

PROGRAM GUIDE

International Society on Early Intervention
Conference

Children's Rights and Early Intervention

Held in conjunction with
Stockholm University



Stockholm

Sweden
2016



June 8-10, 2016



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Welcome from the International Society on Early Intervention

Dear ISEI Members and Conference Attendees,

The major theme of this ISEI conference, “Children’s Rights and Early Intervention,” is in many ways a landmark theme for our society and our field. The convergence of conceptual frameworks and empirical findings in the areas of child development, risk and disability, and intervention have led to the unequivocal conclusion that vulnerable children and their families benefit in so many ways from participation in high quality early intervention programs. Along with international treaties and initiatives in conjunction with the establishment of country-level innovative models and policies, the field of early intervention is now poised to have a world-wide and meaningful impact. Indeed, I believe we can argue persuasively that early intervention must be seen as a fundamental right for all vulnerable children and their families.

Supporting the expression of a child’s full potential -- a central goal of all early intervention programs -- can only be accomplished in the context of a child’s and family’s full participation in all aspects of community life. Advocating for and promoting full participation is therefore an equally critical goal of early intervention and should also be considered as a fundamental right of all children.

We all fully understand the multiple challenges that exist to achieve full participation, especially in the realm of social inclusion. Ulf Janson, to whom this conference is dedicated, has provided the most thoughtful and creative international leadership in the area of social inclusion, and his contributions will be discussed and recognized throughout this ISEI conference. Indeed, Ulf’s knowledge and values are well represented at our conference and reveal the extraordinary impact of his legacy.

A special debt of gratitude is owed to Anders Gustavsson and Eva Björck-Åkesson for all of their efforts to support this conference. Thanks also to the ISEI Coordinating Committee for assistance in scientific reviews and for putting together such a stimulating program. It is our hope that this conference will further energize our international community to promote early intervention and to see it as a right of all vulnerable children.

Best regards,

Mike Guralnick
Chair, ISEI



**Stockholm
University**

Welcome from Stockholm University

Dear ISEI Members and Conference Attendees,

It is an honor and a great pleasure for Stockholm University to host the next ISEI conference, "Children's Rights and Early Intervention". For a long time, child development and different kinds of interventions in support of children with disabilities and children at risk have been an important topic in education and research at Stockholm University.

From a Swedish perspective -- where important parts of early intervention are carried out within the frame of general welfare -- inclusion and full participation of children and their families are highly valued goals. The ISEI conference offers important opportunities for exchange among researchers from all over the world, and the fact that the conference takes place in Stockholm makes it easier for researchers and professionals from the Nordic countries to participate.

We are especially pleased with ISEI's decision to dedicate this conference to our loved and most appreciated colleague, Ulf Janson, who himself dedicated most of his professional life to issues of early intervention and children's rights. Ulf strongly supported that Stockholm University should host the next ISEI conference and even if we are very sorry that he is not with us any more, we are happy that one of his important projects will soon be realized. As a close colleague of his in the Department of Education, I know that he would have been proud and happy to wish you all welcome to the conference.

Many thanks to Ann-Charlotte Smedler, Ann-Christin Cederborg, and Margareta Ahlstrom, who as heads of the Departments of Psychology, Child and Youth Studies, and Special Education have contributed to the preparations for the conference within the local organizing committee. We wish you all very welcome to Stockholm and the ISEI conference in June 2016.

Valkornna till Stockholm!

Anders Gustavsson, Ph.D.
Professor, Department of Education
Stockholm University



ISEI Coordinating Committee



Michael Guralnick, PhD
Chair, USA



Giorgio Albertini, MD
Italy



Eva Björck-Åkesson, PhD
Sweden



James Blackman, MD, MPH
USA



Mary Beth Bruder, PhD
USA



Barry Carpenter, PhD
United Kingdom



Pilar Gutiez Cuevas, PhD
Spain



Ibrahim Halil Diken, PhD
Turkey



Climent Giné Giné, PhD
Spain



Coral Kemp, PhD
Australia



Elena Kozhevnikova,
PhD
Russia



Michael Lewis, PhD
USA



Kofi Marfo, PhD
USA



Malka Margalit, PhD
Israel



Franz Peterander, PhD
Germany



Manfred Pretis, PhD
Austria



Rune Simeonsson, PhD, MSPH
USA

International Society on Early Intervention

Thanks to Our Sponsors



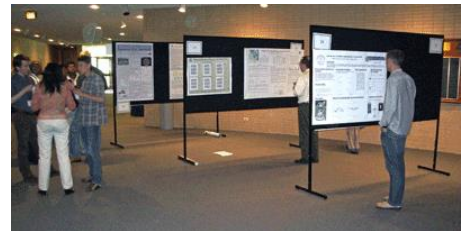
International Society on Early Intervention

ISEI Conference Special Events

Poster Session and Welcome Reception: Wednesday, June 8, 5:30 – 7:00pm



The Poster Session and Welcome Reception will be held on the Foyer and Galleriet levels of Aula Magna. Wine and appetizers will be served. This event promises to provide a unique opportunity to discuss critical issues and advances in our field.



Reception and Tour of Stockholm City Hall: Thursday, June 9, 7:00-9:00pm

The City of Stockholm has graciously invited all ISEI members and guests attending the Conference to a reception to be held at the Stockholm City Hall. After a welcoming ceremony, there will be a light buffet and a guided tour of this historic building. City Hall was completed in 1923 and is the venue of the annual Nobel Prize banquet, held in the Blue Hall. It is one of Stockholm's major tourist attractions and we are honored to have this opportunity for a private visit.



Closing Session: Friday, June 10, 4:15 - 4:45pm



The Closing Session will provide an opportunity for the Coordinating Committee and attendees to discuss and plan future goals and activities for ISEI.

City Hall Special Event Directions

Thursday, June 9th, 7:00- 9:00 pm

The City Hall is located at [Ragnar Östbergs plan 1](#)

Going to the City Hall via public transportation?

The City Hall (Stadshuset) is situated on the island Kungsholmen in the centre of Stockholm.

Buses nr 3 and 62 stop right in front of the City Hall at Hantverkargatan 1. The bus stop is called Stadshuset.

The closest metro station is Rådhuset (the blue line). It takes about 8 minutes to walk to the City Hall from the Central Station, and 5 minutes from the stop Rådhuset.

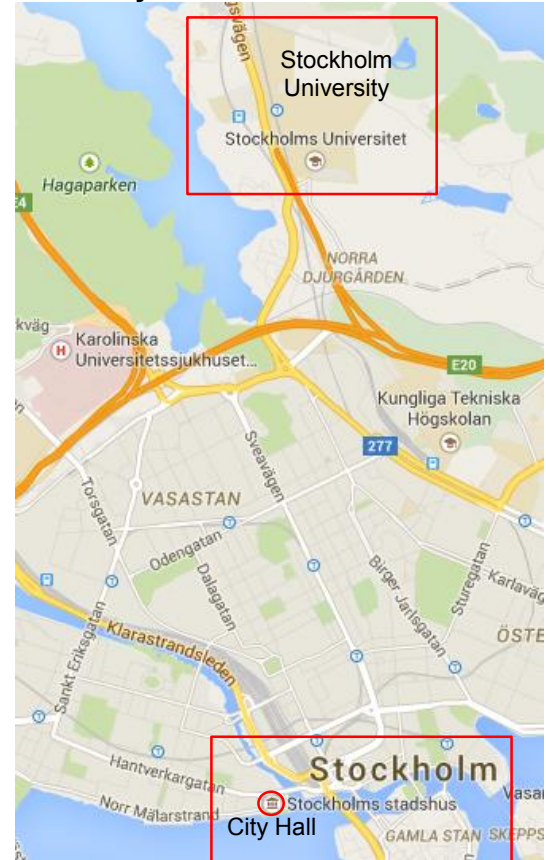
Parking

The closest visitor's parking is on Norr Mälärstrand. Parking for people with disabilities is located at Ragnar Östbergs plan 1-5 on the west side of the City Hall.

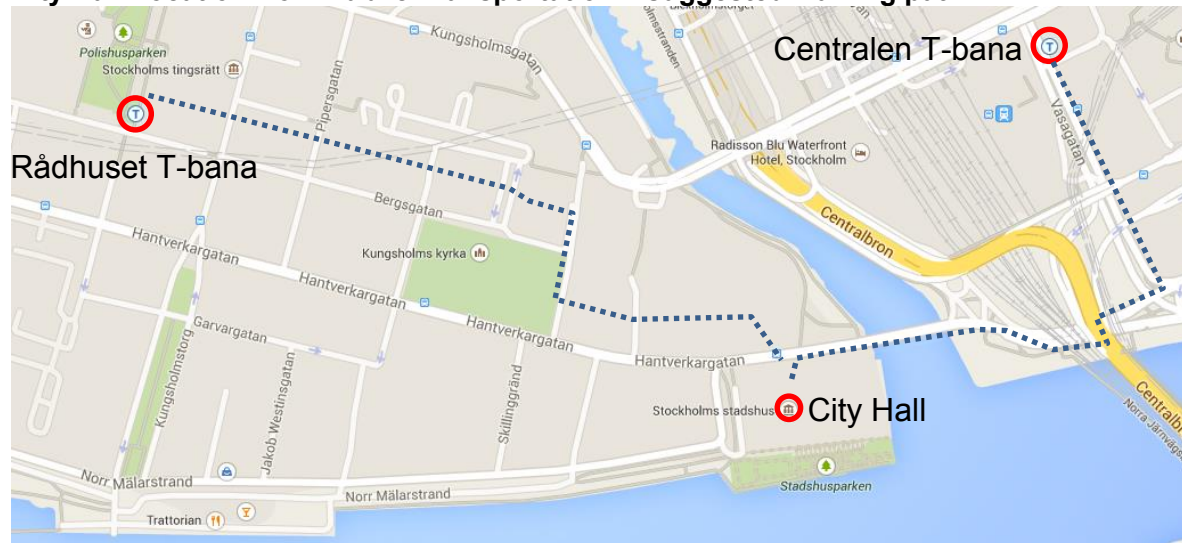
Accessibility

There is no wheelchair ramp at the main entrance at Hantverkargatan 1, however there is a ramp located at the large staircase in the middle of the Courtyard. Please call +46 8 508 290 58 if you need to use the ramp for assistance. During the tour, it is possible to access the different floors via lifts.

City Hall Location from Stockholm University



City Hall Location from Public Transportation – suggested walking path



Performance By: Adolf Fredrik's Music School Youth Chorus Wednesday Morning, June 8th

One institution which is a significant proponent of choral singing and choral music in Sweden is the Adolf Fredrik's Music School. It is a choir school for children and youth between the ages of 10 and 16 years old. The international appeal of the Youth Chorus is evidenced by several prizes won in choral competitions all around the globe. We are pleased they will perform at the ISEI Conference during our Opening Session.

“For us at Adolf Fredrik's Music School the song is at the center of the meeting between people. A collective musicianship trains the individual in loyalty, solidarity and respect for each other's differences. Music is a universal language.”



Stockholms
stad

Adolf Fredrik's Music School

Adolf Fredrik's school for music classes in Farsta began in 2015, and has 100 students today. The school's focus is on choral singing. Song is regarded as a way to engage our community of diverse students on equal terms. Through music, sensitive and responsive world citizens are educated.

Plenary Sessions

Wednesday, June 8, 2016 - 11:00 am to noon

Aula Magna Auditorium Left

Early Childhood Intervention: Engaging Children, Families, Preschools, and Health Professionals in Sweden

Eva Björck-Åkesson, Ph.D.



Eva Björck-Åkesson is a professor of special education at Jönköping University with a focus on early childhood intervention and is secretary general of the Committee for Educational Sciences at the Swedish Research Council. She has been Dean of the School of Education and Communication at Jönköping University and vice-president of Mälardalen University. Dr. Björck-Åkesson is a member of the Swedish National Commission for UNESCO and has been involved in developing the WHO classification of Functioning, Disability and Health - version for Children and Youth (ICF-CY). She is also one of the founders and scientific directors of the research group CHILD where collaborative research is conducted among the fields of education, special education, health psychology, health care sciences, and disability studies. Dr. Björck-Åkesson's research is based on an ecological transactional model and a biopsychosocial perspective and is focused on the preschool as an environment for participation, interaction, and development in the context of early intervention in Sweden.

Thursday, June 9, 2016 - 9:00 am to 10:00 am

Aula Magna Auditorium Left

Building Sustainable National Systems for Early Childhood Intervention

Emily Vargas-Barón, Ph.D.



Emily Vargas-Barón directs The RISE Institute that assists nations to develop strategic plans, systems, and programs for early childhood intervention (ECI) and hosts the Early Childhood Development (ECD) Task Force of the Global Partnership on Children with Disabilities. She consults in the fields of ECI and ECD in nations of Eastern Europe, Latin America, South East Asia, and Sub-Saharan Africa. Dr. Vargas-Barón conducts research on ECI policy planning and systems development, program outcomes, and the scaling up of ECI programs. She has authored numerous books, chapters, and articles on ECI and ECD. Previously she was the Deputy Assistant Administrator of USAID for education, training, and telecommunications and the founder of Any Baby Can Child and Family Resource Center in Austin, Texas, where she developed one of the first ECI programs in the United States. Dr. Vargas-Barón received her doctorate in Anthropology from Stanford University where she was also an Associate of the Stanford International Development Education Center. She has been a professor at the University of Washington, Javeriana University in Bogotá, Colombia, and the University of Texas at Austin.

Friday, June 10, 2016 - 9:00 am to 10:00 am

Aula Magna Auditorium Left

Taking Early Childhood Interventions Into the Sustainable Development Era

Pia Rebello Britto, Ph.D.



Pia Rebello Britto is Global Chief and Senior Advisor, Early Childhood Development, UNICEF, New York Headquarters. She was formerly Assistant Professor, Yale University, and has worked on developing, implementing and evaluating early childhood programmes and policies around the world. In particular, she has strengthened the application of evidence for programming, promoted the role of governance and finance of national systems in achieving equity, access and quality, developed and evaluated models for implementation of quality early childhood services and supported the role of parents and caregivers, including women's economic empowerment. Most recently, Dr. Britto is involved in work examining the relationship between early childhood and peace building. Dr. Britto has conducted research in the United States to understand the experience of early literacy development, early intervention program evaluations, and identity development of Muslim and Arab children. Dr. Britto is the recipient of several national and international grants and awards in recognition for her work and has published numerous books, articles, chapters and reports, and has presented extensively at conferences, meetings and workshops (academic and non-academic) globally.

Master Lectures

Friday, June 10, 2016 – 1:15pm
Södra huset – B3

“Tier 2” Newborn Screening for Intellectual and Developmental Disabilities

Don Bailey, Ph.D.
United States



Abstract

For many children with intellectual and developmental disabilities, parents and professionals undergo a protracted “diagnostic odyssey,” first to determine whether the child has a disability, and then to determine its cause. Often the length of this process precludes or delays access to early intervention. A voluntary “Tier 2” newborn screening program could identify children with some conditions much earlier, but the challenges and costs associated with such a program have been prohibitive. We have been doing the pilot work and planning necessary to implement such a program on a large scale. This Master Lecture presents a rationale for Tier 2 newborn screening, reports data from ongoing planning and pilot studies, and discusses the potential implications for developing a stronger rationale for earliest possible early intervention.

Thursday, June 9, 2016 – 1:15pm
Södra huset – B3

Is Potential for Recovery from an Early Brain Injury Fact or Fiction?

James Blackman, M.D., M.P.H.
United States



Abstract

Cerebral palsy results from an injury to the brain in the fetal, newborn, or early infant stages of development. Recent animal research suggests that there is a window of brain plasticity within which the brain may recover partially, or even completely, from such an injury. With few exceptions, applications of this potential in humans have yet to be demonstrated. A range of treatments, from drugs to stem cells to various therapeutic interventions are being proposed and examined. Critical to the evaluation of all interventions are early detection of brain injury and sufficiently extended outcome measurements. This Master Lecture will review the current status of infant brain research as it pertains to early identification, evidence-based treatments, and potential for recovery and enhanced quality of life.

Thursday, June 9, 2016 – 4:15pm
Södra huset – B3

Early Developmental and Behavioral Screening: A Comprehensive Community-Based Systems Approach

Diane Bricker, Ph.D.
United States



Abstract

The importance of early detection for children at risk and with disabilities is well documented. Fundamental to the success of early detection are valid, reliable, and low-cost screening measures; however, even the best measures (in terms of psychometric properties and cost) cannot stand alone. Comprehensive, ongoing screening and monitoring is dependent upon the existence of an enveloping system that provides the necessary supports to ensure participation and follow-up of all children in a community. A system refers to a combination of parts that work together to form a unified, cohesive whole. The system to be discussed in this Master Lecture is composed of six separate but linked components: program goals, community awareness, contact and referral, assessment, follow-up, and evaluation. The components form a system through the overarching processes of coordinating and checking/verifying.

Friday, June 10, 2016 – 4:00pm
Södra huset – B3



Interdisciplinary Professional Training in Early Intervention

Mary Beth Bruder, Ph.D.
United States

Abstract

The presence of a well trained workforce to meet the diverse needs of infants, young children, and their families is a critical variable in establishing high quality and effective early childhood intervention (ECI). This Master Lecture will focus on the competencies needed by interdisciplinary professional staff who design and deliver the various components of ECI. It will also focus on evidence-based adult learning methodologies for both pre-service (university based) personnel preparation programs, and in-service (continuing education) activities for those who serve infants and young children and families across a variety of home and inclusive early intervention settings.

Wednesday, June 8, 2016 – 4:15pm
Södra huset – B3



Changing Children - Changing Services? From Rights to Responsibilities in Early Intervention

Barry Carpenter, O.B.E., Ph.D.
United Kingdom

Abstract

In the last decade Early Intervention professionals have consistently reported changes in the population of children with disabilities. The term 'Complex Needs' has arisen and is widely used to describe this new generation of children. Research from various disciplines has also recorded significant shifts in the profile of children's needs, often resulting from changing causal bases, e.g., prematurity, alcohol or drug abuse, medical interventions, or rare syndromes. What does this mean for the world of Early Intervention? What are the implications for service design and delivery? This Master Lecture will consider the transformations that must occur in Early Intervention practice and service delivery if we are to truly enhance the development of young children with complex needs.

Thursday, June 9, 2016 – 10:30am
Aula Magna Auditorium Left



Dancing with Rhythm in Parent-Child Interaction

Ibrahim Halil Diken, Ph.D.
Turkey

Abstract

International studies have revealed that parent behaviors during interactions with their child explain a significant amount of variance with respect to engagement, quality of exchanges, and the developmental outcomes of their children. This is the case both for children with established developmental delays/disabilities and those at-risk for developmental delays/disabilities. Several factors defining effective parent-child interactions, especially the forms of parental behaviors or strategies, have been identified. In this Master Lecture, I will examine research that has defined these effective parent-child interactions.

Friday, June 10, 2016 – 2:45pm

Södra huset – B3

Contributions of Developmental and Intervention Science to Early Intervention

Michael Guralnick, Ph.D.

United States

Abstract

The field of early intervention has now reached a major “integrative” phase in its development. Significant advances occur when findings from both developmental and intervention science can effectively inform practice. These domains will be examined in this Master Lecture and will consider the correspondence between developmental mechanisms and outcomes based on intervention science. This information can be used to form a foundation capable of enhancing the effectiveness of early intervention research and practice in community settings.



Wednesday, June 8, 2016 – 1:15pm

Södra huset – B3

Inclusion: Are We Settling for Accommodation When We Should Be Intervening for Better Outcomes?

Coral Kemp, Ph.D.

Australia

Abstract

There has been a general acceptance of the merit of including young children with disabilities in generic early childhood services. Unfortunately, in many countries, early childhood educators or those supporting them do not necessarily possess the level of skill needed to ensure that children with disabilities, particularly those with high support needs, are participating meaningfully in preschool and childcare settings. Further, administrators who are steering policy development do not always understand the importance of planning individually for children with additional needs. Child engagement is an important goal for early childhood intervention because of the relationship that is thought to exist between engagement and learning. Interventions targeting the engagement of children with significant disabilities in inclusive early childhood settings - specifically children with intellectual disability and/or autism spectrum disorder - have been investigated by our team of researchers in collaboration with interventionists and educators. In this Master Lecture, the findings of our research will be presented and the implications for inclusive practice will be considered, specifically as these relate to the use of individualised program plans and evidence-based interventions.



Wednesday, June 8, 2016 – 4:15pm

Södra huset – B3

Don't Fix Me, Fix the Systems: Developing Early Intervention in St. Petersburg, Russia

Elena Kozhevnikova, Ph.D.

Russian Federation

Abstract

The development of early intervention in the Russian Federation starting from the Gorbachev Perestroika period (middle of 1980's) until today will be discussed. A personal perspective will be provided in this Master Lecture as the presenter has played an active role during a period of extensive change in the political, social, cultural, developmental, and educational arenas among others. Special emphasis will be given to the specific role of early intervention in Russia as a first step to an inclusive and children's rights oriented society and the role of international cooperation in developing early intervention in Russia.



Wednesday, June 8, 2016 – 1:15pm

Södra huset – B3

Looking Forward and Back At Early Intervention and Hope: Parental Coping and Resilience

Malka Margalit, Ph.D.

Israel

Abstract

Early intervention activities for very young children with disabilities are frequently linked to developmental targets and goals. Satisfaction studies during early intervention often reveal high levels of satisfaction but the levels of satisfaction after several years are not typically examined. In this Master Lecture, I discuss a longitudinal design to explore what happens following the transition to kindergarten and primary school, especially how parents cope with new realities and challenges. Mothers' hope for the future and memories of the past are compared. Of specific interest is the comparison of mothers' self-perceptions and coping during the time their infants participated in early intervention with their self perceptions and the children's development 5-10 years later.



Thursday, June 9, 2016 – 2:30pm

Aula Magna Auditorium Left

Improving Care for Abandoned Children: From Research to Practice and Policy

Rifkat Muhamedrahimov, Ph.D.

Russian Federation

Abstract

Institutions for orphan children and children left without parental care in general are characterized by severe deficits in the sensitivity, responsivity, and stability of the caregiving environment. A considerable number of studies show that children reared in institutions are at substantial risk in various domains of functioning. Those with a substantial history of institutional care display a variety of long-term difficulties when placed with families. In this Master Lecture, the St. Petersburg-USA baby home research project will be discussed. This project demonstrated that improvements of the caregiving environment in institutions enhanced the behavioral and mental development of resident infants and young children as well as improved the longer-term outcomes for post-institutionalized children when they were subsequently placed into parental or substitute families. The state policy of the Russian Federation (RF) on caring for children without parental care has been largely directed at keeping children in birth families, placing children in different types of substitute families, and improving the quality of care in institutions for those children who reside there. The new RF policy concerning the living conditions in institutions requires that they should be close to several aspects of the family-like caregiving environment suggested in the baby home intervention project.



Friday, June 10, 2016 – 1:15pm
Södra huset – B3



The Power of Experience in Child Development - Reconsidered

Franz Peterander, Ph.D.
Germany

Abstract

Daily experiences influence individuals understanding and insight. These experiences modify and determine personal beliefs and attitudes through a continuous process, and lead to the question of how one's own experiences are perceived, interpreted, and processed. Children's development is significantly influenced by a continuing "stream of experiences" - from day to day and from situation to situation leading to children's individual perspectives. It is this high level of individuality of each child that must draw the attention of educators and therapists to the everyday environmental life experiences of children, taking into account developmental theories and research findings. Using this perspective, in this Master Lecture the process of assessment and intervention with an individual child in moment-to-moment situations will be discussed.

Thursday, June 9, 2016 – 10:30am
Aula Magna Auditorium Left



Rethinking Professional Partnerships With Parents: Starting From What Parents Are Willing and Able To Do

Manfred Pretis, Ph.D.
Austria

Abstract

Early Childhood Intervention is faced with new challenges at the beginning of 21st century. Changing patterns of special educational needs and increasing mental health concerns of parents are among the factors that might 'force' professionals to widen their methodological approaches towards complex interactions and interventions. Furthermore, in many developed and developing countries life situations of families are significantly changing because of labor market requirements, making it difficult to establish partnership models. Second generation research highlights that not everything fits each family. Consequently, this Master Lecture considers current thinking on partnership models and what we can learn from the answers provided by families.

Thursday, June 9, 2016 – 4:15pm
Södra huset – B3



UNCRC & ICF-CY: Defining and Documenting Universal Rights of Children

Rune Simeonsson, Ph.D., M.S.P.H.
United States

Abstract

In every society, assuring the rights of children to grow and develop is an implicit responsibility of families and society. The dependent status of young children, however, makes them uniquely vulnerable to deprivation of those rights; a vulnerability that is significantly increased for children whose development is compromised because of biological and environmental risks. The United Nations Convention on the Rights of the Child (UNCRC) is a universal standard affirming the integrity and autonomy of the child based on rights to protection from harm, provision of nurture, and social justice to participate fully in society. A significant challenge in developed as well as developing countries is documentation of the extent to which the rights of children to intervention and support are realized. This presentation will describe the application of the International Classification of Functioning, Disability and Health - Children & Youth (ICF-CY) as a universal language of codes to document children's rights to protection, provision, and participation within UNCRC as the basis for intervention.

Travel to Site by Metro (Tunnelbana)

Board metro in direction of **Mörby centrum**, exit at **Universitetet**
(5 minute walk to Aula Magna, see signage)












Map of Stockholm University

Aula Magna and Södra huset: ISEI Conference Site



-  **Aula Magna**
-  **Södra huset**

KEY	
	Entrance
	Café
	Restaurant
	Taxi stops
	Entrance for disabled
	Subway station
	Bus stop
	Parking lots
	Disability Parking

Room Map of Aula Magna

7th floor key

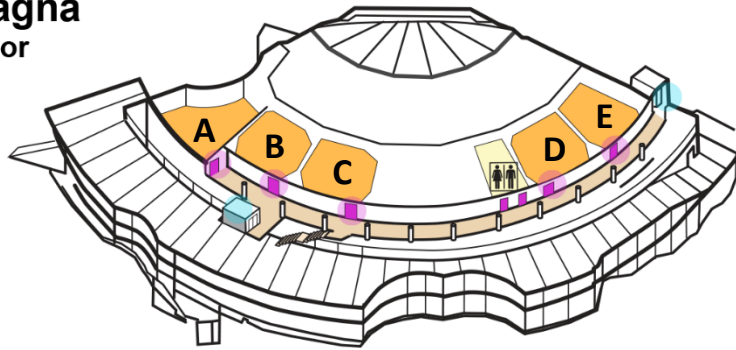
Meeting rooms:

- A- Kungstenen
- B- Spelbomskan
- C- Mimer
- D- Polstjärnan
- E- Bergsmannen

Entrance

Elevator

Aula Magna 7th floor



6th floor key

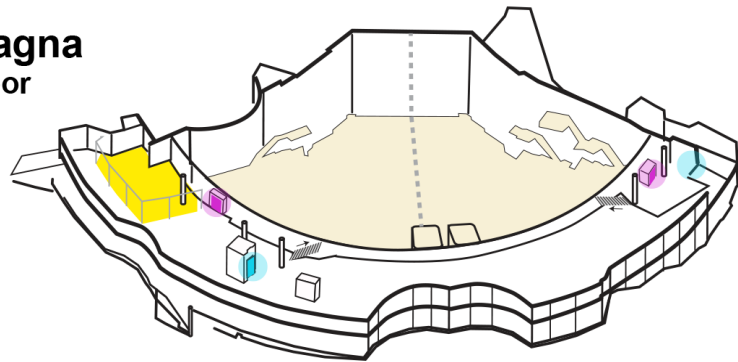
Main auditorium

Mezzaninen

Entrance

Elevator

Aula Magna 6th floor



5th floor key

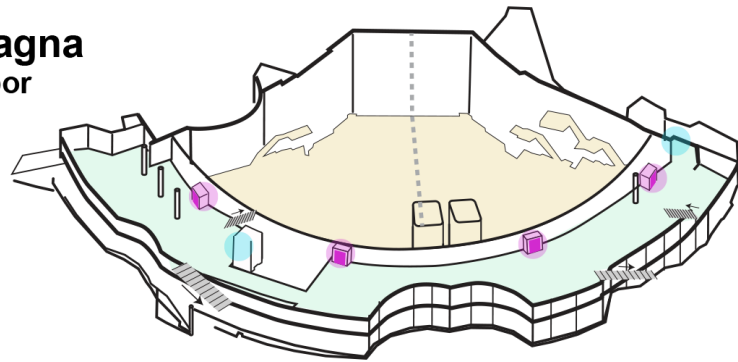
Main auditorium

Galleriet

Entrance

Elevator

Aula Magna 5th floor



4th floor key

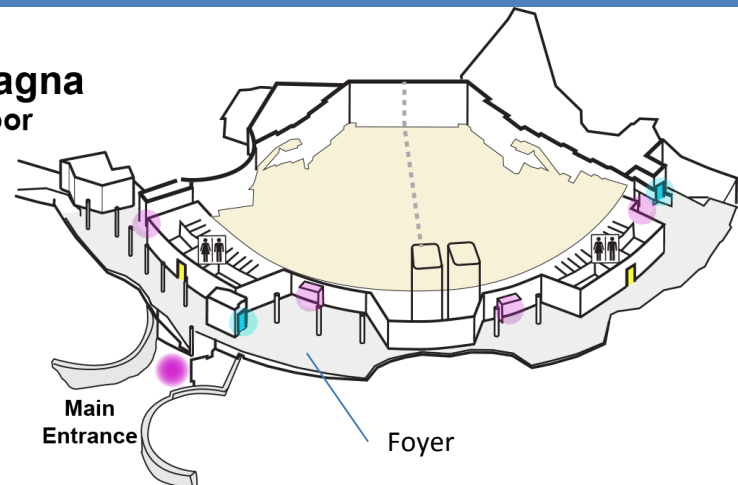
Main auditorium

Entrance

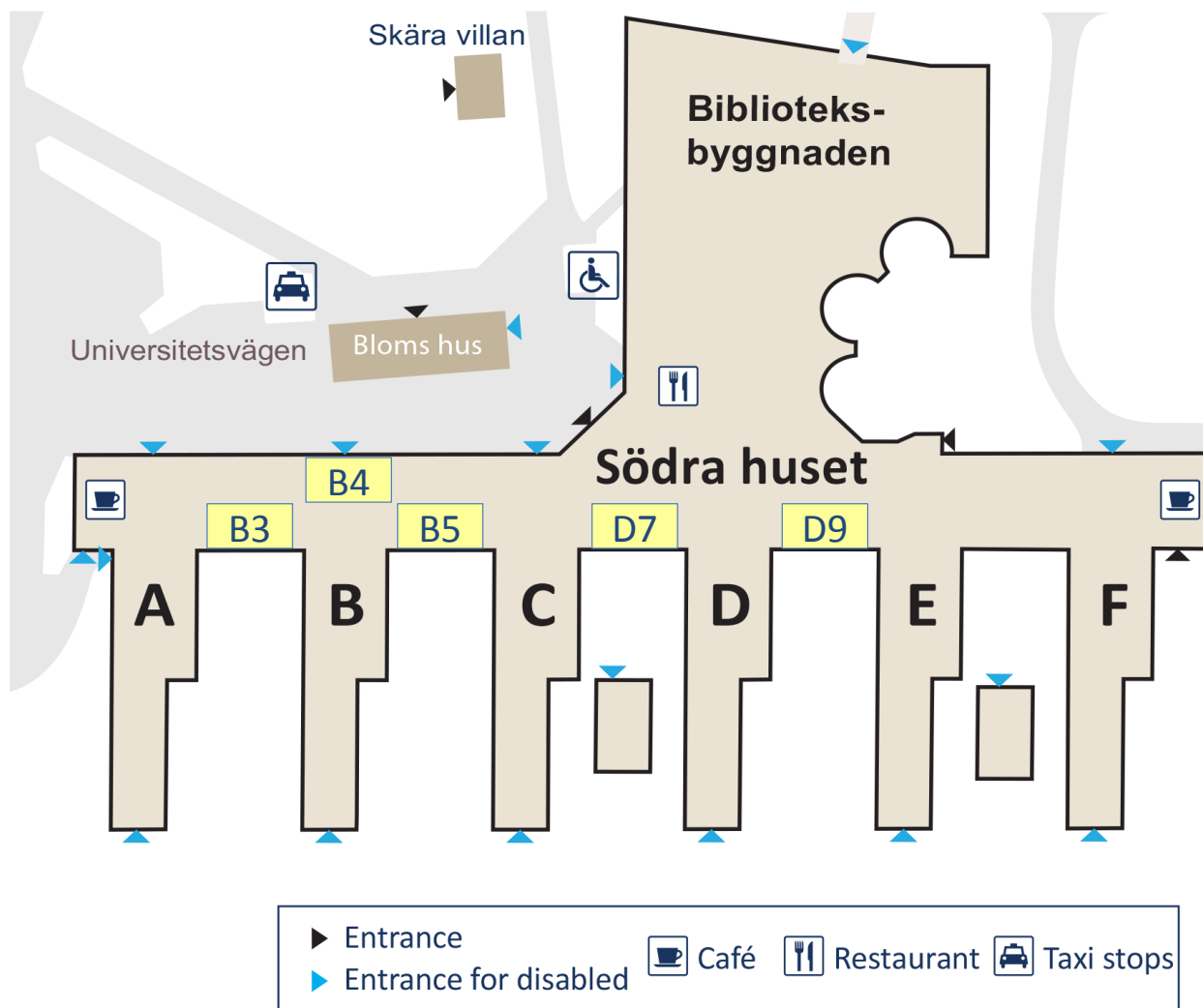
Elevator

Restrooms

Aula Magna 4th floor



Map of Södra huset



Södra huset meeting rooms:

- B3
- B4
- B5
- D7
- D9

Map for Lunch Places



Cafés and Kiosks

- Café Bojan - *Nobelhuset*
- Café i Juristernas hus - *Juristernas hus*
- jalla gatmat - *Södra huset*
- Kaffebaren - *Södra huset*
- Kaffebaren Arrhenius - *Arrheniuslaboratorierna*
- Prego - *Södra huset*
- Prego - *Studenthuset*
- Pressbyrån - *Södra huset*
- 7-Eleven - *Södra huset*

Restaurants

- Fakultetsklubben - *Manne*
- Restaurang Lantis - *Lantis*
- Restaurang Levinsky's - *Arrheniuslaboratorierna*
- Restaurang PicNic - *PicNic*
- Stories - *Södra huset*

Places to Have Lunch

Cafes and kiosks

Name	Location(s)	Type of Food	Price
Café Bojan	Nobelhuset	Asian food. Three dishes to choose from, one of which is vegetarian. Water and coffee/tea included.	70-90 SEK
Café i Juristernas hus	Juristernas hus		
jalla gatmat	Södra huset		
Kaffebaren	Södra huset	Coffee/tea	
Kaffebaren Arrhenius	Arrheniuslaboratorierna	Coffee/tea	
Prego	Södra huset	Lasagne, pie, meatballs, salads, ciabatta and soup of the week. Vegetarian dishes available. Bread, butter and water included.	42-70 SEK
Prego	Studenthuset	Lighter lunch foods, including pasta with various sauces, lasagne, salads, wraps, focaccia and a variety of sandwiches.	30-60 SEK
Pressbyrån	Södra huset		
7-Eleven	Södra huset		

Restaurants

Name	Location	Type of Food	Price
Restaurang Lantis	Lantis	Traditional food with a personal touch. One meat, one fish and one vegetarian dish. Salad buffet, bread and coffee/tea included.	82 SEK
Restaurang Levinsky's	Arrheniuslaboratorierna		
Restaurang PicNic	PicNic	Wide selection with pizza, falafel/kebab, grill dishes, pasta, salads and weekly specials. Pizza bread, cabbage salad, drink and coffee included	Pizzas from 40 SEK, to about 70 SEK.
Stories	Södra huset	Lasagne, pie, meatballs, salads, ciabatta and soup of the week. Vegetarian dishes available. Bread, butter and water included.	42-70 SEK.



Schedule: General Overview

Wednesday, June 8		
	Time	Conference Activities
Morning	7:30-8:45	Registration in Aula Magna Foyer, Coffee in the Galleriet
	8:45-9:00	Begin Seating in Auditorium
	9:00-10:30	Welcome and Introductions – Aula Magna Auditorium Left
	10:30-11:00	Break
	11:00-12:00	Keynote Address (Eva Björck-Åkesson) – Aula Magna Auditorium Left
Afternoon	12:00-1:15	Lunch – on your own
	1:15-2:30	Breakout Sessions
	2:45-3:45	Breakout Sessions
	3:45-4:15	Break
	4:15-5:30	Breakout Sessions
	5:30-7:00	Poster Session and Welcome Reception – Galleriet and Foyer
Thursday, June 9		
	Time	Conference Activities
Morning	8:00-9:00	Registration in Aula Magna Foyer, Coffee in the Galleriet
	9:00-10:00	Keynote Address (Emily Vargas-Barón) – Aula Magna Auditorium Left
	10:00-10:30	Break
	10:30-12:00	Breakout Sessions
Afternoon	12:00-1:15	Lunch – on your own
	1:15-2:30	Breakout Sessions
	2:45-3:45	Breakout Sessions
	3:45-4:15	Break
	4:15-5:30	Breakout Sessions
	7:00-9:00	City Hall Reception
Friday, June 10		
	Time	Conference Activities
Morning	8:00-9:00	Registration in Aula Magna Foyer, Coffee in the Galleriet
	9:00-10:00	Keynote Address (Pia Rebello Britto) – Aula Magna Auditorium Left
	10:00-10:30	Break
	10:30-12:00	Breakout Sessions
Afternoon	12:00-1:15	Lunch – on your own
	1:15-2:30	Breakout Sessions
	2:45-4:00	Breakout Sessions
	4:15-4:45	Closing Session – Aula Magna Auditorium Left

Conference Opening
Wednesday Morning, June 8, 2016
Aula Magna Auditorium Left

7:30 – 8.45

Registration

Aula Magna - Foyer
Coffee – Galleriet



Adolf Fredrik's Youth Chorus,
Directed by Maria Goundorina

9:00 – 10:30

Welcome and Introductions



Anders Gustavsson, Ph.D.
Professor, Stockholm University



Astrid Söderbergh Widding, Ph.D.
President, Stockholm University



Michael Guralnick, Ph.D.
Chair, ISEI
"Why the World's Vulnerable Children
Must Have a Right To Early Intervention"



**Tribute to
Ulf Janson, Ph.D.**



Franz Peterander, Ph.D.
Professor, Ludwig-Maximilians
University

Break

Coffee and Pastries - Galleriet

11:00 – Noon

Plenary Address



Eva Björck-Åkesson, Ph.D.
Professor, Jönköping University
"Early Childhood Intervention: Engaging Children, Families, Preschools,
and Health Professionals in Sweden"



Conference Schedule at a Glance

Wednesday, June 8, 2016												
Time	Conference Activities											
7:30 AM - 8:45 AM	Registration - Aula Magna Foyer, Coffee in the Galleriet											
8:45 AM - 9:00 AM	Begin Seating in Auditorium											
9:00 AM - 10:30 AM	Welcome and Introductions - Aula Magna Auditorium, Left											
10:30 AM - 11:00 AM	Break											
11:00 AM - 12:00 PM	Keynote Address (Eva Bjorck-Akesson) - Aula Magna Auditorium, Left											
12:00 PM - 1:15 PM	Lunch - on your own											
Time	Breakout Sessions by Topic											
1:15 PM - 2:30 PM	Assessment*	Services	Inclusion	High Risk Children	Systems and Policy	Developmental Mechanisms*	Master Lectures	Autism	Professional Development*	Sensory and Motor Impairments*	Autism	
2:45 PM - 3:45 PM	Assessment*	Families	Systems and Policy	Services	Inclusion	Caregiver-Child Interaction*	Language and Communication*	Professional Development*	Preterm Children*	Systems and Policy*	High Risk Children	
3:45 PM - 4:15 PM	Break											
Time	Breakout Sessions by Topic											
4:15 PM - 5:30 PM	Inclusion	Assessment	Language and Communication	Developmental Mechanisms	Autism	Families*	Master Lectures	Systems and Policy	Services*	Social-Emotional Development*		
5:30 PM - 7:00 PM	Posters and Welcome Reception											
Thursday, June 9, 2016												
Time	Conference Activities											
8:00 AM - 9:00 AM	Registration - Aula Magna Foyer, Coffee in the Galleriet											
9:00 AM - 10:00 AM	Keynote Address (Emily Vargas-Baron) - Aula Magna Auditorium, Left											
10:00 AM - 10:30 AM	Break											
Time	Breakout Sessions by Topic											
10:30 AM - 12:00 PM	Families	Intervention Strategies	Professional Development	Assessment	Master Lectures	Caregiver-Child Interaction	Professional Development	Assessment*	Services	Professional Development	Language and Communication	
12:00 PM - 1:15 PM	Lunch - on your own											
Time	Breakout Sessions by Topic											
1:15 PM - 2:30 PM	Intervention Strategies	Inclusion	Services	Systems and Policy	Master Lectures	Autism*	Sensory and Motor Impairments	Families*	Inclusion*	Services*	Systems and Policy*	
2:45 PM - 3:45 PM	Caregiver-Child Interaction*	Assessment	Social-Emotional Development*	Systems and Policy*	Systems and Policy*	Autism	Systems and Policy*	Preterm Children	High Risk Children*	Services*		
3:45 PM - 4:15 PM	Break											
Time	Breakout Sessions by Topic											
4:15 PM - 5:30 PM	Developmental Mechanisms	Inclusion	Families	High Risk Children*	Services*	Services*	Master Lectures	Trauma, Abuse, and Neglect*	Systems and Policy	Systems and Policy	Services	
7:00 PM - 9:00 PM	City Hall Reception											
Friday, June 10, 2016												
Time	Conference Activities											
8:00 AM - 9:00 AM	Registration - Aula Magna Foyer, Coffee in the Galleriet											
9:00 AM - 10:00 AM	Keynote Address (Pia Rebello Britto) - Aula Magna Auditorium, Left											
10:00 AM - 10:30 AM	Break											
Time	Breakout Sessions by Topic											
10:30 AM - 12:00 PM	Families	Intervention Strategies	Systems and Policy	Caregiver-Child Interaction	Families	Professional Development*	Language and Communication	Trauma, Abuse, and Neglect	Professional Development	Systems and Policy*	Intervention Strategies	
12:00 PM - 1:15 PM	Lunch - on your own											
Time	Breakout Sessions by Topic											
1:15 PM - 2:30 PM	Sensory and Motor Impairments	Services	Services*	Inclusion*	Assessment	Systems and Policy*	Master Lectures	Systems and Policy*	Social-Emotional Development	Professional Development	Services*	
2:45 PM - 4:00 PM	Families		Systems and Policy*		Professional Development		Sensory and Motor Impairments*		Master Lectures		Systems and Policy	
4:15 PM - 4:45 PM	Closing Session											

*Denotes symposium

Keynote

Wednesday, June 8, 2016

11:00 am to noon

Aula Magna Auditorium Left

Early Childhood Intervention: Engaging Children, Families, Preschools, and Health Professionals in Sweden



Eva Björck-Åkesson, Ph.D.

Eva Björck-Åkesson is a professor of special education at Jönköping University with a focus on early childhood intervention and is secretary general of the Committee for Educational Sciences at the Swedish Research Council. She has been Dean of the School of Education and Communication at Jönköping University and vice-president of Mälardalen University. Dr. Björck-Åkesson is a member of the Swedish National Commission for UNESCO and has been involved in developing the WHO classification of Functioning, Disability and Health - version for Children and Youth (ICF-CY). She is also one of the founders and scientific directors of the research group CHILD where collaborative research is conducted among the fields of education, special education, health psychology, health care sciences, and disability studies. Dr. Björck-Åkesson's research is based on an ecological transactional model and a biopsychosocial perspective and is focused on the preschool as an environment for participation, interaction, and development in the context of early intervention in Sweden.



Wednesday, Jun 8, 2016 --- 1:15 PM to 2:30 PM

Session 1 --- Assessment --- Symposium --- Aula Magna - Mimer

Valid New Measures of Mastery Motivation for Young Children

Organized By: George Morgan, PhD (United States)

Cross-Cultural Validation of the Factor Structure of the Dimensions of Mastery Questionnaire in Preschool Children: A Multi-Group Invariance Analysis - (Taiwan)

Ai-Wen Hwang, PhD; Jun Wang, PhD; Krisztian Jozsa, PhD; Hua-Fang Liao, MS; Pei-Jung Wang, MS; George Morgan, PhD

Reliability of the Revised Individualized Structured Mastery Tasks and Its Relations With Child Development and Motivation Perceived by Mothers in Children With Developmental Delay - (Taiwan)

Pei-Jung Wang, MS; Hua-Fang Liao, MS; George Morgan, PhD; Lu Lu, PhD

A New Computer-Tablet Assessment of Mastery Motivation for Preschool Children - (Hungary)

Krisztian Jozsa, PhD; Karen Barrett, PhD; Cerissa Stevenson, PhD; George Morgan, PhD

Session 2 --- Services --- Paper Session --- Aula Magna - Polstjärnan

Pilot Implementation of a Functional Early Intervention Program in Singapore - (Singapore)

Mian Yee Choy, MEd; Hong Huay Lim, MRCP; Lee Pin Hoo, MMed; Winnie Hwee Suat Goh, MD; Agatha Tan, BS; Hui Nee Tang, MA

Early Intervention and Inclusive Support Programs for Children With Developmental Disabilities in the Republic of Serbia - (Serbia)

Ksenija Stanimirov, MA; Snezana Ilic, PhD; Snezana Nikolic, PhD; Branka Jablan, PhD; Violeta Strahinjevic, MA

Education and Early Intervention in Ireland - (Ireland)

Miriam Twomey, D.Ed

Session 3 --- Inclusion --- Paper Session --- Aula Magna - Spelbomskan

Discussions of Inclusion of Facebook: What are They Saying About Children's Rights? - (Australia)

Sharryn Clarke, BA

Attitudes Towards Children With a Disability - (The Netherlands)

Mathijs Vervloed, MD

Action Research to Support Inclusion of Preschoolers With Special Needs Through Parent Coaches - (Taiwan)

Shu hsien Tseng, PhD; Tsai-Ling Ko, PhD; Ai-Chu Chen, PhD; Shu-Yu Hsiao, PhD; Hsiao-Tung Chu, PhD

Session 4 --- High Risk Children --- Paper Session --- Aula Magna - Bergsmannen

A Collaborative Approach to Serving Infants and Toddlers With Disabilities - (United States)

Piret Leonetti, PhD (Student)

Handle With Care: Promoting Mental Health of Children From Birth to 6 Years of Age - (Canada)

Fataneh Farnia, PhD; Nancy Cohen, PhD

"Minding the Gap" in Children's Access to Prevention and Intervention Services Through Tasmania's Child and Family Centres - (Australia)

Catherine Taylor, PhD



Wednesday, Jun 8, 2016 --- 1:15 PM to 2:30 PM

Session 5 --- Systems and Policy --- Paper Session --- Aula Magna - Auditorium Left

Changing Paradigms and Uncertain Roles: The Evolving Rights of Children With a Disability in Early Childhood Education and Care - (Australia)

John Forster, BA

Ensuring the Rights of Children to be Heard: Children's Views on Their Early-Years Education in the Context of Sweden - (Sweden)

Johanna Lundqvist, PhD (Student); Mara Allodi Westling, PhD; Eva Siljehag, PhD

Including Early Intervention in Early Childhood Integrated Data Systems: Lessons Learned and Benefits Realized - (United States)

Missy Coffey Cochenour, MA; Kathy Hebbeler, PhD; Abby Winer, PhD

Dialogues on Early Intervention Between Portugal and Brazil - (Brazil)

Patrícia Raquel da Silva Fernandes, MA; Ana Maria Serrano, EdD; Patrícia Carla de Souza Della Barba, PhD; Bruna Pereira Ricci Marini, MA

Session 6 --- Developmental Mechanisms --- Symposium --- Aula Magna - Auditorium Right

Executive Functioning in Children on a Continuum of Motor Competence: A Longitudinal Perspective

Organized By: Suzanne Houwen, PhD (The Netherlands)

Early Development of Motor, Executive, and Language Functions in Young Children With and Without Developmental Risk: Investigation on the Interplay of Individual and Environmental Factors - (The Netherlands)

Marja Cantell, PhD; Suzanne Houwen, PhD; Gerda van der Veer, MSc

Early Development of Motor, Executive, and Language Functions in Young Children With and Without Developmental Risk: A Literature Review and Preliminary Results - (The Netherlands)

Gerda van der Veer, MSc; Suzanne Houwen, PhD; Marja Cantell, PhD; Alexander E.M.G. Minnaert, PhD

Executive Functioning in Children With Developmental Coordination Disorder and Motor Difficulties: A 2-Year Longitudinal Study - (United Kingdom)

Marialivia Bernardi, MSc; Haley Leonard, PhD; Elisabeth Hill, DPsy; Nicola Botting, PhD; Lucy Henry, DPsy

Session 7 --- Master Lectures --- Södra huset - B3

Inclusion: Are We Settling for Accommodation When We Should Be Intervening for Better Outcomes? - (Australia)

Coral Kemp, PhD

Looking Forward and Back At Early Intervention and Hope: Parental Coping and Resilience - (Israel)

Malka Margalit, PhD

Session 8 --- Autism --- Paper Session --- Södra huset - B4

Experiences of Parents in Accessing Early Childhood Education for a Child With Autism Spectrum Disorder: A Phenomenological Study of Lusaka Parents - Zambia - (Zambia)

