The Adler Center is proud to invite you to our second meeting with a "Dream Team" of experts in the field of Developmental Psychopathology

**Developmental Psychopathology:**
**Scientific Exploration of Etiology and Interventions**

**April 27, 2010,** Bar Shira Auditorium, Tel Aviv University

**For registration:** [http://childdev.tau.ac.il/reg.pdf](http://childdev.tau.ac.il/reg.pdf) or call: 03-6407327

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**Program**

9:00-9:30 **Introduction**
Prof. Shamgar Ben-Eliyahu, Chair of the Department of Psychology
Prof. Avi Sadeh, Director of the Adler Center

9:30-10:15 **Ronald E. Dahl, M.D.**
"Integrating Developmental Neuroscience & Treatment Studies: Identifying Windows of Opportunity for Early Intervention"

10:15-11:00 **Stephen P. Hinshaw, Ph.D**
"Attention Deficits and Disinhibition in Children: Features, Risk Factors, Mechanisms, and Multimodal Intervention"

11:00-11:30 **Coffee Break**

11:30-12:15 **Ellen Leibenluft, M.D.**
"Bipolar Disorder and Severe Irritability in Youth: Diagnosis and Brain Mechanisms"

12:15-13:00 **Peter Muris, Ph.D**
"Research on Pediatric Anxiety: Integrative Perspectives from Neuroscience"

13:00-13:30 **Lunch Break**

13:30-14:15 **Philip C. Kendall, Ph.D., ABPP**
"Treating Anxiety in the Youth"

14:15-15:00 **Yair Bar-Haim, Ph.D**
"Attention Bias Modification (ABM): A Novel Treatment for Anxiety Disorders"
Ronald E. Dahl, M.D.

Ronald E. Dahl, M.D., is the Staunton Professor of Psychiatry and Pediatrics and Professor of Psychology at the University of Pittsburgh (moving to the University of California, Berkeley in July 2010). He is a pediatrician with long-standing research interests in the areas of sleep/arousal and affect regulation and its relevance to development of behavioral and emotional disorders in children and adolescents. His work focuses on early adolescence and pubertal maturation as a developmental period with unique opportunities for early intervention in relation to a wide range of behavioral and emotional health problems. Dr. Dahl has co-directed a large program of research focusing on child/adolescent affective disorders with more than a decade of funding from the NIMH, and has received an NIH Independent Scientist Award focused on the interface of sleep, arousal, and affect regulation during adolescent development. His research is interdisciplinary and bridges between basic developmental research and the direct clinical translation regarding early intervention for affective disorders. He has published extensively on adolescent development, sleep disorders, and behavioral/emotional health in children, and on the policy implications of this work.

Stephen P. Hinshaw, Ph.D.

Stephen Hinshaw is Professor and Chair of the Department of Psychology at the University of California, Berkeley. He received his B.A. from Harvard (summa cum laude) and his doctorate in clinical psychology from UCLA. He was a post-doctoral fellow UC San Francisco and has been on the Berkeley faculty since 1990. His work focuses on developmental psychopathology, with emphasis on peer and family relationships, neuropsychological risk factors, pharmacologic and psychological interventions for children, assessment and evaluation, conceptual and definitional issues, and the stigmatization of mental illness. He has directed summer research camps and conducted longitudinal studies for boys (and, more recently, for girls) with ADHD and related disorders for over 25 years, having received over $13 million in NIH funding for his program of research. Hinshaw has authored over 200 articles, chapters, and reviews plus 7 books, including *The Years of Silence are Past: My Father’s Life with Bipolar Disorder* (Cambridge University Press, 2002) and *The Mark of Shame: Stigma and Mental Illness and an Agenda for Change* (2007, Oxford University Press). His newest book, *The Triple Bind: Saving our Teenage Girls from Today’s Pressures*, was published by Random House in 2009. He is editor of *Psychological Bulletin*, the most cited journal in the field of general psychology. He is a Fellow of the Association for Psychological Science, the American Psychological Association, and the American Association for the Advancement of Science (AAAS). He received the Distinguished Scientific Contribution in Psychology
Award from the California State Psychological Association (2009). Hinshaw received the Distinguished Teaching Award, College of Letters and Sciences, UC Berkeley (2001).

Ellen Leibenluft, M.D.

Ellen Leibenluft, M.D. is Senior Investigator and Chief of the Section on Bipolar Spectrum Disorders in the Emotion and Development Branch, Mood and Anxiety Program, National Institute of Mental Health. Her research focuses on the brain mechanisms mediating bipolar disorder in youth, and on the phenomenology and pathophysiology of severe irritability in children. Dr. Leibenluft received her B.A. from Yale University *summa cum laude* and her M.D. from Stanford University. After completing residency training at Georgetown University Hospital, she served on the faculty there as director of the psychiatric inpatient unit and day hospital. She came to the NIMH in 1989, and since then has been conducting research on bipolar disorder. She has more than 100 professional publications and is a Deputy Editor of the *Journal of the American Academy of Child and Adolescent Psychiatry* and a member of the editorial boards of the *American Journal of Psychiatry, Biological Psychiatry, Bipolar Disorders, Depression and Anxiety, and the Journal of Child and Adolescent Psychopharmacology*. Dr. Leibenluft is a member of the American College of Neuropsychopharmacology and the American Psychiatric Association Work Groups on Childhood Disorders and Mood Disorders for DSM-V. Her awards include the Distinguished Psychiatrist Award of the American Psychiatric Association, Special Service Awards from the NIH, and the NIMH and NIH Outstanding Mentor Awards.

Peter Muris, Ph.D

Peter Muris (45), Ph.D., works since 2004 as a full professor in Clinical Psychology at the Institute of Psychology of Erasmus University in Rotterdam, The Netherlands. He was born in a small village in the south of the Netherlands, nearby the Belgian and German border. Now lives in Rotterdam, has two daughters Jip (15) and Kiki (14). He graduated as a primary school teacher in 1985. After working a few years in a specialized school for children with serious behavioural problems, he started to study Mental Health Sciences (Clinical Psychology) at the University of Maastricht, where he graduated in 1990. Then he did his Ph.D. on ‘Coping styles and anxiety’ at the University of Amsterdam. After he got an assistant professor and later an associate professor position at Maastricht University, during he was clinically trained as cognitive behaviour therapist and clinical psychologist. During that time, he combined research and education activities at the university as well as clinical work at the Academic Department of Child and Youth Care of an outpatient treatment center.

His research fit well within the experimental psychopathology tradition and is predominantly focused on child psychopathology in general, but the main target of investigation has been anxiety disorders in children and adolescents. More specifically, in 300 published research articles, book chapters and a few books studies (see List of
publications-international refereed journals) involving a total number of more than 10,000 children and adolescents, (1) reliable and valid screening instruments for assessing childhood anxiety symptoms in terms of the DSM have been developed, (2) protective and risk factors which are relevant for understanding the pathogenesis of childhood anxiety were identified and investigated, (3) information processing biases that are thought to play a role in the maintenance of anxiety disorders were examined, and (4) potentially effective intervention programs were evaluated.


Philip C. Kendall, Ph.D., ABPP

Dr. Kendall, author of over 400 publications (including research reports, scholarly books, and treatment manuals and workbooks translated into dozens of languages), and recipient of over 20 years of uninterrupted grant support from various agencies (i.e., NIMH, MacArthur Foundation), is among an elite handful of the most “Highly-Cited” individuals in all of the social and medical sciences. Also, in a recent quantitative analysis of the publications by and citations to all members of the faculty in the 157 APA-approved programs in clinical psychology, Dr. Kendall ranked 5th.

Dr. Kendall has received prestigious awards: Fellow at the Center for Advanced Study in the Behavioral Sciences, inaugural Research Recognition Award from the Anxiety Disorders Association of America, “Great Teacher” award from Temple University, identified as a “top therapist” in the tristate area by Philadelphia Magazine, and a named chair and Distinguished University Professor at Temple University. He has been president of the Society of Clinical Child and Adolescent Psychology (Division 53) of APA as well as President of the Association for the Advancement of Behavior Therapy (now ABCT).

Dr. Kendall has contributed as a basic scientist, theorist, teacher, administrative leader, and public intellectual. His contributions include seminal work on the treatment of anxiety disorders in youth (e.g., the *Coping cat* program), cognitive-behavioral theory, assessment, and treatment, research methodology, and in the conceptualizing and understanding of the psychopathology and treatment of children and adolescents.

Dr. Kendall is known for his clinical sensitivity, rigorous research methodology, creative and integrative approaches, and commitment to graduate mentoring.
Yair Bar-Haim, Ph.D.

Yair Bar-Haim is Associate Professor of Psychology and director of the Development and Psychopathology Laboratory at Tel Aviv University, Israel. He is a fellow of the young forum of the Israeli Academy of Science, collaborates regularly with the National Institute of Mental Health where he served as a visiting scholar in 2008. Dr. Bar-Haim was recognized in 2009 as a Rising Star in Psychology by the Association for Psychological Science. He received his B.A. in Psychology and Interdisciplinary Program for Honor Students from Haifa University (summa cum laude), his M.A. (summa cum laude) and Ph.D. in Clinical Psychology from the Hebrew University of Jerusalem, and completed post-doctoral work at the University of Maryland. Dr. Bar-Haim's research focuses on the emotional, cognitive, neural, and genetic mechanisms underlying anxiety and anxiety disorders, with a particular focus on pediatric populations and translation of basic science into effective evidence-based therapies. Some of Dr. Bar-Haim’s work is considered seminal to the cognitive-neuroscience of anxiety and anxiety disorders.
Integrating Developmental Neuroscience & Treatment Studies: Identifying Windows of Opportunity for Early Intervention

Ronald E. Dahl, M.D.

Among many rapid advances in cognitive, affective, and social neuroscience, there has been a growing interest in understanding how learning and experience—particularly at key points in development—can influence connectivity among maturing neural circuits, in ways that can have enduring effects on behavior and emotion. Broadly, this work seeks to discover how individual experiences (such as the effects of parenting, peers, neighborhoods, schools, media, exercise, nutrition, adverse experiences etc.) can sculpt these developing neural systems during periods of relative plasticity. Identifying neuromaturational intervals of risk may create opportunities for developing optimally timed and targeted clinical interventions. This presentation will consider several approaches to advancing knowledge in line with these goals. Two specific examples will illustrate key principles. The first example focuses on a large interdisciplinary study of youth with anxiety disorders investigating neural changes in response to cognitive, behavioral, and sleep interventions. The second example focuses on a broader approach to health promotion in high-risk youth in early adolescence—targeting sleep, emotion regulation skills, and physical activity. The discussion will address several of the challenges and opportunities for research advances in understanding sensitive maturational windows in the developmental trajectories in ways that inform early clinical intervention strategies and lead to improved behavioral and emotional health in youth.

Attention Deficits and Disinhibition in Children: Features, Risk Factors, Mechanisms, and Multimodal Intervention

Stephen P. Hinshaw, Ph.D.

Extremes of inattention and disinhibition, exhibited cross-situationally, often lead to a diagnosis of ADHD. Individuals with this condition show strong likelihood of impairment in academics, social interactions, and family dynamics and high risk for accidental injury. Still, the area is enshrouded in controversy, (a) given that the symptoms of ADHD are actually the features of normally developing young children and (b) given international concerns about overdiagnosis and overmedication. This presentation will feature the following: Core information about symptoms, impairments, and comorbidity; current findings on sex differences and longitudinal developmental trajectories; genetic and other biological risk factors; underlying models of dysfunction; the importance of psychosocial contextual factors in predicting outcome (and the potential for resilience); and benefits that may accrue from multimodal treatment strategies. Despite the high heritability of ADHD, multilevel risk factors are present in its development, and multimodal treatments offer the best promise of effective intervention.
Considerable controversy has surrounded the diagnosis of bipolar disorder (BD) in youth. In particular, the suggestion has been made that BD presents differently in youth than in adults i.e., it has been suggested that, whereas BD presents in adult with distinct episodes of mania, BD presents in youth with severe, non-episodic irritability. To study this question, we operationalized a syndrome called severe mood dysregulation (SMD) to capture the population of youth with the controversial phenotype. In a series of studies, we demonstrated that, while youth with SMD are as clinically impaired as those with unequivocal BD, the two groups differ in longitudinal course, family history, and pathophysiology. For example, while both youth with SMD and those with BD show deficits in face emotion labeling and emotion regulation, the associated neural dysfunction appears to differ between the groups. Nonetheless, there are sufficient commonalities in brain dysfunction between SMD and BD to raise the possibility that SMD may reside on a pathophysiological spectrum between major depressive disorder and BD. The differentiation between SMD and BD may have important treatment implications, since the clinical presentation and longitudinal course of SMD suggest that stimulants and antidepressants might be appropriate treatment, but these interventions are relatively contraindicated in BD and have not yet been tested systematically in SMD.

What was really wrong with little Hans?
Experimental research on the etiology of childhood anxiety problems

Anxiety disorders are among the most prevalent psychiatric problems in children and adolescents. The lecture will summarize the main evidence from experimental studies on the pathogenesis of childhood anxiety disorders accumulated during the past two decades. Various risk and vulnerability factors (e.g., genetics, behavioral inhibition, disgust sensitivity, learning experiences, negative life events, family influences, cognitive biases) will be discussed. The information will be described in terms of developmental psychopathology perspective, which assumes that (1) most forms of psychopathology are the result of multiple causal influences, (2) both successful and unsuccessful adaptation are important for understanding the origins of psychopathology, and (3) psychopathology occurs in a developing organism. Implications for the treatment and prevention of childhood anxiety disorders will also be discussed.
Treating Anxiety Disorders in Youth

Philip C. Kendall, Ph.D., ABPP

Treating anxiety disorders in youth, based on a growing set of randomized clinical trials, can be accomplished with meaningful benefit to the participants. Cognitive-behavioral therapy (CBT), operationalized in varying ways but with several consistent key ingredients, has been identified as a treatment of choice. CBT strategies will be reviewed briefly. However, whereas two-thirds of youth benefit, approximately 1/3 continue to have anxiety-related symptoms that are interfering. How do exposure tasks fit within CBT, does the alliance play a role, and are there changes in anxious children's self-talk associated with successful anxiety treatment? What we know, and what we do not yet know about treating anxiety disorders in youth will be described and discussed. In addition, the role of medications and parenting practices will be considered.

Attention Bias Modification (ABM): A Novel Treatment for Anxiety Disorders

Yair Bar-Haim, Ph.D.

Biases in processing threat-related information have been assigned a prominent role in the etiology and maintenance of anxiety disorders. Intensive research over the last 2 decades established that the attentional system of anxious individuals is distinctively sensitive to and biased in favor of threat-related stimuli. Recent advances in the understanding of the specific cognitive and neural mechanisms supporting such threat biases in anxious individuals have led to experimental and clinical attempts to directly modify attentional patterns to threat in anxious individuals as a way of ameliorating anxiety symptoms. In the presentation these advances in neuroscience and clinical technique will be reviewed and the potential of Attention Bias Modification (ABM) as a therapeutic tool for anxiety disorders and reduction of stress vulnerability will be discussed.

Registration Form - נוכם דרשמה
טופס הרשמהalcon מרכז אדלר

האריך התקופה: יומ />

27.4.2020

אוניברסיטת תל אביב-אובל בר-שילה

בין השעות 10:00-15:00

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