

STATE OF ILLINOIS)
) SS.
COUNTY OF COOK)

AFFIDAVIT OF MOLLY ROMER WITTEN

Molly Romer Witten, being duly sworn, deposes and states on oath as follows:

1. My name is Molly Romer Witten
2. I am a practicing clinical psychologist focusing on the effects of trauma on infant mental health and early child development.
3. I have a Ph.D. in Education (Educational Neuropsychology) from the University of Michigan, Ann Arbor.
4. I am licensed to practice psychology in the state of Illinois.
5. I have published extensively on the effects of early childhood trauma on infant and early childhood development, and on mental health and developmental disorders of young children.
 - a. I am the author of the chapter “Assessment of Attachment in Traumatized Children” in the book, *Handbook for Treatment of Attachment-Trauma Problems in Children*.
 - b. I was a member of the Ongoing Task Force of the Diagnostic Classification Task Force which drafted the *Diagnostic Classification 0-3: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood*, (1994) (DC:0-3) which classifies emotional and behavioral patterns that represent significant deviations from normative development in the earliest years of a child’s life. This manual was updated in 2005 by a second task force and is now abbreviated as DC: 0-3R and in 2016 by a third task force and is now abbreviated as DC: 0-5.
 - c. I was lead author on a diagnostic reference requested by the State of Illinois. This reference allowed those diagnosticians using the DC: 0-3R to use appropriate

mainstream Diagnostic Statistical Manual (DSM) and International Codes for Diagnosis 9-10 (ICD 9-10) diagnoses for conditions affecting children prior to age three. It also assisted the process in enabling insurance and state agencies to reimburse for intervention during the first three years of life.

6. I have also trained other psychologists, clinical social workers, and psychiatrists on diagnosing and treating attachment disorders caused by trauma in infants and young children.

7. A true and accurate copy of my *curriculum vitae* is attached to this affidavit as an exhibit.

8. There has been a great deal of empirical research on the effects of separation of minor children from their parents. I am familiar with this research.

9. I have reviewed Action Transmittal 2020.02 (Updated).

10. I am aware, upon information and belief, that the Action Transmittal suspends all in-person, agency supervised visitation between children in foster care and their parents, and all sibling visitation.

11. I am aware, upon information and belief, that the Action Transmittal calls for caseworkers and caregivers to identify alternative ways for communication between parents and children, such as telephone and videoconferencing, that is available in the caregiver's home.

12. I believe the following, to a reasonable degree of certainty in the fields of child psychology, child development, and child psychopathology:

- a. Suspension of supervised visits has the potential to cause permanent harm to affected children.
- b. For children, especially children under three years of age, sudden physical separation from a parent creates feelings of loss, abandonment, anger and anxiety, dysregulation of affect and functional developmental delay. Infants and young children express separation as a traumatic experience.

- c. Because children under three are not fully verbal, they mentally process events and things in images, not words, their memory does not follow a time frame, nor do they have the cognitive capacity to predict the ending of a separation.
- d. A child under three can lose the image of the parent in their mind within two weeks of physical separation from the parent.
- e. In response to this loss, the child undergoes a grief response.
- f. Sudden separation from the parent also disrupts the deepening development of the parent-child emotional attachment.
- g. The parent-child emotional attachment is the primary source of the child's sense of safety and security.
- h. For children under three efforts to avoid trauma and maintain the parent-child relationship through audio or video calls will likely fail, because, as part of their on-going development of attachment dynamics, children that age depend on proximity in the form of physical interaction with the parent to maintain their internal image of the parent and their sense of safety and security. If the child cannot sense, as in see, hear, smell or feel the hug from their parent, the hug goes away.
- i. For children under three, the presence of a surrogate parent, such as a foster parent or relative caregiver, is not an effective substitute for the child's relationship with their natural parent because the child must begin again the development of the attachment dynamic with the foster parent. Research suggests that they must develop an attachment relationship as if a much younger infant under one year of age. Each relationship for a child under three, begins at the beginning, they do not have a permanent internal pattern of relating to rely on when beginning a new relationship.

- j. Research has shown that even short-term separation from a parent lasting only a week can be associated with increased aggression and/or depression in older children.
- k. Even though they are more verbal, children up to the age of eight do not think logically as adults do, but instead think imagistically. They still process the memories of their parent as images, not internal representations.
- l. Up to the age of eight, when physically separated from a parent, the child may lose the image of their parent within a month.
- m. For children up to the age of eight, physical separation from a parent results in the same emotions of loss, abandonment, anger, functional developmental delay and anxiety as it does for very young children.
- n. Because of the authority that a child accords their parents, when in-person visitation is restored, a child who has had an abrupt and extended stop to visitation with their parent is likely to have feelings of anger toward their parent because they may believe that the parent had the authority to stop visiting. The separation, and attendant angry, hurt, or frightening feelings further complicates the relationship, especially if the parent is psychologically vulnerable and not able to appropriately respond to the child's feelings.
- o. Indefinite suspension of supervised visits can be additionally harmful to the parent-child relationship because parents who in the past have not been able to fully meet the emotional needs of their children use supervised visitation to build these skills.

13. I have previously testified in cases involving children as an expert witness in child psychology and child development. I have been called as a witness by a variety of offices including the State's Attorney's Office, the Office of the Public Guardian, and Legal Aid Chicago (formerly, the Legal Assistance Foundation (LAF)).

FURTHER AFFIANT SAYETH NAUGHT

Molly Romer Witten, PhD

Molly Romer Witten
April 28, 2020

VERIFICATION BY CERTIFICATION

Under penalties as provided by law pursuant to Section 1-109 of the Code of Civil Procedure [735 ILCS 5/1-109], the undersigned certifies that the statements set forth in this instrument are true and correct, except as to matters therein stated to be on information and belief and as to such matters the undersigned certifies as aforesaid that he verily believes the same to be true.

Molly Romer Witten, PhD

Molly Romer Witten
April 28, 2020

AMY P. CAMPANELLI, #30295
By: Steven L. Pick
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Molly Romer Witten Ph.D.
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Chicago, Illinois 60603

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EDUCATION

Recognition in Psychoanalysis

2011 Institute for Psychoanalysis, Chicago: Certificates in Adult and Child
Psychoanalysis Certificates of Completion
2017 Fellow, American Board of Psychoanalysis Certificate
2017 Training and Supervising Adult Psychoanalyst Certificate

Zero to Three Fellowship 2001-2003 Fellowship Project: Creation of a curriculum to teach DIR theory and
intervention in the first three years of life at the Erikson Institute for Early
Childhood

DIR Senior Faculty 1999-2010 Interdisciplinary Council for Development and Learning **Certificate**

Post Doctoral Fellow 1987-1989 Rutgers University, University of Medicine and Dentistry of
New Jersey. Infant Toddler **Infant Mental Health** Program.
Thea Bry, Ph.D. Supervisor

Post Doctoral Certificate Family Therapy 1986-1989 New Jersey Center For Family Studies, 3 years Post-Graduate Training in
Family Therapy: **Patricia Moldawsky**, Ph.D. Supervisor

Ph.D. Education 1981 University of Michigan, Ann Arbor Michigan.
Major: Clinical Child Neuropsychology. Doctoral Dissertation: "Characteristics
of Adolescent Learning Disabled Children Who Suffered Peri-natal Anoxia".
Dr. **William M. Cruickshank**, Ph.D. Advisor.

M.A. Special Education 1975 University of Michigan, Ann Arbor Michigan:
Infant Mental Health and Early Childhood Development. Master's Thesis: An
Exploratory Study of the Sibships of Blind Children: Influence on Educational
Attainment Clinical Supervisor: **Selma Fraiberg**, M.S.W.

B.A. Psychology/Philosophy/Zoology University of Michigan (1970), Ann Arbor Michigan.

High School Diploma Rincon High School, Tucson Arizona 1966

ACADEMIC POSITIONS

- 9/11-present Faculty Member, Institute for Psychoanalysis of Chicago: Teach five courses: Expressions of Attachment Through the Life Cycle, Human Development, Development of the Mind, Introduction to Theories of Therapeutic Action, Infant Observation (an 18 month sequence): Supervisor: 4 Candidates
- 3/2017-10/2019 Secretary, Board of Directors, Chinese American Psychoanalytic Alliance
- 3/2014-10/2019 Instructor, Chinese American Psychoanalytic Alliance
- 6/2012-present Faculty, ICDL Graduate School: Instructor for two practicum courses: IMH 305 (Developmental Process), IMH 309 (Internship for IMH 305)
- 2009-2015 **Clinical Supervisor** of Medical Residents, Psychology Interns for Internship/resident training years: Rush St. Luke Presbyterian Hospital, Chicago
- 6/2004-5/2014 **Clinical Supervisor** of the Developmental Intervention Internship of the Infant Mental Health Certificate Program of Erikson Institute.
- 2019-present **Emeritus Instructor at the Erikson Institute**
- 2003-2018 **Adjunct Faculty at the Erikson Institute**: Responsibility for organizing and teaching a developmental interventions courses and practicum within the Infant mental Health Certificate Program at Erikson
- 2003-2005 **Adjunct Faculty** at the **Institute for Clinical Social Work**, a PH.D. Degree granting program:
Responsibility for organizing and teaching Development in the 0-3 age range to Ph.D. students at ICSW. Erika Schmidt, Director of Developmental Courses Sequence
- 1992-1998 **Adjunct Faculty, Northwestern University**: Course creation and Teaching of two courses: "Typical and Atypical Development in the Zero to Three Age Range" & "Family Systems of Families with Infants and Toddlers".
- 1990-1993 **Member**, Clinical Psychology representative to Pediatric Ethics Committee, **University of Chicago** Wylar Children's Hospital
- 1990-1992 **Psychology Internship Training Coordinator La Rabida Children's Hospital of University of Chicago Hospitals**
- 1987-1989 **Lecturer**, 1988-1989 **Rutgers' University Univ. of Medicine and Dentistry of New Jersey**, Department of Pediatric Medicine: 1987 the Infant Specialist Program, Participated in developing program structure and planning activities, lecture responsibilities in the Early Intervention Assessment course, and in the Social and Psychological Development of Infants course.

ADMINISTRATIVE, CLINICAL, AND TRAINING EXPERTISE

- 2020-present Member, Distance Learning Committee, **Chicago Psychoanalytic Institute**
- 2019-present Dean's Representative, Evaluation Cmte, **Chicago Psychoanalytic Institute**
- 2016-2019 Secretary, Board of Directors, Chinese American Psychoanalytic Alliance
- 2015-present **Consultant**, Early Intervention Training in **DIR** based Diagnosis in infancy & Early Childhood-Rochester NY
- 2013-present Co-Chair of the Progression Committee for the **Chicago Institute for Psychoanalysis**

2020 Curriculum Vitae: Molly Romer Witten, Ph.D.

- 2013, 2014 **Panel Organizer**, Child and Adolescent Panel of the American Psychoanalytic Association Topics:
2013 Treatment of Autism in Infants,
2014 Origins and Developmental Course of Intentionality Infancy Through Adulthood
- 2013 National Trainer: **DC: 0-3 R Training Presenter:** Zero to Three National Training Institute, San Antonio, Tx
- 2010 National Trainer: **DC: 0-3 R Training Presenter:** Zero to Three National Training Institute, Phoenix, AZ
- 2003-present **National Trainer and Member of the Trainers of Trainers Work Group**, Zero to Three: Training of statewide diagnosticians in Minnesota, Ohio, Connecticut, Illinois, Kentucky, Westchester Cty, NY.
- 2004-present **Director, Parent Child Playgroups**, Clinical Director of developmentally appropriate playgroups in which toddlers, children and adolescents receive parental and peer led developmental support through enriched play with peers, parents and therapists.
- 2007-2011 Illinois **DC: 0-3 R Crosswalk Committee Author** and Co-Chair with Karen Freel, Ph.D. and Tonya Anderson, MD for the State of Illinois: Developed funding methodology for providing diagnoses according to the requirements of federal funding guidelines.
- 2003-2010 State Wide Trainer, providing Three Two-Day Training: **Diagnosis of Infants and Young Children using the DC:0-3R:** States of Ohio, 2003; Minnesota,2005; Illinois,2005; Connecticut, 2007; Kentucky, 2007; Pennsylvania, 2010
- 2009-2011 Four-Day and Two-Day Training: Observing and Helping Infants and Young Children Westchester
- 2009 Country Jewish Children Services, White Plains New York.20
- 2006 **DIVISION 39 of the American Psychological Assoc. (Section II): CONFERENCE:** Psychoanalytic Child And Adolescent Psychotherapy: psychoanalytic psychotherapy with Children, Adolescents, and their Parents: Chicago, Illinois. Panel Member with Christine Kieffer, Ph.D., Thomas Burns, MD, Amy Eldridge, DSW, and Robert Galatzer-Levy.
- 2004-2008 **One Day Training: FLOORTIME AND THE DIR PARADIGM FOR PARENTS AND BEGINNERS:** with Barbara Kalmanson, Ph.D. Washington DC, ICDL Conference Pre-conference workshop
- 2000-2007 **Clinical Co-Editor:** Best Practices Newsletter Interdisciplinary Council for Developmental and Learning Disorder online at www.icdl/publications/newsletter 2000-2007
- 1999-2010 **DIR Institute** Senior Faculty, Psychology
- 1996-2007 **Regional Coordinator** International Interdisciplinary Council for Developmental and Learning Disorders
- 2006 **WORKING WITH PARENTS:** with Barbara Dunbar, Ph.D. Washington DC, ICDL Pre-conference workshop
- 2003 **FLOORTIME AND THE DIR PARADIGM FOR PARENTS AND BEGINNERS:** with Serena Wieder, Ph.D., & Barbara Kalmanson, Ph.D. Washington DC, ICDL Pre-conference workshop

2020 Curriculum Vitae: Molly Romer Witten, Ph.D.

2003 **BUILDING FOUNDATIONS FOR THE FUTURE:** with Stanley Greenspan, MD, Serena Wieder, Ph.D., & Monica Osgood: Chicago Ill-conference organizer

2003 **The Integration of Attachment and Regulation: New Intervention Opportunities:** Care Development Centers, Bangor Maine

2003 **CHAIRPERSON:** Chicago Regional DIR conference: 9/19/03-9/20/03

2003-2004 **Consultant-**Little Cities Foundation

2002 **DIR Intervention Strategies:** Minneapolis Minn.

2003-2005 **Advisory board member:** Gallery 37, AFTER SCHOOL MATTERS City of Chicago, Mayor's Office for Disabilities

2002-2004 **Consultant:** Arlington Pediatric Therapies.

2001-2004 **Consultant:** Beth Osten and Associates

1999 **Consultant:** parent consultation regarding families and their young children with ASD: AFIK, an Israeli interdisciplinary team serving children with developmental disorders-Rehovot Israel

1996 **Clinical Participant** in Tallel & Mirscenic national beta testing for auditory training clinical protocol for young children with auditory processing delays. Refer to Journal "SCIENCE" 1/96 for relevant article.

1995-1997 **Project Director:** Clinical Follow-up Study of infants sexually and physically abused in a daycare setting: Research on the resolution process. Decatur, Illinois

1996 **Consultant/Psychologist:** State of Georgia, Child Protective Services (adoption)

1994-1998 **Consultant/Psychologist:** Clinical Assessment and Expert Witness for Macon County, Illinois State's Attorney's Office

1993-1998 **Attending Staff,** Michael Reese Hospital Department of Psychiatry, Outpatient Clinics: supervision of postdoctoral fellows and pre-doctoral psychology interns on their child-related clinical work: Project Co-director of research grant on diagnostic classification for 0-3 population

1989-present **Private Practice:** Chicago 1992-present

1991-1992 **President:** Chicago Area Directors of Internship sites in Professional Psychology,

1990-1992 **Coordinator of Training:** Behavioral Sciences Department, La Rabida Children's Hospital and Research Center, University of Chicago. Administrative and clinical responsibility for the APA approved psychology internship program, clinical supervision of staff and interns in the Behavioral Sciences Department, course development and lecture responsibilities for the child psychopathology and child abuse seminar, pediatric psychology seminar, and treatment team seminar, direct clinical work, workshop presentations, and court testimony.

1989-1990 **Clinician II Staff Psychologist,** Dept. Child and Adolescent Psychiatry, University of Medicine and Dentistry of New Jersey, Rutgers University Community Mental Health Center, Infant Mental Health. Supervising Psychologist for Infant Mental Health. Responsibility for diagnostic assessment and psychotherapy treatment of children, ages 0-6 years, and their families or foster care giver systems, consultation to other services of the hospital including pediatrics, inpatient psychiatry, consultation to state and community agencies and school systems; academic teaching duties in pediatrics and psychology and professional-student supervision.

- 1989-1990 **Staff Therapist** New Jersey Center for Family Studies. Family systems focused psychotherapy with individuals and families, and consultation with schools, and other social service agencies.
- 1985-1987 **Psychologist, Pediatrics/Child Evaluation** and Treatment Units. Hunterdon Medical Center. Responsible for psychological assessment of referred children and their families, family and individual therapy with early intervention families, consultation with staff, participation in parent conferences, program outreach.
- 1984-1986 **Psychologist**, Clinton Public School, Clinton, New Jersey.
- 1975-1979 **Project Associate** Special Education at the University of Michigan Institute for the Study of Mental Retardation and Related Disabilities; Ann Arbor Michigan.
- 1973 **Research Associate** National Association of Independent School Development Councils (NAISDC), Boston Massachusetts Responsibilities included development of survey materials to evaluate the utility of the 1968 E.S.E.A. legislation on secondary education, Grant Funded through Harvard University.
- 1972 **Psychologist and Consultant**, Yale University, Government Tunisia, Government United States, Tunis, Tunisia, North Africa. Consultation with Tunisian professionals in adapting Bayley Scales to Tunisian culture, supervision of tester training and research Bayley Scales
- 1971-1972 **Basic Grade Psychologist** Guys Hospital, London England: Psychological assessment of children, participation on interdisciplinary team at the Bloomfield Clinic for Children.
- 1971-1972 **Visiting Participant** Hampstead Child Therapy and Training Clinic. Supervised therapeutic interaction with blind nine-year-old girl, attendance at selected meetings and lectures. Supervisor: Ann Hayman
- 1970-1971 **Clinical Trainee and Master's Thesis student, and Research Assistant:** Child Development Project, Selma Fraiberg, Director, University of Michigan, Ann Arbor Michigan.

SCHOLARSHIPS, SCHOLASTIC and GRANT AWARDS

- 2017, 2019 **RESEARCH to ACTION Grant Award**, Academy of Fellows, Zero to Three
- 2014 **The SABSHIN AWARD** for Outstanding Teaching in Psychoanalysis Chicago Institute for Psychoanalysis
- 2001-2003 **HARRIS Fellowship**, Mid career fellowship: Leadership Development Initiative, Zero to Three
- 1994-1996 **Michael Reese Hospital grant** to study Diagnosis Patterns in 0-3-age range for this hospital
- 1979-1980 **Horace H. Rackham Dissertation Grant**, University of Michigan
- 1977-1978 **Full Fellowship**, Bureau for Educationally Handicapped, U.S. Department of Health & Human Services, Office of Education,
- 1970-1971 **Teaching fellowship** University of Michigan, psychology

PUBLICATIONS

“Sensory Processing Disorder and Mental Health Assessment of Affect” Chapter 12 co-authored with Lucy Jane Miller, PhD and Roianne Ahn, PhD. in: Handbook of Infant Toddler and Preschool Mental Health Assessment **edited by Anne Dellinger, Alice Carter, and Rebecca DelCarmen-Wiggens** (in press 2019)

Schneider, J. Wilkerson, D. Solomon, B. Perlman, C. Tsiolos, D.D. Shelby, D. Witten, M. Sadow, L. (2014). Psychoanalytic Training Experience and Postgraduate Professional Development: A Survey of Six Decades of Graduate Analysts. *Int. J. Psycho-Anal.* 95(6): 1211-1233.

Schneider, J. Sadow (filicide), L. Wilkerson, D. Solomon, B. Perlman, C. Duval, D. Shelby, D. Witten, M. (2016). Respuesta a la carta de Tillman Habermas. *Int. J. Psycho-Anal. Eds'*, 2(2):545-548.

Schneider, J. Wilkerson, D. Solomon, B. Perlman, C. Duval, D. Shelby, D. Witten, M. (2017). Psychoanalytic Training Experience and Postgraduate Professional Development - Part II. *Int. J. Psycho-Anal.*, 98(5):1385-1410.

Schneider, J. Sadow, L. Wilkerson, D.C. Solomon, B. Perlman, C. Duval, D. Shelby, D. Witten, M. (2016). Response to the Letter of Tillman Habermas. *Int. J. Psycho-Anal.*, 97(2):505-506.

“Witten, M. (2017). A Child Mourns the Family He Cannot Come From. *Psychoanal. Inq.*, 37(8):549-554.

“A Young Teen Mourns the Family He cannot come From: Effects of Artificial Reproductive Technology on the children produced” Paper presentation” International Forum of Psychoanalysis: Bilbao Spain, May 2015.

“Intention to Develop or Development of Intention?” (submitted 2015 JAPA)

“**Psychoanalytic Treatment of a Baby with Autism**” *Psycho Dialogues* (in press 2014)

“**Uses of Email to Establish Object Permanence in a Latency Age Child Suffering Multiple Parent-loss**” with Benjamin Garber, MD co-author (submitted to JAPA, 2011)

“**How Trauma Enters Development**” (submitted to JAPA, 2011)

“**Developmental Transformations of Traumatic Experience in Infancy**” *Zero to Three Journal*, September, 2010

“Witten, M.R. (2008). Some Questions about Attachment Theory Implications for the Development of Mind in Infancy. *Ann. Psychoanal.*, 36:216-229.

Pervasive Developmental Disorders: Chapter 4: -with Gerald Costa, PhD in *Evidence Based Practice in Infant and Early Childhood Psychology*, (2008) B. Mowder and F. Robinson and A. Yasik Eds., New York , Wiley & Son.

“**What about the Future: How 9/11 Affected Families with Small Children.**” *Zero to Three Journal* 1/02.

"Mood Disorder: Depression in Infancy and Early Childhood Chapter 203 in *DC: 0-3 Case Book*: Eds: Alicia Lieberman, Ph.D., Serena Wieder, Ph.D., and Emily Fenichel, *Zero to Three: The National Center for Infants, Toddlers, and Families* 1997 Pg. 81-107.

"Assessment of Attachment in Traumatized Children" Chapter in Handbook of Attachment-Trauma Disorders in Children. Beverly James, Brookes Pub. Co.: New York: 1994.

"The Pattern and Sequence Of Psychotherapeutic Intervention with Children Who Have Experienced Sexual Abuse: A multi-systems approach" (unpublished manuscript)

"Joey and His Family: A Case Study in Family Systems Therapeutic Resolution of Enuresis in a Five Year Old Boy" Submitted to State of New Jersey Board Of Licensure, in partial fulfillment of Psych. Lic. requirements, Nov. 1989.

"Developmental Process, Life Cycle Issues, and the Early Adolescent Mother", Illinois Association for Infant Mental Health, Vol. VII, No. II, fall 1989.

"Differential Treatment of Twins with PDD: An example of ineffective parent-child interactions in infancy: Factors contributing to pervasive developmental delay"; videotape, 1987.

"Parents Look Back: A conversation with mothers of autistic children who "graduated from Early Intervention to Preschool in an Early Intervention Program" videotape, copyright, 1986.

"Characteristics of Pubescent Specific Learning Disabled Children Who Suffered Anoxia at Birth", Dissertation Abstracts, May 1981.

"An Exploratory Study of the Sibships of Blind Children": A Multiple N of 1 Experimental Design in Clinical Resesarch, Journal of Visual Impairment and Blindness, Vol. 71, No. 3, March 1977, pp. 102-107.

INVITED TALKS AND PAPER PRESENTATIONS

Chinese American Psychoanalytic Alliance- 2018 Graduations Chinese mainland conferences in Hangzhou, Nanjing, Beijing, Cheng Du, Zhenzen, Shanghai. Presentation of three papers:
A Child Mourns the Family He Cannot Come From: Outcomes and Issues for Children Produced by Artificial Reproductive Technologies"
Psychoanalysis of a Baby with Autism
Early Development of Attachment

Psychoanalytic Training Experience and Postgraduate Professional Development: Rethinking Findings in Terms of Intimacy. Schneider, J. Wilkerson, D. Solomon, B. Perlman, C. Tsoles, D.D. Shelby, D. Witten, M. Sadow, L: International Psychoanalytic Association Buenos Aries, Argentina, July, 2017

"A Child Mourns the Family He Cannot Come From: Outcomes and Issues for Children Produced by Artificial Reproductive Technologies" at the Symposium on the Future of Psychoanalysis, Bilbao, Spain. 2015

Chair and Presenter **Child and Adolescent Panel**, Development of Intention or Intentional Development APsaA January 2015, New York, New York

Presenter: Development Of Affect Regulation & Developmental Derailment In Young Children With Severe Mood Disturbance: Depression And Pediatric Bipolar Disorder World Association for Infant Mental Health, Edinburgh Scotland, 2014 with Ira Glovinsky, PhD

Presenter: **Child and Adolescent Panel**, Psychoanalysis of a Baby with Autism from the DIR perspective with Steven Seligman, DMH, Gerard Costa, PhD, Gilbert Foley, PhD. APsaA Jan. 2014, New York, New York

WAIMH Edinburgh, Scotland World Congress 2014: Two Paper Presentations: 5/17/2014
“Development of Affect Regulation and Developmental Derailment in Young Children with Severe Mood Disturbance: Depression and Pediatric Bipolar Disorder

Disc. Group Moderator: **Post Panel Discussion on Affect Regulation** Chair, Mary Target, PhD: IPA, 48th Congress, Prague, Czech Republic 8/2/2013

Some Thoughts on What Children Tell Themselves About Themselves During Infancy and Early Childhood: BERTRAM J. COHLER MEMORIAL CONFERENCE The University of Chicago 6/13-14, 2013

Presenter: Casa Blanca School Annual Conference Keynote speaker, Miami Fla 4/8/2013

DIVISION 39 of the American Psychological Assoc. (Section II): Conference Speaker: *Relational Mis-Attunement in Infancy and One Path Into and Out of Loneliness* 3/10/2012

ICDL Annual Conference: Panel Moderator 11/2011

Faculty, Institute for Psychoanalysis, Chicago **Promoting Social Emotional Capacities in the Community** 09/2011

Making FloorTime work for the Entire Family: ICDL Annual Conference: The Power of Affect. Conference Speaker 11/7/2012

WAIMH Cape Town World Congress 2012: Two Paper Presentations: 4/17/2012

“Using the DC:0-3R to understand the needs of infants, young children, and their families” 2566 “How Trauma Enters Development” D 2567

“DC:0-3R One Day Training”: **Using a Crosswalk to insure Medicaid Reimbursement: Zero To Three National Training Institute, Phoenix AZ** 12/8/2010

ICDL Annual Conference: Panel Speaker : *“Neighborhood Groups Support Growth in Families: Brining Play-Based Consultation to Early Head Start”* 11/4/2011

“How Trauma Enters Development” Loyola One-Day conference: Development and Psychoanalysis 11/7/2010

“Supporting Baby to Enjoy Eating with Others: working with infants and children with complex eating disorders “ Presented with Diane Culinane, MD, DIR Institute 2010

“Everything you wanted to know about Autism but didn’t know how to ask”: presented to the Forensic Forum Chicago, IL 2/07

Working on the Edge of Chaos psychotherapy with children **Institute for Psychoanalysis of Chicago**. Panel Member: with Robert Galatzer-Levy, MD, Paul Holinger, M.D., Gil Foley, Ph.D. 09/06

“Working with Children in Specialized Foster Care”: Legal Assistance Fdn. of Chicago, Child Law Project 2004- 2006

Psychiatry Rounds **“New Clinical Applications of Psychoanalytic Theory (DIR paradigm) to Support Development for Individuals with Autism Spectrum Disorders”** Rush, St. Luke Presbyterian Hospital Department of Psychiatry: 3/04.

“New Clinical Applications of Psychoanalytic Theory (DIR paradigm) to Support Development for Individuals with Autism Spectrum Disorders” Institute for Psychoanalysis February, 2004

“FloorTime-Six Stages of Early Emotional Development with Serena Wieder, Ph.D. and Barbara Kalmanson, Ph.D. Pre Conference One Day workshop at the 2002 ICDL International Conference: Improving Long Term Outcomes of Children with Autism Spectrum Disorders: 11/02 Tyson’s Corners VA.

“Clinical Evaluation” Panel presentation to the Illinois Infant Mental Health Association, 10/18/2002.