Joachim Nyoni, MA

Hybrid Therapy for Treatment of Newly Diagnosed Toddlers With Autism Spectrum Disorders - (Israel)

Gary Diamond, MD; Esther Reznick, MSc; Bosmat Aronson, MS; Ilana Winer Ribke, MS; Yael Dlugatch, MD; Hadas Ofek Gorenshtain, MOT

South African Families Raising Children With Autism Spectrum Disorder: Relationship Between Family Routines, Cognitive Appraisal, and Family Quality of Life - (South Africa)

Liezl Schlebusch, PhD; Alecia Samuels, PhD; Dada Shakila, PhD



2016 ISEI CONFERENCE - Sessions By Day & Time

Wednesday, Jun 8, 2016 --- 1:15 PM to 2:30 PM

Session 9 --- Professional Development --- Symposium --- Södra huset - B5

Facilitators and Barriers in Preparing EI Providers to Support Families of Infants and Toddlers with Disabilities

Organized By: Rosa Milagros Santos, PhD (United States)

The Inclusion of Early Intervention Content in Personnel Preparation Programs across Disciplines - (United States)

Jenna Weglarz-Ward, EdM

Graduates' Experiences with Early Childhood Special Education Personnel Preparation Programs - (United States)

Kimberly Hile, EdM

An Evaluation of EITPs Foundational Institute Training - (United States)

Christine Spence, MM

Session 10 --- Sensory and Motor Impairments --- Symposium --- Södra huset - D7

Augmenting Mobility to Enhance Participation for Infants, Toddlers, and Preschool Children

Organized By: Roslyn Livingstone, MSc (Canada)

Positioning and Mobility Priorities for Infants and Toddlers With Significant Mobility Limitations - (Sweden)

Elisabet Rodby-Bousquet, PhD

Evidence and Outcomes Supporting Gait Trainer Use With Infants and Toddlers Who Have Mobility Limitations - (United States)

Ginny Paleg, DPT

Evidence and Outcomes Supporting Early Power Mobility for Infants, Toddlers, and Preschool Children - (Canada)

Roslyn Livingstone, MSc; Debra Field, MHSc, OT

Session 11 --- Autism --- Paper Session --- Södra huset - D9

The KESHET Center Model: Pilot Results of an Early Intervention Program for Infants and Toddlers With ASD - (Israel)

Ronit Roth Hanania, PhD; Lidia V. Gabis, MD

Facilitating the Use of Evidence-Based Practices in Early Intervention for Children with Autism - (Australia)

Deb Keen, PhD; Jessica Paynter, PhD; Kate Simpson, PhD; David Trembath, PhD; Rhylee Sulek, PhD

Early Autism Screening Using a General Social-Emotional Measure: Preliminary Study of the Ages and Stages Questionnaires - (United States)

Jill Dolata, MA, CCC-SLP; Jane Squires, PhD

Increasing Socioemotional Skills in Children With Autism Using an Interactive Computer Program - (United States)

Maria Hopkins, PhD



Wednesday, Jun 8, 2016 --- 2:45 PM to 3:45 PM

Session 12 --- Assessment --- Symposium --- Aula Magna - Mimer

From Arena Assessment to Parents' Support

Organized By: Ana Validžić Požgaj, MA (Croatia)

Infant Motor Profile: The Challenges and the Opportunities in Arena Assessment - (Croatia)

Jasminka Gagula, MA; Ana Katušić, PhD

Planning and Implementation of Intervention Within the Frame of Transdisciplinary Approach - (Croatia)

Marijana Konkoli Zdešić, MA; Snježana Seitz, MA

Training, Guiding, and Supporting Parents: Effects of Experience Group in Early Intervention Program - (Croatia)

Ana Validžić Požgaj, MA; Marijana Konkoli Zdešić, MA; Snježana Seitz, MA

Session 13 --- Families --- Paper Session --- Aula Magna - Polstjärnan

Parent-Teacher Partnerships in the Transition to School for Children with Disabilities - (Australia)

Judith Neilands, PhD

Team Collaboration in Early Childhood Intervention in South Africa: Parent Perspectives - (South Africa)

Thilen Kyarkanaye, PhD; Shakila Dada, PhD; Alecia Samuels, PhD

Child, Family, and Service Variables Associated With Family Quality of Life in Spain - (Spain)

Pau Garcia Grau, MA

Session 14 --- Systems and Policy --- Paper Session --- Aula Magna - Spelbomskan

Rights of Expression for Children With Disabilities - (Sweden)

Karina Huus, PhD; Juan Bornman, PhD; Shakila Dada, PhD; Frida Lyngnegård, PhD; Mats Granlund, PhD

Culturally Responsive Early Childhood Interventions: Reflection, Intentionality, Practice - (United States)

Gwendolyn Parsons, EdD

Children's Rights and Decision-Making in Occupational Therapy in Ireland - (Ireland)

Patrick Hynes, MOT; Margot Barry, MSc

Session 15 --- Services --- Paper Session --- Aula Magna - Bergsmannen

The Participation of Parents in the Process of Early Intervention in Poland - (Poland)

Sylvia Wrona, PhD; Szymon Godawa, PhD

Implementation Science Case Examples - (United States)

Robin McWilliam, PhD

Recruiting University Student Volunteers to Provide Family Support Services to Young Children With Developmental Disabilities - (Taiwan)

Chu-Sui Lin, PhD; Kae Liu, PhD; Elane Cheng, MS; Shu-Hsien Tseng, PhD; Shiou-Ling Tsai, PhD



Wednesday, Jun 8, 2016 --- 2:45 PM to 3:45 PM

Session 16 --- Inclusion --- Paper Session --- Aula Magna - Auditorium Left

Why is Early Childhood Inclusion an Obligatory Format for Children With Disabilities? - (Croatia)

Ljiljana Pintaric Mlinar, PhD; Jadranka Stojkovic, BS

Evaluating Preschool Inclusive Classrooms' Quality in Turkey: Preliminary Results - (Turkey)

Betul Yilmaz, MA; Necdet Karasu, PhD

Participation in Inclusive Preschool Settings: The Relevance of Peer Interactions - (Portugal)

Catarina Grande, PhD; Ana Isabel Pinto, PhD; Vera Coelho, MA

Session 17 --- Caregiver-Child Interaction --- Symposium --- Aula Magna - Auditorium Right

Parenting a Child With Disabilities: Research on Assessment and Intervention From Spain, Turkey and the U.S.

Organized By: Mark Innocenti, PhD (United States)

Parenting Assessment Using the PICCOLO: Establishing Validity and Predicting Longitudinal Outcomes in Spain and the U.S. - (Spain)

Mark Innocenti, PhD; Rosa Vilaseca, PhD; Lori Roggman, PhD

Interactional Behaviors of Parents of Children With Developmental Disability and Implementation of the Responsive Teaching Program in Turkey - (Turkey)

Ibrahim Halil Diken, PhD; Ali Kaymak, MS

Mechanism of Developmental Change in Relationship-Based Interventions - (United States)

Gerald Mahoney, PhD; Frieda Perales, PhD

Session 18 --- Language and Communication --- Symposium --- Södra huset - B3

Spreading the Words: Exploring Innovative Models for Early Language Intervention

Organized By: Amy Pace, PhD (United States)

Enhancing the Communication Foundation for Language Development: A Community-Based Participatory Research Model for Intervention - (United States)

Rebecca Alper, PhD; Rufan Luo, PhD; Joselina Tejada, BA; Lilian Masek, BA; Marjie Mogul, PhD; Sarah Paterson, PhD

Universal Baby: Putting Science Into the Hands of Parents Across the Globe to Scale Knowledge and Practice of Caregiver-Infant Interactions to Promote Healthy Neurodevelopment - (United States)

Martha Vibbert, PhD; Alice Kabwe Grollnek, EdM; Christa Nehil, EdM

Session 19 --- Professional Development --- Symposium --- Södra huset - B4

Competency-Based Preparation for Physical Therapists: Addressing Early Intervention at Every Phase

Organized By: Mary Jane Rapport, PhD (United States)

Essential Competencies in Entry-Level Pediatric Physical Therapy Education - (United States)

Mary Jane Rapport, PhD; Jennifer Furze, PCS; Kathy Martin, DHS; Joe Schreiber, PCS; Lisa Dannemiller, PCS; Paula DiBiasio, MS

Physical Therapy Residency and Fellowship Education: Reflections on Past, Present and Future - (United States)

Jennifer Furze, PCS; Carol Jo Tichenor, PT; Beth Fisher, PhD; Gail Jensen, PhD; Mary Jane Rapport, PhD

Promoting Professional Development for Physical Therapists in Early Intervention - (United States)

Tricia Catalino, PCS; Lisa Chiarello, PCS; Toby Long, PhD; Priscilla Weaver, PhD



Wednesday, Jun 8, 2016 --- 2:45 PM to 3:45 PM

Session 20 --- Preterm Children --- Symposium --- Södra huset - B5

Preventive Post-Discharge Early Intervention for Very Preterm Born Infants and Their Parents in the Netherlands

Organized By: Martine Jeukens-Visser, PhD (The Netherlands)

Results of an RCT on the Infant Behavioral Assessment and Intervention Program - (The Netherlands)

Martine Jeukens-Visser, PhD; Karen Koldewijn, PhD; Aleid van Wassenaer-Leemhuis, PhD

The ToP Program - (The Netherlands)

Karen Koldewijn, PhD; Monique Flierman, MSc; Petra van Schie, PhD

Feasibility of an Age-Appropriate Addition to the ToP Program for Very Preterm Born Toddlers: A Pilot Study - (The Netherlands)

Monique Flierman, MSc; Aleid van Wassenaer-Leemhuis, PhD; Martine Jeukens-Visser, PhD

Session 21 --- Systems and Policy --- Symposium --- Södra huset - D7

Using Data to Drive Improvement in Early Intervention Systems and Services

Organized By: Abby Winer, PhD (United States)

How the U.S. Built a National System for Measuring Child Outcomes - (United States)

Kathleen Hebbeler, PhD

The Power of Using Data for Program Improvement: What States are Doing - (United States)

Abby Winer, PhD; Grace Kelley, MSW

Session 22 --- High Risk Children --- Paper Session --- Södra huset - D9

Children With Poor Social Emotional and Pre-Academic Outcomes in Singapore: Characteristics and Associations - (Singapore)

Kenneth Poon, PhD; Rebecca Bull, PhD; Kerry Lee, PhD

Serving the Needs of At-Risk Pre-Kindergarten Children in Urban Settings Through a Developmentally Appropriate STEM Curriculum - (United States)

Lea Ann Christenson, PhD

Supporting the Early Literacy of Children in Head Start - (United States)

Gretchen Butera, PhD



Wednesday, Jun 8, 2016 --- 4:15 PM to 5:30 PM

Session 23 --- Inclusion --- Paper Session --- Aula Magna - Mimer

The Minority Majority: Blending a Multitude of Diverse Peoples in a Single Classroom - (United States)

C. Miki Henderson, EdD

"Floating" Early Intervention in the Bahamas - (Canada)

Elaine Frankel, EdD

Participation-Based Approaches to Promote Inclusion - (Finland)

Erja Pietiläinen, MEd; Salla Sipari, PhD

Session 24 --- Assessment --- Paper Session --- Aula Magna - Polstjärnan

Evaluating the Predictive Validity and Stability of Standardized Assessment in Early Childhood Education - (The Netherlands)

Niek Frans, MSc; Wendy J. Post, MD; Mark Huisman, MD; C.E. (Ineke) Oenema-Mostert, MD; Alexander E.M.G. Minnaert, PhD

Social Validity of Transdisciplinary Play-Based Assessment in Portugal - (United States)

Toni Linder, EdD; Manuela Sanches-Ferreira, PhD

Pilot Evaluation of Child Outcome Measurement Systems in Singapore - (Singapore)

Mythra Mahesh, PhD; Hong Huay Lim, MRCP; Louise Clarke, MSc; Hwee San Low, MA; Johnny Chuan Sheng Tan, BS; Shu Jun Oh, PhD

Session 25 --- Language and Communication --- Paper Session --- Aula Magna - Spelbomskan

The Influence of Child and Contextual Factors on Early Communicative Skills of Children With a Severe Cognitive and Motor Developmental Delay - (Belgium)

Stephy Colla, MSc; Ines Van keer, MSc; Annette van der Putten, PhD; Carla Vlaskamp, PhD; Bea Maes, PhD

Right Versus Reality: The Use of Aided Communication - (Norway)

Kristine Stadskleiv, PhD (Student); Stephen von Tetzchner, PhD

Phonological Processing and Novel Word Learning by Taiwanese Preschoolers With SLI - (Taiwan)

Pao-Hsiang Chi, PhD; Xu-Zhi Zhang, MA

Session 26 --- Developmental Mechanisms --- Paper Session --- Aula Magna - Bergsmannen

The Role of Biological and Social Factors in the Development of Infants With Perinatal Impairment of the Central Nervous System - (Russian Federation)

Julia Bondarcova, PhD (Student)

Relations Between Mastery Motivation, Development, and Participation In Children With Developmental Delays - (Taiwan)

Pei-Jung Wang, MS; Hua-Fang Liao, MS; George A Morgan, PhD; Ai-Wen Hwang, PhD; Li-Chiou Chen, PhD; Ling-Ju Kang, PhD

Evaluation of the Affectional Bond on Cognitive Development in Children Under Two Years of Age - (Ecuador)

Joanna Rojas, BA; Magali Merchan, PhD



Wednesday, Jun 8, 2016 --- 4:15 PM to 5:30 PM

Session 27 --- Autism --- Paper Session --- Aula Magna - Auditorium Left

Social Communication Learning for Toddlers With Autism and Their Families: A Framework Blending Early Intervention and Mediated Learning Principles - (United States)

Hannah Schertz, PhD; Kathryn Horn, MA

Constant Time Delay Instruction With Embedded Teaching Compared to Teaching Community Alert Signs to Children With Autism

Spectrum Disorder - (Turkey)

Serife Sahin, MA; Arzu Özen, PhD

Psychological Functioning and Adaptation of Children With Autism Spectrum Disorder Transitioning From Early Intervention to School: A

Mixed Methods Approach - (Canada)

Stephanie Price, MA; Veronica Smith, PhD

Session 28 --- Families --- Symposium --- Aula Magna - Auditorium Right

Examining Family Outcomes of Early Intervention: Perspectives From Singapore and the United States

Organized By: Melissa Raspa, PhD (United States)

More Than Just a Means to an End: Linking Family-Centered Practices to Family Outcomes to Improve Child Development in the United States - (United States)

Melissa Raspa, PhD; Don Bailey, PhD

Factors Associated With the Family Outcomes of Young Children Attending Early Intervention in Singapore - (Singapore)

Kenneth Poon, PhD; Rebecca Bull, PhD; Don Bailey, PhD

Session 29 --- Master Lectures --- Södra huset - B3

Changing Children - Changing Services? From Rights to Responsibilities in Early Intervention - (United Kingdom)

Barry Carpenter, PhD

Don't Fix Me, Fix the Systems: Developing Early Intervention in St. Petersburg, Russia - (Russian Federation)

Elena Kozhevnikova, PhD

Session 30 --- Systems and Policy --- Paper Session --- Södra huset - B4

Early Developmental and Behavioral Screening: A Comprehensive Community-Based Systems Approach - (United States)

Diane Bricker, PhD; Jane Squires, PhD

Building Community Partnerships to Enroll the Most Vulnerable Preschoolers - (United States)

Susan Fowler, PhD; Dawn Thomas, PhD



Wednesday, Jun 8, 2016 --- 4:15 PM to 5:30 PM

Session 31 --- Services --- Symposium --- Södra huset - B5

Making Home Visiting More Effective: Process, Quality, and Delivery

Organized By: Lori Roggman, PhD (United States)

Measuring the Quality of Home Visiting Practices and Family Engagement - (United States)

Lori Roggman, PhD; Mark Innocenti, PhD

Home Visiting: Intersection of Quality and Processes - (United States)

Carla Peterson, PhD; Kere Hughes-Belding, PhD

Measuring the Effectiveness of Tele-Intervention Using the Home Visit Rating Scale - (United States)

Gina Cook, PhD; Catherine Callow-Heusser, PhD; Diane Behl, MS; Kristina Blaiser, PhD; Karl White, PhD

Session 32 --- Social-Emotional Development --- Symposium --- Södra huset - D7

Application of a Hoki ki te Rito Parenting Program to Teen Parents, Fathers and Pregnant Women: Effects on Social and Emotional Development

Organized By: Tawera Ormsby, BA (New Zealand)

Hoki ki te Rito - Oranga Whanau: An Engaging Parenting Programme for Indigenous Fathers in NZ - (New Zealand)

Lyn Doherty, MA

Mellow Bumps: An Antenatal Programme Focusing on the Maternal Relationship With the Unborn Child - (New Zealand)

Tawera Ormsby, BA

Hoki ki te Rito/Mellow Parenting: Outcomes for Teenage Parents and Their Children - (New Zealand)

Phillippa Lilburn, PGDipEdP

Keynote

Thursday, June 9, 2016

9:00 am to 10:00 am

Aula Magna Auditorium Left

Building Sustainable National Systems for Early Childhood Intervention



Emily Vargas-Barón, Ph.D.

Emily Vargas-Barón directs The RISE Institute that assists nations to develop strategic plans, systems, and programs for early childhood intervention (ECI) and hosts the Early Childhood Development (ECD) Task Force of the Global Partnership on Children with Disabilities. She consults in the fields of ECI and ECD in nations of Eastern Europe, Latin America, South East Asia, and Sub-Saharan Africa. Dr. Vargas-Barón conducts research on ECI policy planning and systems development, program outcomes, and the scaling up of ECI programs. She has authored numerous books, chapters, and articles on ECI and ECD. Previously she was the Deputy Assistant Administrator of USAID for education, training, and telecommunications and the founder of Any Baby Can Child and Family Resource Center in Austin, Texas, where she developed one of the first ECI programs in the United States. Dr. Vargas-Barón received her doctorate in Anthropology from Stanford University where she was also an Associate of the Stanford International Development Education Center. She has been a professor at the University of Washington, Javeriana University in Bogotá, Colombia, and the University of Texas at Austin.



Thursday, Jun 9, 2016 --- 10:30 AM to 12:00 PM

Session 34 --- Families --- Paper Session --- Aula Magna - Mimer

Parents, Information, and Intervention Choice: The Role of Professionals and the Internet - (Australia)

Christine Johnston, PhD; Danielle Tracey, PhD; Sylvana Mahmic, BA; Fiona Papps, PhD

Mothers and Fathers of Preschool Children With Developmental Disabilities: Differences in Family Needs - (Croatia)

Tamara Kralj, MA; Gordana Karlovcan, MS

Knowledge Lost in Transition: Young Children With Intellectual Disabilities - (Sweden)

Anne Lillvist, PhD; Jenny Wilder, PhD

Session 35 --- Intervention Strategies --- Paper Session --- Aula Magna - Polstjärnan

The Effects of Video Interaction Guidance on Maternal Responsive Behaviours and Preschoolers' Expressive Language - (United Kingdom)

Sarah Finnegan, MA

Evaluation of Early Childhood Education and Treatment Studies for Children With Multiple Disabilities in the International Community - (Turkey)

Ayten Düzkantar, PhD

A Comparative Study of Gesture-Based Learning With Virtual Reality Technology and Textbook Strategy Improving Attention for Children With Developmental Delays - (Taiwan)

Shwu-Ling Lee, PhD; Chien-Chi Yeh, MA

Children's Rights in Two Manual-Based Parenting Training Programs - (Sweden)

Hetty Rooth, PhD (Student); Maja Söderbäck, PhD

Session 36 --- Professional Development --- Paper Session --- Aula Magna - Spelbomskan

Teaching to Promote Learning: A New Zealand Perspective - (New Zealand)

Tara McLaughlin, PhD; Karyn Aspden, PhD

A School-Wide Teacher Training Program on Positive Behavioral Supports in Early Childhood in Turkey - (Turkey)

Meral Melekoglu, PhD (Student); Ibrahim Halil Diken, PhD

Beyond Professional Development: A Case Study of Implementing iPads in Early Childhood Education - (United States)

Ellen Hoffman, EdD; Elizabeth Park, PhD; Meng-Fen Grace Lin, EdD

Session 37 --- Assessment --- Paper Session --- Aula Magna - Bergsmannen

Constructing an Effective Protocol of Arena Assessment to Improve Follow-Up Implementation - (Taiwan)

Shu hsien Tseng, PhD; Yin chu Liu, PhD

Comparing Parent-Reported and Directly-Observed Child Language and Parent-Child Interactions - (Australia)

Shannon Bennetts, PhD (Student); Fiona Mensah, PhD; Elizabeth Westrupp, PhD; Naomi Hackworth, Dpsych; Sheena Reilly, PhD

Converting Child Participation Scales to ICF-CY Qualifiers: Challenges and Solutions - (Sweden)

Margareta Adolfsson, PhD; Madeleine Sjöman, PhD (Student); Eva Björck-Åkesson, PhD

Evaluating Children's Play Performance in the Day-Care Context - (Finland)

Tiina Lautamo, PhD



Thursday, Jun 9, 2016 --- 10:30 AM to 12:00 PM

Session 38 --- Master Lectures --- Aula Magna - Auditorium Left

Dancing with Rhythm in Parent-Child Interaction - (Turkey)

Ibrahim Halil Diken, PhD

Rethinking Professional Partnerships With Parents: Starting From What Parents Are Willing and Able To Do - (Austria)

Manfred Pretis, PhD

Session 39 --- Caregiver-Child Interaction --- Paper Session --- Aula Magna - Auditorium Right

Cross Cultural Perspectives of Mother-Child Interaction: Filipino Mothers and Their Babies - (United States)

Rosa Milagros Santos, PhD; Laurie Jeans, PhD; Jeanette McCollum, PhD; Catherine Corr, PhD

Video Interaction Guidance Applied to a 15-Month-Old Boy With a Mild Feeding Disorder and his Mother - (Greece)

Kornilia Hatzinikolaou, PhD; Miriam Landor, BS

Parents as Play Partners: A Fun Way to Enhance Children's Learning and Development - (United Arab Emirates)

Kay Sanderson, PhD

Session 40 --- Professional Development --- Paper Session --- Södra huset - B3

Professional Development in Early Childhood Intervention: A Practice-Based Approach - (United States)

Susan Sandall, PhD

Survey of Educator Beliefs in Early Intervention Programmes in Singapore - (Singapore)

Vanessa Nagy, MA

Relationship-Based Early Intervention Services for Children With Complex Disabilities - (United Kingdom)

Carolyn Blackburn, PhD

Session 41 --- Assessment --- Symposium --- Södra huset - B4

Children's Play: From Description to Assessment and Intervention for Young Children With Delays

Organized By: Karin Lifter, PhD (United States)

Play as a Natural Assessment for Young Children With Delays: Coding and Analyzing Observations - (United States)

Emanuel Mason, EdD

Developmental Sequence in Categories of Play: Comparisons of Children With and Without Disabilities - (United States)

Karin Lifter, PhD

Scaling the Developmental Play Assessment: Determining Entry Points for Intervention - (United States)

Takuya Minami, PhD; Changiz Mohiyeddini, PhD



Thursday, Jun 9, 2016 --- 10:30 AM to 12:00 PM

Session 42 --- Services --- Paper Session --- Södra huset - B5

Developing a Family-Centered Model of Early Intervention: The Experience of "Downside Up" Charitable Fund - (Russian Federation)
Tatiana Nechaeva, PhD

Collaboration is Key: Nursing and Child Care Staff Working Together - (Sweden)
Susanne Garvis, PhD; Colleen Meyer, GradDipEd; Keryn McMahon, GradDip Child & Family Health

Wraparound Services: Innovation and Quality - (Australia)
Marlene Fox, BA

Routines-Based Interviews: An Asian Breakthrough in Family Engagement and Empowerment? - (Singapore)
Audrey Jean De Cruz, MSW; Anne Chooi Bee Chew, MSW; Hong Huay Lim, MRCP; Wan har Chong, PhD; Winnie Hwee Suat Goh, MD; Agatha Tan, BS; Cheryl Seah Kwee Fang, PhD; Ying Ting Su, BA; Debbie Wen Yun Tan, BA

Session 43 --- Professional Development --- Paper Session --- Södra huset - D7

Family Centered Early Intervention in Spain: Challenges and Opportunities for Professionals and Families - (Spain)
Marta Gracia, PhD; Joana M. Mas, PhD; Ana Luisa Adam-Alcocer, PhD; Mariona Dalmau, PhD; Francesc Salvador, PhD; Cecilia Simón, PhD

What Makes Professional Development a Pivotal Component in Assuring Children's Rights? - (Portugal)
Ana Isabel Pinto, PhD; Catarina Grande, PhD

Coaching as a Catalyst for Improving High-Quality Teacher-Child Interactions in Early Education - (United States)
Melissa Wilhelm, MA; Hannah Trout, BS

Cultural Disparity Between Teachers and Families: An Early Childhood Education Program's Reflection - (United States)
Melissa Wilhelm, MA; Hannah Trout, BS

Session 44 --- Language and Communication --- Paper Session --- Södra huset - D9

Assessing Language Engageability and Exploration: Presentation of a Check-List - (Norway)
Davina Talen, PhD

Sociocultural and Communication Outcomes From Hanen Parent Programmes in New Zealand - (New Zealand)
Elizabeth Doell, PhD

Growth of Early Literacy and Language Skills of Preschool Children With Developmental Speech and/or Language Delay: A Curriculum Efficacy Study - (United States)
M. Jeanne Wilcox, PhD; Shelley Gray, PhD



Thursday, Jun 9, 2016 --- 1:15 PM to 2:30 PM

Session 45 --- Intervention Strategies --- Paper Session --- Aula Magna - Mimer

An Individualized Education Program Based on Parent-Teacher Cooperation - (Taiwan)

Chiou-Shiue Ko, PhD

Systematic Review of the Factors Influencing Health Care Professionals Providing Assistive Technology to Children With Disabilities - (South Africa)

Karin van Niekerk, MEd; Shakila Dada, PhD; Kerstin Tonsing, PhD

Thematic Approach for Developing Communication Skills in the Early Years - (India)

Varun Ashokan, PhD

Session 46 --- Inclusion --- Paper Session --- Aula Magna - Polstjärnan

Support of Access and Participation for Children With Disabilities in Inclusive Preschool Classrooms: A Mixed-Method Analysis - (Greece)

Aristea Fyssa, MS; Anastasia Vlachou, PhD; Panayiota Stavroussi, PhD

Collaboration: Supporting Inclusion - (Australia)

Kerry Staples, MEdn, PhD (Student)

CULTURis: Without Boundaries, All for Children's Rights - (Portugal)

Isabel C. Viana, PhD; Ana Serrano, EdD; Ricardo J. Machado, PhD

Session 47 --- Services --- Paper Session --- Aula Magna - Spelbomskan

Implementation of a Transdisciplinary Approach to Early Intervention Programs: A Feasibility Study - (Singapore)

Sunitha Sendhilnathan, MS-SLP; Paulene Shekinah, MS-SLP; Jessie Holmberg, MEd; Latha Sankaran Kutty, BA

Feedback: Antecedents, Consequences, and Beyond - (Turkey)

Betul Yilmaz, MA; Muge Sen, PhD

Prevention Program for Preterm Infants and Their Families at the Early Intervention Centre Budapest - (Hungary)

Barbara Czeizel, MA; Krisztina Hajt6, MA; Ildik6 V6ri, MA

Session 48 --- Systems and Policy --- Paper Session --- Aula Magna - Bergsmannen

Giving Young Children With Disabilities the Right to Participate in Research About Early Intervention - (Ireland)

Clare Carroll, MSc; Jane Sixsmith, MD

Society's Duties and Children's Rights - (Portugal)

Denise Moreira, MA

Societal Beliefs on Childhood Disability: Insights on Culture, Child Development, and Intervention in Botswana - (Botswana)

Kerileng Mpuang, PhD; Dipotso Galeforolwe, PhD



Thursday, Jun 9, 2016 --- 1:15 PM to 2:30 PM

Session 49 --- Master Lectures --- Aula Magna - Auditorium Left

Improving Care for Abandoned Children: From Research to Practice and Policy - (Russian Federation)

Rifkat Muhamedrahimov, PhD

Is Potential for Recovery from an Early Brain Injury Fact or Fiction? - (United States)

James Blackman, MD

Session 50 --- Autism --- Symposium --- Aula Magna - Auditorium Right

Access to Early Intervention for Children With ASD in Sweden: Supports and Barriers Involving Culture, Staff Competence and Inter-Organizational Aspects

Organized By: Lise Roll-Pettersson, PhD (Sweden)

Perceptions of Parents of Children With Autism Spectrum Who Have Diverse Cultural, Linguistic, and Ethnic Backgrounds: Early Intervention and Availability of Resources - (Sweden)

Rano Zakirova Engstrand, PhD (Student)

Translating Research to Practice: An Analysis of Supports and Barriers Influencing Implementation of EIBI in Swedish Preschools Exemplified Through a Case-Study Approach - (Sweden)

Lise Roll-Pettersson, PhD; Ingrid Olsson, PhD; Shahla Ala'i-Rosales, PhD, BCBA-D

Session 51 --- Sensory and Motor Impairments --- Paper Session --- Södra huset - B3

Evidence-Informed Clinical Perspectives on Selection of Gait Trainer Features for Infants and Toddlers With Gross Motor Delays - (United States)

Ginny Paleg, DPT; Roslyn Livingstone, MSc

The Rights of Children With Cerebral Palsy to use Alternative Means When Communicating Pain - (South Africa)

Ensa Johnson, PhD; Stefan Nilsson, PhD; Margareta Adolfsson, PhD

Predictors Associated With Changes in the Balance Performance and Motor Function in Preschool Children With Cerebral Palsy - (Taiwan)

Chia-Ling Chen, MD, PhD; Mei-Yun Liaw, MD; Chung-Yao Chen, MD; Lin-Ju Kang, PhD; Ai-Wen Hwang, PhD; Chih-Chien Tsai, PhD; Hsieh-Ching Chen, PhD

Session 52 --- Families --- Symposium --- Södra huset - B4

International implementation of Routines-Based Early Intervention

Organized By: Ai-Wen Hwang, PhD (Taiwan)

One Country but 50 States: Implementation of the Routines-Based Early Intervention in the U.S. - (United States)

Robin McWilliam, PhD

The Implementation of Routines-Based Early Intervention in Portugal and Spain - (Portugal)

Tânia Boavida, PhD

The Research Evidence and Implementation of Routines-Based Early Intervention in Asia - (Singapore)

Hong Huay Lim, MRCP; Ai-Wen Hwang, PhD; Hua-Fang Liao, MS; Yi-Ling Pan, MA; Lin-Ju Kang, PhD; Robin McWilliam, PhD



Thursday, Jun 9, 2016 --- 1:15 PM to 2:30 PM

Session 53 --- Inclusion --- Symposium --- Södra huset - B5

Disrupting Traditional Paradigms of Inclusion Through Design Thinking

Organized By: Beth Rous, PhD (United States)

Reimagining the Classroom Experience by Walking in the Shoes of the Child - (United States)

John Nash, PhD

Reimagining the Coaching Experience by Walking in the Shoes of the Provider - (United States)

Beth Rous, EdD

Session 54 --- Services --- Symposium --- Södra huset - D7

Mellow Parenting: International Work With Parents and Children With Disabilities

Organized By: Christine Puckering, PhD (United Kingdom)

Hoki ki te Rito – Oranga Whanau / Mellow Parenting: Working With Parents and Children who Have Disabilities - (New Zealand)

Lyn Doherty, MA

The Impact of a Mellow Parenting Group on a Family Affected by Autism in Tajikistan - (United Kingdom)

Rachel Tainsh, MS; Zukhra Ruzieva, PhD

Using the Mellow Parenting Programme With Parents Having Preschool Children With ASD in Russia - (Russian Federation)

Svyatoslav Dovbnya, MD; Tatiana Morozova, PhD; Christine Puckering, PhD

Session 55 --- Systems and Policy --- Symposium --- Södra huset - D9

Implementing Evidence-Based Practices in Home Settings: Recommendations and Strategies

Organized By: Hasan Zaghlawan, PhD (United States)

Implementing Recommended Practices in Home-Based Settings: Suggestions for Interventions - (United States)

Hasan Zaghlawan, PhD

Using Evidence-Based Assessment and Family Practices at Home - (United States)

Rashida Banerjee, PhD

Supporting Families and Children at Home: Teaming, Collaboration, and Supportive Environments - (United States)

Tricia Catalino, PCS



Thursday, Jun 9, 2016 --- 2:45 PM to 3:45 PM

Session 56 --- Caregiver-Child Interaction --- Symposium --- Aula Magna - Mimer

Mother-Infant Group Therapy for Depressive Mothers in Southern Brazil

Organized By: Giana Frizzo, PhD (Brazil)

Mother-Infant Group Therapy for Depressive Mothers - (Brazil)

Giana Frizzo, PhD; Elisa Azevedo, PsyD; Eduarda Lima e Silva, BS

Early Intervention With IRDI's Methodology in Porto Alegre, Brazil - (Brazil)

Andrea Ferrari, PhD; Milena Silva, PhD

Session 57 --- Assessment --- Paper Session --- Aula Magna - Polstjärnan

Helping Families Address Psychosocial Challenges: A New Tool for Early Childhood Intervention Practitioners - (Australia)

Tim Moore, PhD

A Novel Developmental Screening Program for Early Intervention - (Israel)

Yoram Sandhaus, MD

Eligibility for Early Childhood Intervention - (United States)

Eda Karacul, MA; Rune Simeonsson, PhD

Session 58 --- Social-Emotional Development --- Symposium --- Aula Magna - Spelbomskan

Implementing an Evidence-Based Framework to Enhance Professionals' Capacity to Build Children's Social and Emotional Development in Early Learning and Care

Organized By: Veronica Smith, PhD (Canada)

The Program Model: The Access Supports and Participation Continuum Program - (Canada)

Barb Reid, MEd

Building a Foundation of Effective Coaching - (Canada)

Veronica Smith, PhD; Fran Vargas, MEd

Linking Program Activities to Improved Practices - (Canada)

Veronica Smith, PhD; Barb Reid, MEd

Session 59 --- Systems and Policy --- Symposium --- Aula Magna - Bergsmannen

ECI and a National Approach to Individual Funding: Australia and the National Disability Insurance Scheme

Organized By: Christine Johnston, PhD (Australia)

Australia's New Individualised Approach to Disability Services: National Guidelines for High Quality Services - (Australia)

Denise Luscombe, MS

Developing Capacity in Professionals and Parents: Preparing for Individual Funding - (Australia)

John Forster, BA; Christine Johnston, PhD

Bringing It All Together: Advantaging the Disadvantaged in a Purchaser System - (Australia)

Janene Swallowell, MEd; Tim Moore, PhD



Thursday, Jun 9, 2016 --- 2:45 PM to 3:45 PM

Session 60 --- Systems and Policy --- Symposium --- Aula Magna - Auditorium Left

Development of ECI Policy Frameworks

Organized By: Emily Vargas-Baron, PhD (United States)

Development of ECI Policy Frameworks - (United States)

Emily Vargas-Baron, PhD

Open Society Foundations' Investments in ECI - (United Kingdom)

Dragana Sretenov, PhD

Session 61 --- Autism --- Paper Session --- Aula Magna - Auditorium Right

Early Intervention of Children With Autism Spectrum Disorder in Rural Areas of China - (China)

Xueyun Su, EdD; Toby Long, PhD

Autism Prodrome in Infants: Clinical Perspectives on Early Detection and Intervention - (Israel)

A.H. Alonim, PhD; I. Lieberman, PhD; D. Tayar, MD; G. Scheingesicht, MA; H. Braude, MD

Family Quality of Life of South African Families Raising Children With Autism Spectrum Disorder - (South Africa)

Liezl Schlebusch, PhD; Alecia Samuels, PhD; Shakila Dada, PhD

Session 62 --- Systems and Policy --- Symposium --- Södra huset - B3

Developmental Screening Systems: Adaptation and Use of Parent-Completed Screening Tools in Europe

Organized By: Jane Squires, PhD (United States)

Translation of the Danish ASQ: SE and Use as an Outcome Measure in Intervention Studies With Infants in Denmark - (Denmark)

Maiken Pontoppidan, PhD (Student); Ingeborg Hedegaard Kristensen, RN, MPH

Developmental Screening in Portugal: Adaptation and Psychometric Properties of a Parent-Completed Developmental Questionnaire With Infants and Toddlers at 9, 18, and 30 Months - (Portugal)

Sónia Lopes, PhD; Patrícia Graça, PhD; Salette Teixeira, PhD; Ana Maria Serrano, EdD; Jane Squires, PhD

Translation and Research With Developmental Assessment Measures in the Netherlands - (The Netherlands)

Anneloes van Baar, PhD; Leonie Steenis, PhD; Marjolein Verhoeven, PhD; Dave Hessen, PhD

Session 63 --- Preterm Children --- Paper Session --- Södra huset - B4

Executive Function in Infants and Toddlers Born Low Birth Weight and Preterm - (United States)

Patricia Blasco, PhD; Guy Sybille, PhD

Patterns of Everyday Functioning in Preschool Children Born Preterm and at Term - (Sweden)

Anna Karin Andersson, PhD (Student); Lene Martin, PhD; Katarina Strand Brodd, MD; Lena Almqvist, PhD

Supporting Parents of Preterm Infants in Their Transition From the NICU to Home: The Papillon Program - (Portugal)

Teresa Brandão, PhD; Sandra Horta, MS



Thursday, Jun 9, 2016 --- 2:45 PM to 3:45 PM

Session 64 --- High Risk Children --- Symposium --- Södra huset - B5

Collaboration and Co-Production: Supporting Disadvantaged Families Through Universal Early Childhood Services

Organized By: Jan Nicholson, PhD (Australia)

Building an Evidence-Informed Approach to Enhance the Early Development of Children From Disadvantaged Families - (Australia)

Donna Berthelsen, PhD; Jan Nicholson, PhD; Naomi Hackworth, PhD; Jan Matthews, MEd; Warren Cann, MSc

What Influences Parental Engagement in Early Intervention? Predictors of Recruitment, Enrolment, Retention, and Involvement of Vulnerable Families - (Australia)

Naomi Hackworth, Dpsych; Jan Matthews, MEd; Jan Nicholson, PhD; Elizabeth Westrupp, PhD; Catram Nguyen, PhD; Donna Berthelsen, PhD

A Cluster Randomised Controlled Trial of an Early Home Learning Intervention for Disadvantaged Children: Outcomes and Implications for Implementation - (Australia)

Jan Nicholson, PhD; Naomi Hackworth, Dpsych; Elizabeth Westrupp, PhD; Jan Matthews, MEd; Donna Berthelsen, PhD; Warren Cann, MSc

Session 65 --- Services --- Symposium --- Södra huset - D7

Ohomairangi Trust: An Indigenous, Family Centred, Early Childhood Service Delivery Model

Organized By: Kararina Penehira, BA (New Zealand)

Ohomairangi Trust : Family Centred Early Intervention Services - (New Zealand)

Kararina Penehira, BA

Acknowledging and Responding to Parent Voices to Maximise our Childrens' Potential - (New Zealand)

Stacey Bowater, GradDipEd

Hoki ki te Rito: A Parenting Programme for Families With High and Complex Needs - (New Zealand)

Phillippa Lilburn, PGDipEdP



Thursday, Jun 9, 2016 --- 4:15 PM to 5:30 PM

Session 67 --- Developmental Mechanisms --- Paper Session --- Aula Magna - Mimer

Jean Piaget and Early Intervention - (Switzerland)

Gisela Chatelangat, PhD

Through the Eyes of a Child - (United States)

Kittie Weber, PhD

Stigma, Parenting Stress, and Depression in One Kosovo Sample of Parents of Children With Intellectual Disabilities - (Kosovo)

Naim Fanaj, PhD; Sevim Mustafa, MSc; Erika Melonashi, PhD

Session 68 --- Inclusion --- Paper Session --- Aula Magna - Polstjärnan

Teachers' Perspectives on Interventions to Promote the Social Participation of Kindergarten Students With Disabilities - (The Netherlands)

Florianne Rademaker, MS; Anke de Boer, PhD; Elisa Kupers, PhD; Alexander E.M.G. Minnaert, PhD

Strategies That Support and Sustain the Inclusion of Vulnerable Children and Families in Early Childhood Services - (Australia)

Loraine Fordham, PhD

The Factors Predicting the Developmental Gains of Children With Disabilities in Inclusive Preschools - (Turkey)

Bulbin Sucuoglu, PhD; Hatice Bakkaloglu, PhD; Zafer Erturk, MA; Seyda Demir, BS; Betul Yilmaz, MA; Hamit Karademir, MA

Session 69 --- Families --- Paper Session --- Aula Magna - Spelbomskan

Addressing Health Literacy in Early Intervention: Removing Barriers to Promote Family Engagement - (United States)

Kris Pizur-Barnekow, PhD

Family Empowerment and Quality of Early Intervention Services - (Spain)

Rosa Fernandez, MA

Family Quality of Life in Early Intervention in Spain - (Spain)

Anna Balcells-Balcells, PhD; Joana Mas, PhD; Natasha Baques (Student), PhD Mariona Dalmau, PhD; Climent Giné Giné, PhD; Marta Gràcia, PhD;

Rosa Vilaseca, PhD

Children With Profound Disabilities and Their Participation in Family Activities - (Sweden)

Anna Karin Axelsson, PhD; Jenny Wilder, PhD; Christine Imms, PhD; Mats Granlund, PhD

Session 70 --- High Risk Children --- Symposium --- Aula Magna - Bergsmannen

A Pilot Preventive Intervention Program to Address Environmental Risk Factors: A Singapore Perspective

Organized By: Winnie Goh, MD (Singapore)

Conception of the Early Childhood Intervention Service Model - (Singapore)

JingHui Yang, MD; Winnie Goh, MD; Hui Nee Tang, MA; Patricia Koh, MA; Cindy Goh, LLB; Oh Moh Chay, MD

Development of the Early Childhood Intervention Approach - (Singapore)

Rajni Parasuram, MEd; Wensi Yang, MEd; Patricia Wee, BS; Pauline Wee, RN; Sita Padmini Yeleswarapu, MD; Winnie Goh, MD

Monitoring Child and Family Outcomes in the Early Childhood Intervention Program - (Singapore)

Winnie Goh, MD; Wan Har Chong, PhD; E.C.L Goh, PhD; Hyekyung Choo, PhD; Patricia Koh, MA; Krishnaveni Rajagopal, BS; Oh Moh Chay, MD



Thursday, Jun 9, 2016 --- 4:15 PM to 5:30 PM

Session 71 --- Services --- Symposium --- Aula Magna - Auditorium Left

Working Together in the Field of Infant Mental Health

Organized By: Romana Caruso Mariani, MD, PhD (Italy)

Involving Society and Gathering People - (Italy)

Fabio Lenghi, BA; Cesare Mariani, BA

Special Training for Midwives - (Italy)

Francesca De Rossi, MW

The Challenge of Involving Pediatricians: The First Italian Psychological Lab - Methodology and a Case Report - (Italy)

Romana Caruso Mariani, MD, PhD

Session 72 --- Services --- Symposium --- Aula Magna - Auditorium Right

Beyond Classification: Function as a Focus of Early Intervention Support

Organized By: Robin McWilliam, PhD (United States)

Assessing Young Children's Functional Needs - (Costa Rica)

Catalina Morales Murillo, PhD (Student)

Functional-Goal Selection - (Portugal)

Tania Boavida, PhD

Intervening on Children's Functioning - (Jordan)

Hasan Zaghawan, PhD

Session 73 --- Master Lectures --- Södra huset - B3

A Comprehensive and Additive System for Child-Focused Assessment and Evaluation in EI/ECSE - (United States)

Diane Bricker, PhD

UNCRC & ICF-CY: Defining and Documenting Universal Rights of Children - (United States)

Rune Simeonsson, PhD

Session 74 --- Trauma, Abuse, and Neglect --- Symposium --- Södra huset - B4

Trauma, Abuse, and Poverty: Early Intervention Services in the 21st Century

Organized By: Catherine Corr, EdM (United States)

"Somebody do Something!"; The Provision of Early Intervention and Child Welfare Services - (United States)

Catherine Corr, PhD; Deserai Miller, MSW; Christine Spence, MM; Rosa Milagros Santos, PhD; Susan Fowler, PhD

Scary Zip codes: The provision of Early Intervention Services in Impoverished Cities - (United States)

Catherine Corr, PhD; Christine Spence, MM; Deserai Miller, MSW; Rosa Milagro Santos, PhD; Susan Fowler, PhD

The Correlation Between Trauma and Educational Outcomes for Young Children - (United States)

Deserai Miller, MSW; Rosa Milagros Santos, PhD



Thursday, Jun 9, 2016 --- 4:15 PM to 5:30 PM

Session 75 --- Systems and Policy --- Paper Session --- Södra huset - B5

Early Childhood Intervention in South Africa: The Gauteng Journey - (South Africa)

Sadna Balton, PhD

Is the Right to Early Intervention Being Honoured in Early Childhood Education and Care? - (Canada)

Kathryn Underwood, PhD; Elaine Frankel, EdD

Evidence-Based Parenting Interventions for Early Intervention: A Review - (Portugal)

Teresa Brandão, PhD

Session 76 --- Systems and Policy --- Paper Session --- Södra huset - D7

An Analysis of the Quality of the Education Health and Care Plans in England: Preliminary Findings - (United Kingdom)

Susana Castro, PhD; Olympia Palikara, PhD; Vasiliki Eirinaki, MSc; Carolina Gaona, MSc

Practitioner's View on the Evaluation of Early Intervention Programmes - (Russian Federation)

Alexander Borovykh, PhD

Best Practices for Family-Centered Management of Children With Birth Defects: Diagnosis, Referral, and Support - (United States)

Jennifer Marshall, PhD, MPH; Loreal Dolar, MS; Chantell Robinson, BS; Oluyemisi Falope, MPH; Jean Paul Tanner, MPH; Salemi Jason, MPH; Russell S. Kirby, PhD, MS

Children's Rights and Early Intervention in Croatia - (Croatia)

Marina Milic Babic, PhD; Maja Laklija, PhD

Session 77 --- Services --- Paper Session --- Södra huset - D9

Routines-Based Early Intervention in a Hospital Setting: A Case Report - (Taiwan)

Yi-Ling Pan, MA; Ai-Wen Hwang, PhD; Hua-Fang Liao, MS; Robin McWilliam, PhD; Lu Lu, PhD

Early Childhood Education and Care Professionals: Contributions to Early Intervention and Management of Developmental Difficulties - (Australia)

Tara Shem, BSpP, PhD (Student); Chris Brebner, BA; Lillienne Coles, BA; Angela Lawless, DrPH; Michelle Swift, PhD

Supporting Children With Behaviour Problems in Swedish Preschools: Child Needs Versus Group Functioning - (Sweden)

Lena Almqvist, PhD; Madeleine Sjöman, PhD (Student); Marie Golsäter, PhD; Mats Granlund, PhD

Keynote

Friday, June 10, 2016

9:00 am to 10:00 am

Aula Magna Auditorium Left

Taking Early Childhood Interventions Into the Sustainable Development Era



Pia Rebello Britto, Ph.D.

Pia Rebello Britto is Global Chief and Senior Advisor, Early Childhood Development, UNICEF, New York Headquarters. She was formerly Assistant Professor, Yale University, and has worked on developing, implementing and evaluating early childhood programmes and policies around the world. In particular, she has strengthened the application of evidence for programming, promoted the role of governance and finance of national systems in achieving equity, access and quality, developed and evaluated models for implementation of quality early childhood services and supported the role of parents and caregivers, including women's economic empowerment. Most recently, Dr. Britto is involved in work examining the relationship between early childhood and peace building. Dr. Britto has conducted research in the United States to understand the experience of early literacy development, early intervention program evaluations, and identity development of Muslim and Arab children. Dr. Britto is the recipient of several national and international grants and awards in recognition for her work and has published numerous books, articles, chapters and reports, and has presented extensively at conferences, meetings and workshops (academic and non-academic) globally.



Friday, Jun 10, 2016 --- 10:30 AM to 12:00 PM

Session 78 --- Families --- Paper Session --- Aula Magna - Mimer

A Parenthood With Challenges - (Sweden)

Elisabeth Lundström, PhD

Family Participation in Support Provided by Early Childhood Teams in Portugal - (Portugal)

Marta Joana de Sousa Pinto, MA; Ana Maria Serrano, EdD

Innovative Approaches to Early Intervention in the United Kingdom and Australia - (United Kingdom)

Sharon Vincent, PhD; Fiona Arney, PhD

Session 79 --- Intervention Strategies --- Paper Session --- Aula Magna - Polstjärnan

Short Term Results of the Incredible Years Parents and Babies Program: A Randomized Controlled Trial of a Universal Parenting Intervention in Denmark - (Denmark)

Maiken Pontoppidan, PhD (Student)

Child Engagement and Interactive Processes in Inclusive Preschool Settings - (Portugal)

Vera Coelho, MA; Ana Isabel Pinto, PhD

Engaging Through Music: A Family-Based Music Therapy Intervention - (Cyprus)

Potheini Vaiouli, PhD; Georgja Andreou, PhD

Learning Through Play International: Early Childhood Development Resources and Training - (Canada)

Nancy Cohen, PhD; Fataneh Farnia, PhD

Session 80 --- Systems and Policy --- Paper Session --- Aula Magna - Spelbomskan

Evidence-Based Practices for Serving Young Children With Special Education Needs and Their Families - (United States)

Rashida Banerjee, PhD; Tricia Catalino, PCS

Stepping Back in Time: A Historical Analysis of Research Conducted on Instructional Approaches Included in the DEC Recommended Practices - (United States)

Elizabeth Steed, PhD; Erin Barton, PhD; Phillip Strain, PhD

Preventing Later Special Education Placement: Using Social Impact Bonds for Preschool-Aged Children At-Risk for School Failure - (United States)

Mark Innocenti, PhD

Session 81 --- Caregiver-Child Interaction --- Paper Session --- Aula Magna - Bergsmannen

Overview of Group Programs for Parents With Young Children With Special Needs - (Russian Federation)

Irma Dzhaoshvili, MS; Tatyana Igrushkina, MD; Julia Rusanova, PsyD

Comparing Mothers' Perception of Their Own Mother's Acceptance and Rejection Levels and the Quality of Interaction With Their Own Children with Developmental Disabilities - (Turkey)

Ahmet Ilkhan Yetkin, PhD; Veysel Aksoy, PhD

Building Caregiver Capacity to Embed Interventions - (United States)

Juliann Woods, PhD; Patricia Snyder, PhD; Christine Salisbury, PhD

Maternal Responsiveness: What Difference Does It Make in Early Childhood Intervention? - (Portugal)

Marisa Gouveia, MA; Ana Isabel Pinto, PhD



Friday, Jun 10, 2016 --- 10:30 AM to 12:00 PM

Session 82 --- Families --- Paper Session --- Aula Magna - Auditorium Left

Examination of the Relationship Among Self-Efficacy, Social Support, and Life Satisfaction Levels of Parents of Children With Developmental Disabilities - (Turkey)

Melih Cattik, MA; Veysel Aksoy, PhD

Family-Centered Practices and Family Outcomes in Early Childhood Intervention Centers in Portugal and Spain - (Portugal)

Ana Maria Serrano, EdD; Joana M. Mas, PhD; Margarita Cañadas, PhD; Climent Giné Giné, PhD; Carla Costa, PhD

The Parent-to-Parent Program in Taiwan - (Taiwan)

Kae Liu, PhD; Tien-Miau Wang, PhD

Session 83 --- Professional Development --- Symposium --- Aula Magna - Auditorium Right

Going Beyond Information: The Value of Infant Observation Experience for Professionals to Learn About Human Nature and Early Intervention Techniques

Organized By: Rita Lopes, PhD (Brazil)

The Usefulness of the Receptive Presence of a Trained Professional in the Obstetric Ultrasound Setting - (Brazil)

Nara Caron, MA; Rita Lopes, PhD

The Usefulness of the Receptive Presence of a Trained Professional in the Obstetric Centre - (Brazil)

Tagma Donelli, PhD; Nara Caron, MA

The Usefulness of the Receptive Presence of a Trained Professional in the NICU - (Brazil)

Rita Lopes, PhD; Nara Caron, MA; Denise Steibel, PhD

Session 84 --- Language and Communication --- Paper Session --- Södra huset - B3

Language and Thought: Young Children's Use of Private Speech in Early Childhood Settings - (United Kingdom)

Carolyn Blackburn, PhD

The Effect of Shared Reading Intervention on Social Understanding Skills - (Israel)

Dorit Aram, PhD; Mona Dwairy-Jarrous, MA; Mabsam Khalaily, MA

Maternal Psychosocial Factors and Gains During Mother-Implemented Early Language and Literacy Intervention - (United States)

Rebecca Alper, PhD; Richard Hurtig, PhD; Karla McGregor, PhD, CCC-SLP

Language Engageability and Dialog: Presentation of the "30-Words List" - (Norway)

Jan Mossige, PhD

Session 85 --- Trauma, Abuse, and Neglect --- Paper Session --- Södra huset - B4

The Most Basic Right--For Those Without Voice, Words, or Language! - (United States)

Jean Johnson, PhD; Judge Christine Kuriyama, JD; Maryanne Magnier, JD; Faye Kimura, JD

Early Intervention for Children from Vulnerable Families - (Singapore)

Winnie Goh, MD; JingHui Yang, MD; Oh Moh Chay, MD

The Voice of the Child in the Child Protection Conference - (United Kingdom)

Justine Stewart, MA

Trauma Experiences of Young Children in South Africa - (South Africa)

Shakila Dada, PhD; Alecia Samuels, PhD; Cindy Crusto, PhD



Friday, Jun 10, 2016 --- 10:30 AM to 12:00 PM

Session 86 --- Professional Development --- Paper Session --- Södra huset - B5

Qualitative Interviews of the Early Childhood Teacher's Perspective of Challenges, Resources, and Strategies for Serving English Language Learners - (United States)

Megan Wisbar, MA

Building Mindfulness in Provider Attitudes Through Infusion of Reflective Practice - (United States)

Kathleen Sadao, EdD; Nancy Robinson, PhD

Does School Acceptance Make Children's School Adjustment Better? - (Taiwan)

Hsiu Chin Lin, PhD; Chia-Ling Tien, PhD

The Challenging What and How of Early Childhood Intervention Training and Professional Development - (Portugal)

Ana Teresa Brito, PhD; Geoff Lindsay, PhD; Teresa Brandão, PhD; Nair Azevedo, PhD

Session 87 --- Systems and Policy --- Symposium --- Södra huset - D7

Developmental Screening Systems: Applications in Medical Settings in Three Diverse Countries

Organized By: Jane Squires, PhD (United States)

Introducing Developmental Screening in Health Care Settings in Shanghai, China - (United States)

Xiaoyan Bian, MD; Jane Squires, PhD

Developmental/Behavioral Screening in Everyday Pediatric Practice in the U.S. - (United States)

Kevin Marks, MD

Screening and Assessment: Translation and Adaptation of Tools in Quebec - (Canada)

Carmen Dionne, PhD

Session 88 --- Intervention Strategies --- Paper Session --- Södra huset - D9

The Effects of Using Tablets (iPad) on Visual Perception Development in Preschool Children - (Taiwan)

Meng-Hsin Ho, MA; Ling-Yi Lin, ScD

Interactive Communication Used to Facilitate Young Children's Participation in Healthcare Situations - (Sweden)

Anna Stålberg, PhD (Student); Anette Sandberg, PhD; Thomas Larsson, PhD; Maja Söderbäck, PhD

Assessment of the Writing Skills of Turkish-Speaking First Graders With Reading Difficulties - (Turkey)

Zeynep Kudret, MD; Berrin Baydik, MD; Mustafa Ceylan, MEd

Promoting Routines-Based Learning Opportunities in Inclusive Preschool Settings - (Portugal)

Francisca Ferreira, MA; Ana Isabel Pinto, PhD



Friday, Jun 10, 2016 --- 1:15 PM to 2:30 PM

Session 89 --- Sensory and Motor Impairments --- Paper Session --- Aula Magna - Mimer

Acquiring Bimodal Bilingualism Using Cochlear Implants: A Deaf Twin Mediated in a Deaf Family - (Sweden)

Emelie Cramér-Wolrath, PhD

Cultural Impact on Environmental Conditions for Pain Management of Children With Cerebral Palsy in School Settings - (Sweden)

Margareta Adolfsson, PhD; Ensa Johnson, PhD; Stefan Nilsson, PhD

Session 90 --- Services --- Paper Session --- Aula Magna - Polstjärnan

The Rights of the Child to Participate in Early Intervention: An Evaluation of the LOOK Project - (Finland)

Nea Vänskä, MA; Kirsi Pollari, MSc; Salla Sipari, PhD

Early Childhood Intervention in Remote Australia - (Australia)

Hanan Sukkar, DEd; Angela Thompson, DipTeachEC; Denise Chapman, DEd

A Functional Early Intervention Service Framework in Singapore: Project ECHO - (Singapore)

Hong Huay Lim, MRCP; Winnie Hwee Suat Goh, MD; Agatha Tan, BS; Hui Nee Tang, MA; Louise Clarke, MSc; Anne Chooi Bee Chew, MSW

Ministry Of Ontario Pedagogy Approach in Rural Areas - (Canada)

James Bentley, MSW LLB; Lori Veroude, RECE

Session 91 --- Services --- Symposium --- Aula Magna - Spelbomskan

Promising Perspectives and Recent Intervention Trials in Sweden

Organized By: Ann-Christin Eliasson, PhD (Sweden)

The Effect of Intervention for Infants at Risk of Developing Unilateral Cerebral Palsy - (Sweden)

Ann-Christin Eliasson, PhD

Quality and Effectiveness of Early Intensive Autism Intervention - (Sweden)

Ulrika Lång, PhD (Student)

Social Participation in Theory and Practice: Children's Social Participation in Preschool Activities - (Sweden)

Eva Melin, PhD

Session 92 --- Inclusion --- Symposium --- Aula Magna - Bergsmannen

Improving Preschool Inclusion Through Systems Change

Organized By: Elizabeth Steed, PhD (United States)

Early Childhood Inclusion: Common Challenges and Ways to Overcome Them - (United States)

Erin Barton, PhD; Barbara Smith, PhD

Go Big or Go Home: How to Implement and Scale Up Effective Interventions to Support Preschool Inclusion on a Large Scale - (United States)

Barbara Smith, PhD; Phillip Strain, PhD; Mary Louise Hemmeter, PhD

A Doctoral Program Preparing Future Leaders to Address Preschool Inclusion Through Policy and Advocacy - (United States)

Elizabeth Steed, PhD



Friday, Jun 10, 2016 --- 1:15 PM to 2:30 PM

Session 93 --- Assessment --- Paper Session --- Aula Magna - Auditorium Left

Development of the "Parent-Child Interaction Observation Scale" for Early Intervention - (Taiwan)

Shih-Heng Sun, EdD

Using the International Classification of Functioning, Disability, and Health in Functional Evaluations in Early Intervention Programs in Russia - (Russian Federation)

Evgeniia Ermolaeva, PhD; Larissa Samarina, PhD; Anna Samarina, PhD

Psychometric Characteristics and Social-Validity of the 3M-Preschool-Milestones-Scale Spanish Version - (Costa Rica)

Catalina Morales-Murillo, PhD (Student)

Participation Disparities Using the Young Children's Participation and Environment Measure - (United States)

Mary Khetani, ScD

Session 94 --- Systems and Policy --- Symposium --- Aula Magna - Auditorium Right

Building a High-Quality Early Intervention System

Organized By: Christina Kasprzak, MA (United States)

System Framework: Building High-Quality Early Intervention and Preschool Special Education Programs - (United States)

Christina Kasprzak, MS

Data System Framework: Developing and Enhancing High-Quality State Data Systems - (United States)

Grace Kelley, MSW

Using the System Framework to Improve State Systems: Examples of Implementation in States - (United States)

Megan Vinh, PhD

Session 95 --- Master Lectures --- Södra huset - B3

"Tier 2" Newborn Screening for Intellectual and Developmental Disabilities - (United States)

Don Bailey, PhD

The Power of Experience in Child Development - Reconsidered - (Germany)

Franz Peterander, PhD

Session 96 --- Systems and Policy --- Symposium --- Södra huset - B4

Children's Rights and Early Intervention: About the Reality in European Countries

Organized By: Jürgen Kühle, MD (Germany)

Why do we Need UN Conventions on the Rights of Children and Persons With Disabilities? - (Germany)

Jürgen Kühle, MD

Survey of Early Childhood Intervention Practice in 15 Countries in Europe - (Portugal)

Ana Maria Serrano, EdD; Noor van Loen, PhD; Jurgen Kühle, MD; Jean Jacques Detraux, PhD; Monica Ingemarsoon, PhD

The Right to Early Intervention in Central and Eastern Europe: Improving Public Policies and Systems - (The Netherlands)

Darija Udovicic Mahmuljin, MS; Natasha Dobrova-Krol, PhD



Friday, Jun 10, 2016 --- 1:15 PM to 2:30 PM

Session 97 --- Social-Emotional Development --- Paper Session --- Södra huset - B5

Emerging Patterns of Preschool Social Skills and Behaviour Problems - (Singapore)

Pui Kuan Fiona Woo, MEd; Tan Soo Ching Carol, PhD

Developmental Trajectories of Children's Engagement and Externalizing Behavior Problems in Preschool: Both Peers and Teachers Matter - (Sweden)

Madeleine Sjöman, PhD (Student); Anna Karin Axelsson, PhD; Mats Granlund, PhD; Lena Almqvist, PhD

Early Intervention for High-Risk Newborns in Low-Risk Medical Settings: A Review of the Literature - (United States)

Kelley Munger, MAC

Session 98 --- Professional Development --- Paper Session --- Södra huset - D7

Identifying Weak Spots in Initial Teacher Education - (Spain)

Marta Gràcia, PhD; Maria Josep Jarque, PhD; Fàtima Vega, PhD; Núria Vinyoles, PhD; Daniela Bitencourt, MA

Coaching Teachers to Embed Early Literacy and Language Teaching Strategies Across the Curriculum - (United States)

M. Jeanne Wilcox, PhD; Shelley Gray, PhD

Early Childhood Professionals as Family Advocates in a Culturally Diverse Society - (United States)

Wilma Robles-Melendez, PhD

Improving the Quality of Inclusive Early Childhood Programs by Building a Foundation of Effective Coaching - (Canada)

Veronica Smith, PhD; Barb Reid, MEd; Fran Vargas, MEd; Marilyn Armstrong, BA

Session 99 --- Services --- Symposium --- Södra huset - D9

A Right to be Understood: The Voice of the Child in the 'Kete' of Knowledge

Organized By: Susan Foster-Cohen, PhD (New Zealand)

A Focus on Frequent Listening: The Champion Centre Programme - (New Zealand)

Susan Foster-Cohen, PhD; Jan Murphy, SLP

Hearing the Child's Voice Above the Diagnostic Hubbub: Prematurity/Dyspraxia/Autism - (New Zealand)

Robyn Ritchie, OT; Jan Murphy, SLP

Parent and Professional Perceptions of Functional Development: Insights from the ABASII - (New Zealand)

Susan Foster-Cohen, PhD



Friday, Jun 10, 2016 --- 2:45 PM to 4:00 PM

Session 100 --- Families --- Paper Session --- Aula Magna - Mimer

Parents Online: Connecting to Quality Early Intervention Support for Young Children - (Australia)

Julie Green, PhD; Derek McCormack, BS; Warren Cann, MS

Family Needs in Early Intervention in Spain - (Spain)

Natasha Baqués, PhD (Student); Joana Maria Mas, PhD; Climent Giné Giné, PhD; Robin McWilliam, PhD

Turkish Families of Children With Special Needs: Results of the Family Needs Survey (FNS) - (Turkey)

Latife Ozaydin, PhD; Esmâ Usak, PhD; Peggy Gallagher, PhD

Session 101 --- Systems and Policy --- Symposium --- Aula Magna - Polstjärnan

Global Advocacy for Young Children With Disabilities: Constructing Synergies Between ECD and ECI

Organized By: Donald Wertlieb, PhD (United States)

The Early Childhood Development Task Force: A Global Advocacy Platform to Harmonize and Advance ECD and ECI - (United States)

Donald Wertlieb, PhD

Perspectives on Cross-Regional and North-South Collaboration Enhancing Early Childhood Intervention Outcomes - (Portugal)

Ana Maria Serrano, EdD

Session 102 --- Professional Development --- Paper Session --- Aula Magna - Spelbomskan

Intercountry Translation of the Teaching Pyramid: America to Australia - (Australia)

Janene Swalwell, MEd; Mary Louise Hemmeter, PhD

Professional Development of Social Educators Working With Children in Iceland - (Iceland)

Vilborg Jóhannsdóttir, MA

Identifying Leadership Frameworks for Early Intervention - (United States)

Betsy Humphreys, PhD; Leslie Couse, PhD

Session 103 --- Sensory and Motor Impairments --- Symposium --- Aula Magna - Bergsmannen

Knowing What They Know: Improving Tactual Measurement for Preschoolers With Visual Impairment

Organized By: Catherine Smyth, MEd (United States)

Basic Relational Concept Development Assessment of Preschoolers - (United States)

Anne Boehm, PhD

Development of Tactile Test Items Using Haptic Development Research - (United States)

Kay Ferrell, PhD

A Validation Study of the Boehm-3 Preschool Tactile Edition - (United States)

Catherine Smyth, MEd



Friday, Jun 10, 2016 --- 2:45 PM to 4:00 PM

Session 104 --- Master Lectures --- Aula Magna - Auditorium Left

Interdisciplinary Professional Training in Early Intervention - (United States)

Mary Beth Bruder, PhD

Contributions of Developmental and Intervention Science to Early Intervention - (United States)

Michael Guralnick, PhD

Session 105 --- Systems and Policy --- Paper Session --- Aula Magna - Auditorium Right

Creating Geographic Information Systems to Guide Policy Decisions in Early Childhood Services - (United States)

Dawn Thomas, PhD; Susan Fowler, PhD

Fighting for the Rights of Vulnerable Children: Lessons From Ten Years in Kyrgyzstan - (Germany)

Maren Ernst, MA; Nazgul Suleimanova

Early Childhood and Human Rights: Making the Organisational Shift From Rhetoric to Real Universality - (Australia)

Rhiannon Williams, BA; Janet Williams-Smith, MS

When Good Intentions Fuel Bad Practice – Perspectives From the Field - (Sweden)

Britta Holmberg, MA

Closing Session
Friday, June 10, 2016
4:15 - 4:45pm
Aula Magna Auditorium Left



Please join us for the Conference Closing Session at 4:15 in the Auditorium (Left Side). The Closing Session will provide an opportunity for the Coordinating Committee and attendees to discuss and plan future goals and activities for ISEI.

After you return home, the Coordinating Committee hopes that you will be energized by the ideas you've heard and shared and have made new, interesting, and valuable contacts. We will be in contact as our new activities emerge.

1 - Ages and Stages Questionnaires: A Tool to Empower Parents' Knowledge in Brazil

Patricia Della Barba, PhD; Iara Rizzo, BS; Ana Serrano, EdD

Brazil

Topic Group: Assessment

2 - Psychometric Evaluation of the Chinese Version of the Measure of Processes of Care for Service Providers

Lin-Ju Kang, PhD; Yu-Wei Hsu, MA

Taiwan

Topic Group: Assessment

3 - Building Developmental Progressions From Standards

Toni Linder, EdD; Vivian James, PhD

United States

Topic Group: Assessment

4 - New Zealand Child and Youth Profile

Tara McLaughlin, PhD; Julia Budd, PhD

New Zealand

Topic Group: Assessment

5 - Suggested Screening and Diagnostic Tools for Autism Spectrum Disorder

Husne Oz, MA (Student); Zehra Cevher, MA (Student); Ibrahim Halil Diken, PhD

Turkey

Topic Group: Assessment

6 - Behavior Expectation Discrepancy Tool

Samantha Riggelman, MA; Joseph Morgan, PhD

United States

Topic Group: Assessment

7 - Authentic Assessment of Young Children With Social Emotional Difficulties From Diverse Cultural and Linguistic Backgrounds

Elizabeth Steed, PhD; Rashida Banerjee, PhD

United States

Topic Group: Assessment

8 - The Little Developmental Coordination Questionnaire: Slovenian Version in a Cross-Cultural Collaborative Study

Jerneja Tercon, BS; Nevenka Zavrl, MD

Slovenia

Topic Group: Assessment

9 - Child Outcomes Measurement and Data Quality

Abby Winer, PhD; Kathleen Hebbeler, PhD

United States

Topic Group: Assessment

10 - A Literature Review on the Co-Occurrence of Hearing Impairment and Autism Spectrum Disorder

Tezcan Cavusoglu, MA (Student); Hulya Ceren Tutuk, MA (Student); Ibrahim Halil Diken, PhD
Turkey

Topic Group: Autism

11 - Examining Feelings and Thoughts of Elder Siblings of Children With ASD Via Semi-Structured Interviews With Photo Elicitation

Ezgi Alagozöglu, BS; Emine Sema Batu, PhD

Turkey

Topic Group: Autism

12 - Intervening to Alter Hypersensitivities to Sensory Stimuli in Children with Autism

Igor Shpitsberg, MA

Russian Federation

Topic Group: Autism

13 - Relationships Between the Severity of Autism Spectrum Disorder and Sensory-Cognitive-Motor Characteristics of Children

Mustafa Uluyol, MSc; Mehmet Yanardag, PhD; Bahadir Ayas, PhD

Turkey

Topic Group: Autism

14 - Exploring Interactional Behaviors of Turkish Fathers of Children With Autism Spectrum Disorder

Saime Uzun, MA; Ozlem Diken, PhD

Turkey

Topic Group: Autism

15 - Sensory-Cognitive-Motor Characteristics of Children With Autism Spectrum Disorder

Mehmet Yanardag, PhD; Mustafa Uluyol, MSc

Turkey

Topic Group: Autism

16 - The Effects of a Transition Program on School Adjustment of Preschool Children With High Functioning Autism Spectrum Disorder

Sun Ah Yoon, PhD

South Korea

Topic Group: Autism

17 - Practical Experiences Supporting a Child With Autism Spectrum Disorder

Maria Zhvakina, DPsy; Olga Liubomudrova, BS

Russian Federation

Topic Group: Autism

18 - Interaction Levels of Mothers and Parental Self-Efficacy Levels

Veysel Aksoy, PhD

Turkey

Topic Group: Caregiver-Child Interaction

19 - Empowering Caregivers in Early Intervention

Antonela Ciupe, MS; Christine Salisbury, PhD

United States

Topic Group: Caregiver-Child Interaction

20 - Mastery Motivation in Toddlers With Developmental Delay

Su-Ying Huang, MA; Hsin-Man Chien, MA; Wei-Chung Chiang, MA

Taiwan

Topic Group: Developmental Mechanisms

21 - Parents' Perceptions of the Behavior of Young Children With Developmental Disabilities and the Time Children Play With Siblings and Peers

Tasha Olson, MA; Mark Innocenti, PhD; Lori Roggman, PhD

United States

Topic Group: Developmental Mechanisms

22 - Positive Perceptions and Family Quality of Life in Families With Children With Intellectual Disabilities

Fina Ferrer, MA; Rosa Vilaseca, PhD; Rosa M. Bersabé, PhD

Spain

Topic Group: Families

23 - Playful Interaction Between People With ASD and Their Siblings: A Comparison of Siblings and Parents Perceptions

Joana Figueiredo Gonçalves, MS (Student); Ana Rodrigues, PhD; Maria Martins, PhD; Sofia Santos, PhD; Gladys Malafaia Nogueira, MS

Portugal

Topic Group: Families

24 - Measuring Family-Professional Partnerships in Early Intervention for Children With Developmental Delay

Yu-Wei Hsu, MA; Lin-Ju Kang, PhD

Taiwan

Topic Group: Families

25 - Factors Associated With Parental Perceptions of Family-Centered Services for Children With Developmental Disabilities and Delays

Lin-Ju Kang, PhD; Ai-Wen Hwang, PhD; Chia-Ling Chen, MD, PhD

Taiwan

Topic Group: Families

26 - Parenting a Preschool Child With Developmental Disabilities: What About Parenting Stress?

Gordana Karlovcan, MS; Tamara Kralj, MA

Croatia

Topic Group: Families

27 - Spina Bifida: Challenges for the Child and Family in Croatia

Marina Milic Babic, PhD; Milja Godec, MA

Croatia

Topic Group: Families

28 - Using Technology to Increase Collaboration for Professionals and Families for Young Children With Behavioral Disorders

Samantha Riggleman, MA

United States

Topic Group: Families

29 - The View of Socialization of Families With Children With Disabilities Through Story-Telling

Ekaterina Romanova, PhD

Russian Federation

Topic Group: Families

30 - Family-Centered Early Intervention: The Case of Depressed Mothers in at Risk Populations

Joana Souza, MA; Ana Isabel Pinto, PhD

Portugal

Topic Group: High Risk Children

31 - Changing the Life Trajectories of Infants and Their Incarcerated Teenage Parents

Janet Williams-Smith, MS

Australia

Topic Group: High Risk Children

32 - Problems and Solutions Suggested by Preschool Teachers Regarding Inclusion

E. Sema Batu, PhD; Serhat Odluyurt, PhD; Ezgi Alagözoğlu, BS; Melih Cattik, BS; Serife Sahin, MA

Turkey

Topic Group: Inclusion

33 - Rethinking Early Childhood Inclusion in South Korea: From the Perspectives of the Educational Community

Kai-Sook Chung, PhD

South Korea

Topic Group: Inclusion

34 - What are the Benefits of Inclusion for Children With and Without Special Needs?

Serhat Odluyurt, PhD; E. Sema Batu, PhD; Ezgi Alagözoğlu, BS; Melih Cattik, BS; Serife Sahin, MA

Turkey

Topic Group: Inclusion

35 - Parent-Teacher Relationships and School Adjustment in Inclusive Preschools

Bülbin Sucuoğlu, PhD; Hatice Bakkaloğlu, PhD; Zafer Erturk, MA

Turkey

Topic Group: Inclusion

36 - Early Childhood Inclusion From the Parents Perspective

Betul Yilmaz, MA; Nilufer Altun Konez, MA; Yusuf Ziya, PhD

Turkey

Topic Group: Inclusion

37 - The Effectiveness of Social Stories With the Help of Smart Board Use To Teach Social Skills for Preschool Children With ASD

Dilay Akgun Giray, BS

Turkey

Topic Group: Intervention Strategies

38 - Common Aspects and Related Research on Early Intervention Programs Containing ABA, Relationship-Based, and Naturalistic Teaching Strategies

Zehra Cevher, MA (Student); Husne Oz, MA (Student); Ibrahim Halil Diken, PhD

Turkey

Topic Group: Intervention Strategies

39 - Pivotal Behavior of Developmental Learning in Taiwanese Toddlers

Chun-Hao Chiu, MSED; Chu-Sui Lin, PhD; Gerald Mahoney, PhD; Shu-Fen Cheng, PhD; Shu-Hui Chang, PhD

Taiwan

Topic Group: Intervention Strategies

40 - Nutrition as Intervention: The Power of a Carefully Crafted Nutrition Program in Promoting Healthy Lifestyles to Vulnerable Children and Their Families

Loraine Fordham, PhD

Australia

Topic Group: Intervention Strategies

41 - Cognitive Development of Children in Institutions With Different Social-Emotional Environments

Margarita Kolesnikova, MA; Maria Solodunova, PhD

Russian Federation

Topic Group: Intervention Strategies

42 - Smartboards: New Perspectives in the Education of Individuals With Special Needs

Erkan Kurnaz, MA

Turkey

Topic Group: Intervention Strategies

43 - Promoting Local Cultural Literacy Through Cantonese Opera Activities in a Macau Kindergarten: One Teacher's Perspective in Dealing With Cultural Diversity

Barry Kwok Yeung Lee, PhD

China

Topic Group: Intervention Strategies

44 - The Effectiveness of Peer Modeling on the I-Pad: Teaching Social Interaction Skills to Children With Autism

Esra Orum Cattik, BS

Turkey

Topic Group: Intervention Strategies

45 - Effectiveness of Sibling-Delivered I-Pad Game Activities in Teaching Social Interaction Skills to Children With Autism Spectrum Disorder

Arzu Ozen, PhD

Turkey

Topic Group: Intervention Strategies

46 - Best Practices in Addressing Healthy Weight in Early Childhood

Karen Park, OTD, OTR/L; Jazminne Orozco, OTD, OTR/L

United States

Topic Group: Intervention Strategies

47 - Creating Access to Learning Environments Through Assistive Technology Assessments: The FEET Model

Nancy Robinson, PhD; Kathleen Sadao, EdD

United States

Topic Group: Intervention Strategies

48 - Bridging the Gap for Social Inclusion with Tablet Technology

Kathleen Sadao, EdD; Nancy Robinson, PhD

United States

Topic Group: Intervention Strategies

49 - The Social Adaptation of Infants and Toddlers With Down Syndrome by Means of Physical Therapy

Elena Shamro, PhD (Student)

Russian Federation

Topic Group: Intervention Strategies

50 - Transition-Based Early Childhood Intervention Group Training for Young Children With Developmental Disabilities in Turkey

Gozde Tomris, PhD (Student); D. Merve Tuna, PhD (Student); Ibrahim Halil Diken, PhD

Turkey

Topic Group: Intervention Strategies

51 - A Review of Studies Conducted on “Milieu Teaching”

Hülya Ceren Tutuk, MA (Student); Tezcan Cavusoglu, MA (Student); Ibrahim Halil Diken, PhD
Turkey

Topic Group: Intervention Strategies

52 - Examining a Music Intervention in Early Childhood Settings

Potheini Vaiouli, PhD

Cyprus

Topic Group: Intervention Strategies

53 - Using Emergent Literacy Supporting Activities for Children With a Language Delay

Pao-Hsiang Chi, PhD; Shi-Yuing Sim, MA

Taiwan

Topic Group: Language and Communication

54 - Emergent Literacy Teaching Strategies for Children With Developmental Disabilities

Uzeyir Emre Kiyak, MA

Turkey

Topic Group: Language and Communication

55 - Using Data-Based Decision Making and Online Technology to Support Early Language Development of Young Children in the United States

Naomi Schneider, PhD

United States

Topic Group: Language and Communication

56 - Factors Promoting the Mental Health of Families With Preterm Children in Early Intervention Groups

Paula Alfaro, MA

Chile

Topic Group: Preterm Children

57 - Early Intervention and Lexical Development in Preterm Infants

Pilar Gútierez Cuevas, PhD; S. Torán Poggio, PhD; P. Grande Fariñas, PhD; Paloma Antón Arés, PhD

Spain

Topic Group: Preterm Children

58 - Supporting Preschool Children With Behavioral Challenges: A Teacher, Administrator, and Parent Training Initiative

Dale Fryxell, PhD; Darren Iwamoto, EdD

United States

Topic Group: Professional Development

59 - Identifying Weak Spots in Initial Teacher Education

Marta Gràcia, PhD; Maria Josep Jarque, PhD; Fàtima Vega, PhD; Núria Vinyoles, PhD; Daniela Bitencourt, MA

Spain

Topic Group: Professional Development

60 - Inclusion Training in Intellectual Disabilities for Educators in Europe: Stakeholder Survey Results in Turkey

Erkan Kurnaz, MA

Turkey

Topic Group: Professional Development

61 - Training Special Education Non-Service Professionals Using Naturalistic Teaching for Preschoolers With Special Needs

Shu hsien Tseng, PhD; Kae Liu, PhD; Yi fi Yang, MA

Taiwan

Topic Group: Professional Development

62 - Role Release of the Early-Intervention Professional Teamwork in Healthcare System

Pei-Li Wang, MA; Hsiu-Chin Lin, PhD

Taiwan

Topic Group: Professional Development

63 - Use of Positioning and Mobility Equipment for Early Intervention

Ginny Paleg, DPT

United States

Topic Group: Sensory and Motor Impairments

64 - Implementing a Routines-Based Model in Spain: Stages and Steps

Margarita Cañadas, PhD; Gabriel Martinez, MA

Spain

Topic Group: Services

65 - The Augmentative and Alternative Communication Service Provided to Young Children With Severe Disabilities by Taiwanese Preschool Special Education Teachers

Pao-Hsiang Chi, PhD

Taiwan

Topic Group: Services

66 - Current Practice in Early Intervention Services in Serbia

Špela Golubović, PhD; Nina Brkić Jovanović, MA; Sanela Slavković, MA

Serbia

Topic Group: Services

67 - Supporting ISP Goals for Children With Developmental Disabilities Through Transdisciplinary Thematic Units in Special Education

Yu Hsin Hsieh, MA; Mei Chin Chiang, BA; Mei Chih Lin, BA

Taiwan

Topic Group: Services

68 - Social Justice: The Right to Hearing Health Care for All!

Jean Johnson, PhD; Chinila Peter, MBA; Agnes Flood-Tse, RN; Yusnita Weirather, AuD

United States

Topic Group: Services

69 - Psychological and Educational Work With Infants With Down Syndrome in Adaptation Groups

Vera Kovaleva, MA
Russian Federation
Topic Group: Services

70 - Development of ECI Services in Tajikistan

Zarina Kurbonbekova, MEd
Tajikistan
Topic Group: Services

71 - Reflection on ECCD in Bangladesh

Md. Tariqul Chowdhury, MS
Bangladesh
Topic Group: Systems and Policy

72 - Supporting Young Children's Rights: Statement of Intent

Marlene Fox, BA
Australia
Topic Group: Systems and Policy

73 - The Right to Play and the Right to Have a Space to Play: Reviewing Irish Policy

Patrick Hynes, MOT; Margot Barry, MSc
Ireland
Topic Group: Systems and Policy

74 - The Irish Experience: The Progressing Disability Programme

Anne O'Connor, MS
Ireland
Topic Group: Systems and Policy

75 - Feeding Difficulties: Systems Level Perspectives of Supports, Needs, and Interagency Collaboration

Sondra Stegenga, MS, OTR/L, MEd
United States
Topic Group: Systems and Policy

76 - The Transition Process of Young Children With Down Syndrome From Early Intervention to Preschool in Turkey

D. Merve Tuna, PhD (Student); Gozde Tomris, PhD (Student); Ibrahim Halil Diken, PhD; Uğur Onur Günden, MA (Student)
Turkey
Topic Group: Systems and Policy

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