STATE OF ILLINOIS  
)  
COUNTY OF COOK  )  
)  SS.  

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.
   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

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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 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
2001-2003

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

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

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

Ph.D. Education University of Michigan, Ann Arbor Michigan.
1981 Dr. William M. Cruickshank, Ph.D. Advisor.

M.A. Special Education University of Michigan, Ann Arbor Michigan:
1975


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


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 Wyler 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  
Institute Member, Distance Learning Committee, Chicago Psychoanalytic Institute

2019-present  
Institute Dean’s Representative, Evaluation Cmte, Chicago Psychoanalytic Institute

2016-2019  
Consultant, Early Intervention Training in DIR based Diagnosis in infancy & Early Childhood-Rochester NY

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
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

National Trainer: DC: 0-3 R Training Presenter: Zero to Three National Training Institute, San Antonio, TX

National Trainer: DC: 0-3 R Training Presenter: Zero to Three National Training Institute, Phoenix, AZ

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.

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.

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.

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

Four-Day and Two-Day Training: Observing and Helping Infants and Young Children Westchester

Country Jewish Children Services, White Plains New York

DIVISION 39 of the American Psychological Assoc. (Section II):

One Day Training: FLOORTIME AND THE DIR PARADIGM FOR PARENTS AND BEGINNERS: with Barbara Kalmanson, Ph.D. Washington DC, ICDL Conference Pre-conference workshop


DIR Institute Senior Faculty, Psychology

Regional Coordinator International Interdisciplinary Council for Developmental and Learning Disorders

WORKING WITH PARENTS: with Barbara Dunbar, Ph.D. Washington DC, ICDL Pre-conference workshop

FLOORTIME AND THE DIR PARADIGM FOR PARENTS AND BEGINNERS: with Serena Wieder, Ph.D., & Barbara Kalmanson, Ph.D. Washington DC, ICDL Pre-conference workshop
2003 **BUILDING FOUNDATIONS FOR THE FUTURE**: with Stanley Greenspan, MD, Serena Wieder, Ph.D., & Monica Osgood: Chicago III-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.


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.


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


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)


“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


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


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


“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


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


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


“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.


“**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.”


“**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


“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


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


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


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

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


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


"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


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

"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


"Current Research on the Family Dynamics Associated with Failure-to-Thrive Medical Status" Failure to Thrive Conference, La Rabida, 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.


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

• 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 2005-present Harris Mid Career Fellow 2001-2003: