusion: Strategies to improve therapy utilization should be considered.
