Announcement:

Parental Insightfulness Assessment Workshop
June 11-15, 2018, Heidelberg, Germany

Dear Colleague:

We are happy to let you know that we are planning an Insightfulness Assessment (IA) coding workshop and we would like to invite you to participate in the workshop. The IA is a representational assessment which is based on an interview with parents following their viewing of video segments of themselves interacting with their children, and is designed to assess their capacity to "see things from the child's point of view." The IA has been proven to be an effective, methodologically rigorous, and clinically sensitive tool which is associated with parental caregiving and child attachment in both normative and at risk samples (see references below). It has recently been the focus of a special issue of Attachment and Human Development and is currently used in a variety of studies, including intervention studies as well as in studies of children with Autism and other developmental disabilities.

The workshop will take place between June 11-15, 2018 at the University of Heidelberg, Germany. The workshop will involve 5 days of study with a small group of participants. Our work during the workshop will involve understanding the theoretical underpinnings of the Insightfulness Assessment, familiarizing participants with the IA procedure, and, primarily, learning how to code IA transcripts. There will be plenty of room for in-depth discussion about the coding system as well as discussion of technical matters involving its application. The goal of the workshop is to gain a thorough understanding of the IA and work on achieving inter-rater reliability. We believe that both researchers and clinicians may find it beneficial. Researchers who want to use the IA in their studies can complete a reliability check following the workshop.

For more information please feel free to contact us (David at oppenhei@psy.haifa.ac.il and Nina at nkoren@psy.haifa.ac.il).

David Oppenheim, Ph.D.        Nina Koren-Karie, Ph.D.

Selected References: