

Paper number 1084 | Oral Presentation | Clinical

Group-based psychological interventions for parents with mental health symptoms and a child under the age of 5: A Scoping Review

Aylin Aras, University College London; Peter Fonagy, University College London; Camilla Rosan, University College London; Anna Freud Centre; Chloe Campbell, University College London

In addition to the negative effects of parental psychopathology on the parent's daily functioning, parental mental health problems have been associated with deteriorations in parent-infant bonding and parenting quality, as well as impairments in many areas of a child's functioning in the long-term such as poorer outcomes in brain, language, social, emotional and cognitive development. The existing reviews examining the effects of psychological interventions conducted with parents with mental health problems in the early years of parenting predominantly focus either on individually delivered intervention modalities or only one outcome domain (parent mental health, parenting quality, child development). Therefore, this review aims to address this gap by systematically evaluating group-based psychological interventions for parents with mental health problems and a child under the age of 5 by specifically focusing on the roles of group-based psychological interventions in improving parent mental health, parenting, and child developmental outcomes. After a systematic search in five electronic databases, 31 papers were included in the study. Based on the treatment elements used in each intervention, included studies were classified as mental health, parenting/child development, or both parenting and mental health-focused interventions. Great variability has been noted in the combinations and types of interventions delivered. Although definitive conclusions are not possible due to a limited number of available studies, a small sample size, and the heterogeneity of the measures used, the results revealed some support for the effectiveness of group-based intervention modalities for enhancing mental health and various parenting outcomes. However, only a handful of studies examined child outcomes, and the results were insignificant in most of the studies. In terms of the types of therapy modalities, group cognitive behavioral therapy (CBT), group interpersonal psychotherapy (IPT) as well as groups incorporating attachment-based parenting elements have been found most effective in many outcome domains.

Paper number 1122 | Oral Presentation | Clinical

Psychometric Properties of Parental Embodied Mentalizing Assessment Tool and Its Validity in Perinatal Mental Health Setting

Aylin Aras, University College London; Peter Fonagy, University College London; Chloe Campbell, University College London; Camilla Rosan, University College London; Anna Freud Centre

Parental mentalizing, the capacity of the parent to see their own and their children's actions as a product of underlying mental states (intentions, thoughts, and feelings), has been proposed as an important mechanism leading to mother-child attachment security, and the development of mentalizing capacity in the child. It has been associated with positive outcomes in the cognitive, social, and emotional development of the child (Luyten et al., 2021; Sharp & Fonagy, 2008). Existing operationalizations of the construct are predominantly based on semantically described, explicit aspects of parental mentalizing, such as parental reflective functioning, insightfulness, and mind-mindedness. Recently, Shai and Belsky (2011a, 2011b) introduced the theoretical construct of parental embodied mentalization, in an attempt to encompass nonverbal, implicit aspects of parental mentalization. Assuming kinaesthetic dyadic exchanges as embodied manifestations of underlying mental states, a new measure has been developed to measure the parental capacity to mentalize based on the frame-by-frame analysis of the dyadic bodily expressions in the sound-off, video-recorded interactions. In recent years, although there is an increase in empirical studies using the PEM tool, which provides some support for the validity of the measure in relation to verbal measures of mentalizing, child development, attachment security, maternal sensitivity, psychometric properties of this measure still wait to be established. Therefore, this presentation will aim