“New Directions in Training Infant Mental Health Workers” Zero to Three Fellows Weekend, Chicago IL 10/02.

Current Intervention Issues for Autism Spectrum Disorders: NSSED annual meeting, Northbrook Illinois, 9/17/2002.

“The DIR Clinical Paradigm” A 2 day conference on DIR Theory and Intervention Strategies. Arlington Ped. Therapies Inc. 2/22-23/2002

“DIR Theory, Research, and Intervention Strategies” Psychology/Psychiatry Rounds, Juvenile Protection Association, Sept 26, 2001, Chicago IL. **Psychology Rounds “DIR Theory, Research Findings, and Intervention Strategies”**, Children’s Memorial Hospital, Feb.19, 2001, Chicago IL.

“A View From the Floor” A two day conference on DIR Theory and Intervention Strategies. Star Net, October 14 & 28, 2000.

“DIR Theory and Strategies in the Classroom” NSSED In-service day August 7, 2000

“Evaluating and Using Alternative and Complimentary Medicine with infants and Small Children with Developmental Delays.”

Star Net, February 16, 2000 **“DIR Theory and Strategies in the Classroom”** NSSED Institute day, February 15, 2000.

“Six Stages of Emotional Development and the Relationship to Floortime Intervention: Kirsten Center for Young Autistic Children: Jewish Children’s Bureau, August 18, 1999.

“One Week Floortime Training” CEITAN Grant for didactic training and clinical intervention coaching with the Lynn Center Early Intervention Program, Pittsburg, California August 2-6, 1999

“Affect Development: Issues of Regulation, Relationship, and Intervention” DDR Conference, Chicago Illinois, June 12, 1999

“Affect Development: Issues of Regulation, Relationship, and Intervention” Part 1 and Part 2: Brinker Symposium of Cook County Children’s Hospital June 2, 1999.

“The Functional Emotional Assessment Scale: Use in Early Intervention Screening and Assessment” Star Net closed circuit Conference May 18, 1999

“Affect Development: Issues of Regulation, Relationship, and Intervention” two-day conference sponsored by AFIK, an Interdisciplinary Treatment Center. Israel: May 3-4, 1999

“The Toddler Who Did Not Play” Resolution of Depression in Infancy: Invited talk at Turning Points Mental Health Center, Skokie Illinois Feb. 1998

“Understanding the Diagnostic Classification 0-3”: Invited talk at the IPA Conference 11/97

“Issues of Attachment in the Resolution of Trauma in Infants and Toddlers” Invited talk at the Annual Illinois Association for Infant Mental Health Conference November 1997.

“Development of Affect and the Treatment of Regulatory Disorders in Children: Invited talk to Illinois Parents and Professionals Together Organization: May 1997

“Should We Teach Infant Mental Health in Early Intervention Training Programs?” Invited lecture to the Illinois Association For Early Intervention: April 1997

“Interviewing Strategies for Use With Children in the Juvenile Justice System”: Illinois Annual C.A.S.A. Conference: April 1997

“Treatment of Psychological Trauma in Infants and Toddlers” Invited paper at pre-conference workshop at the Society for Traumatic Stress Studies San Francisco: 11/4/96

“Interviewing Strategies for Use With Children in the Juvenile Justice System”: National Association of Council for Children: Chicago, October 1996

Psychiatry Grand Rounds “The Toddler Who Did Not Play: The Diagnosis of Depression in Infancy”, Michael Reese Hospital 3/96

“Implications for Primary Grade Teachers of the Multi-system Developmental Disorder Diagnosis: Developing 'Inclusive' Lesson Plans for Teaching Preschoolers diagnosed with Developmental Delay and Autistic spectrum disorders in the Regular Education Classroom Setting. "In-service I for: Evanston School District: 3/95, 1/96, 4/96

"Investigation, Assessment, and Prosecution of Daycare Sexual Abuse". The National Center for Clinical Infant Studies, 13th Biennial Training Institute, Atlanta Ga. Dec. 1995.

"Developmental Diagnosis using the DC-0-3" Training at Univ. of Illinois at Chicago, Medical School, 3/95

"Attachment Disorders in Traumatized Children", with Beverly James, M.S.W., and Karen Sitterly, Ph.D. The International Traumatology Conference, 11/94, Chicago IL. National Symposium on Abuse and Neglect of Children with Disabilities: Invited Participant: 11/94, Washington DC

"Sexual Abuse in Young Children: A multi-system model of intervention" with Sylvia Turner, MD., Carol Wheeler-Liston, Ph.D. The 13th Internat'l Congress of the Internat'l Assoc. for Child and Adol. Psych. and Allied Prof. San Francisco, July 1994.

"Attorney-Psychotherapist interfaces in the Disposition of Child Maltreatment Cases": Presentation at the Civitas Center for Child Advocacy of the Loyola Law School: March 1994.

Early Intervention's Response to Child Maltreatment Erikson Institute Working Seminar: **Seminar Coordinator** with Linda Gilkerson, Ph.D., **Invited Speaker**

"The Therapeutic Process with Maltreated Children Under the Age of Three." March 17-18, 1994

"Integrated Psychotherapy with Sexually Abused Children Under Three Years of Age" Invited Symposium at NCCIP Training Institute Washington DC: 12/93.

"Developmental Considerations in Investigative Interviewing of Children Younger Than Twelve" Full Day Workshop sponsored by the Public Services Administration, Wash DC and Macon County Illinois State's Attorney's Office, in conjunction with the Missing and Exploited Children's Act of 1992. 9/93.

"Assessing Risk of Child Maltreatment in Early Intervention Settings"--Presentation to the Evanston branch of American Lekotek 6/93

"Issues regarding Child Testimony in Cases of Physical or Sexual Abuse By a Parent"-- Presentation to the Dupage County Sexual Abuse Consultation Group and Dupage County Guardians Ad Litum. 5/93

"Interviewing for Purposes of Court Discovery"--coordination of five session training for the Cook County Office of the Public Guardian 4/93-5/93

"Greenspan's Stages of Emotional Development"-- Lecture in the Infant Studies Postdoctoral Program at the Erikson Institute of Loyola University, Chicago, Illinois, 3/93.

Expert witness testimony regarding specific cases: three times in 1993.

"Family Systems Theory Applied to Issues of Early Intervention"--Two lecture series at the Erikson Institute of Loyola University, Chicago, Illinois, 1992.

"Case Studies in the 0-3 Age Range; testing new diagnostic categories for the upcoming Diagnostic and Statistical Manual (IV and V)" -- Paper and Video Presentation, National Center for Clinical Infant Programs, Washington DC 1992

"Emotional Development in the 0-3 Age Range: Variations in Premature Babies, and Children of Substance Abusing Parents" --Invited Talk, La Rabida 0-3 Conference, Chicago 1992

"Parent-Infant Interaction" Invited All Day Workshop: The Theraplay Institute. Chicago, 1991

"Current Research on the Family Dynamics Associated with Failure-to-Thrive Medical Status" Failure to Thrive Conference, La Rabida, Chicago Illinois: 1990

"Family Systems Theory Applied to Issues of Early Intervention"--Two lecture series at the Erikson Institute of Loyola University, Chicago, Illinois, 1990.

"Indicators of Early Relationship Disorders in the Pediatric Clinic Visit"--Invited Talk, Evanston Hospital, Evanston Illinois: 1990.

"Dynamics of Projection, and the Young Adolescent Mother"-- Evanston Hospital, Evanston Illinois; 1989.

Pediatric Grand Rounds, "Parent-Infant Psychotherapy: Use in the Inner-city Pediatric Clinic: Outpatient Department— A case presentation", University of Medicine & Dentistry of New Jersey, (Rutgers-Newark) 1988.

LICENSES AND CERTIFICATES

•State of Illinois•

License to Practice as a Clinical Psychologist
License Number 071.004453

State of New Jersey

License to Practice as a Psychologist
License Number SIO 2639

•State of New Jersey School Psychologist Certificate

•Certificate Zero To Three Graduate Fellow 2003.

•Certificate Risk Management in the Expanded Health Care Market 8 CEUs 1998 (APA sponsored)

•Certificate Cutting Edge Issues in Infancy & Early Childhood, (Greenspan)
George Washington University 1997-2007,

•Certificate Infancy & Early Childhood Training Course, (Greenspan)
George Washington University 1992-2003

•Certificate Bayley Scales Training fall 1993

•Certificate "Developmental Psychotherapy for Adults, Adolescents and Children"--Department of Psychiatry
and Behavioral Sciences, The George Washington University Medical Center 1996

•**Certificate** of Completion of Post Graduate Training in Infant Mental Health, Rutgers, The State University of

New Jersey, University of Medicine and Dentistry of New Jersey: 1987-1989

•**Certificate** of Completion of Post Graduate Training in Family Systems and Family Therapy

New Jersey Center for Family Studies—1985-1988

PROFESSIONAL AFFILIATIONS

Chinese American Psychoanalytic Alliance Secretary, Board of Directors 2017-present

Kohl Children's Museum scientific advisory board member 2008-present

American Psychoanalytic Association: Member 2011-present

Chicago Psychoanalytic Association Member 2011-present

American Psychological Association Member 1992-present

Illinois Psychological Association Member 1992-present

World Association for Infant Mental Health Member 1994-present

Interdisciplinary Council for Developmental Learning Disorders: Advisory Board 1995-present

Zero to Three: The National Center for Clinical Infant Programs: Member--Diagnostic Classification

Taskforce: participant 1991-1994, Member 1995-2002DC: 0-3 Training Taskforce: Member 2001-2017:

National Trainers of Trainers Work group:

Zero to Three 2005-present Harris Mid Career Fellow 2001-2003: