

Integrating Research and Practice in Early Childhood Intervention

A JOINT CONFERENCE FROM ISEI & DEC



CHICAGO, ILLINOIS, USA
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**INTERNATIONAL SOCIETY
ON EARLY INTERVENTION**

www.isei.washington.edu

In conjunction with DIVISION FOR EARLY CHILDHOOD
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Conference Introduction

Dear ISEI Members and Conference Attendees,

We continued to pursue our Research-to-Practice theme in this conference through our collaboration with the Division for Early Childhood in the United States. This partnership brought together nearly 1,700 participants to Chicago, Illinois, USA who gathered to share their innovative ideas, creative service models, new research findings, and strategic approaches to enhance the quality of life of young children and their families. We feel confident that over the course of our intense and stimulating three day conference that the knowledge gained will be translated into practice in communities world wide. Indeed, with a total of approximately 250 presentations including paper sessions, presentations within symposia, posters, spotlight sessions, and opening and closing keynotes, an extraordinary array of creative research-to-practice ideas were generated by ISEI participants representing nearly 40 countries.

Our ISEI Scientific Program Committee listed below was instrumental in crafting our program. The range of abstracts reviewed and selected was remarkable, providing a global picture of emerging advances in our field. Among the critical areas examined were: inclusion, service coordination, assessment, global issues, autism, preterm children, environmental risk, families, cultural issues, policy development, and professional development. Through these and other stimulating sessions, our international community is now in a better position to further integrate developmental, intervention, and implementation science; a process critical to advance our field of early childhood intervention.

With best wishes,

Michael Guralnick, Ph.D.
ISEI Conference Co-Chair

Mary Beth Bruder, Ph.D.
ISEI Conference Co-Chair



ISEI Scientific Program Committee



Michael Guralnick, PhD
Co-Chair, U.S.A.



Mary Beth Bruder, PhD
Co-Chair, U.S.A.



Ibrahim Halil Diken, PhD
Turkey



Susana Gavidia-Payne, PhD
Australia



Coral Kemp, PhD
Australia



Elena Kozhevnikova, PhD
Russia



Ana Maria Serrano, PhD
Portugal



Cally Tann, MBChB, PhD, FRCPCH
United Kingdom

Opening Keynote

Joseph Piven, MD



WHAT CAN STUDIES OF EARLY BRAIN DEVELOPMENT IN AUTISM TELL US ABOUT INTERVENTION AND DETECTION IN INFANCY?

Abstract:

Work by the NIH Autism Center of Excellence, Infant Brain Imaging Study (IBIS) Network, is built on the observation that infants at high familial risk for autism (by virtue of having an older sibling with autism), who later develop autism, have a period of time in the 12 months after birth when they do not show evidence of the defining diagnostic features of the disorder. Those features typically emerge, in this high risk group, to the point of consolidation into the full syndrome of autism, by 24 to 36 months of age. Work from the IBIS Network has shown evidence that the diagnosis of autism at 24 months of age can be predicted by MRI in the first year of life. This, currently experimental data, has great potential value for early, pre-symptomatic identification of autism that would enable pre-symptomatic intervention that would very likely improve the efficacy of our current treatment options. In a second line of research, work from the IBIS Network has provided potential insights into the developmental mechanisms leading to the consolidation of autistic symptoms in the second and third years of life. Specifically, data have pointed towards the early aberrant structure and function of the visual system in the first year of life in children who later meet criteria for autism. This finding is consistent with clinical data showing delayed orienting to salient stimuli in the environment in the first year of life by autistic children. It suggests the possibility that genetic liability for autism may result in early, aberrant visual function and therefore altered visual experiences and that this altered experience may impact subsequent brain development and play a role in the emergence of the defining social deficits of autism. Further documentation of this possible mechanism would provide critical information for intervention to disrupt this aberrant sequence of events and hopefully result in an improved outcome. In conclusion, this presentation outlines the value of studies of early brain development and how they may ultimately have value in pre-symptomatic detection and intervention to improve outcomes for children with autism.

Biography:

Joseph Piven, MD received his MD degree from the University of Maryland in 1981 and completed training in general and child and adolescent psychiatry at the Johns Hopkins Hospital in Baltimore. He continued in research training in the genetics of neurobehavioral disorders, during a postdoctoral John Merck Fellowship at Johns Hopkins. He was on the faculty of the Department of Psychiatry at the University of Iowa from 1990 through 1999. Dr. Piven is currently Thomas E. Castleloe Distinguished Professor of Psychiatry and Pediatrics at the University of North Carolina at Chapel Hill and Director of the Carolina Institute for Developmental Disabilities, a comprehensive institute for services, research and training in neurodevelopmental disorders. Dr. Piven is an active clinician. He is director of one of 15 NICHD-funded Intellectual and Developmental Disabilities Research Centers. He directs an NIH-funded postdoctoral research training program in neurodevelopmental disorders at UNC, has been the Principal Investigator for 15 years of an NIH-funded Autism Center of Excellence Network study of brain development in infants who develop autism -- The Infant Brain Imaging Study or IBIS. He directs the North Carolina University Center of Excellence in Developmental Disabilities, funded by the Department of Health and Human Services, Administration for Community Living. He is founding Editor of the Journal of Neurodevelopmental Disorders. His research is focused on the pathogenesis of autism and related neurodevelopmental disorders.

Symposia by Organizer (Alphabetical)



Learning from Each Other: EI/ECSE Research in the Global Context

Symposium Organizer

Serra Acar, PhD - United States

This symposium will focus on the implications and issues conducting EI/ECSE research in the global context. The presenters will discuss several ethical and methodological issues to consider when conducting research with children with disabilities and their families outside of the US. Four presentations include: a) literature review/synthesis; b) community partnered participatory research; c) instrument/measure/intervention adaptation and translation; and (d) research and practice partnerships. The presenters will use examples from the literature and their own work (e.g., survey, semi-structured interviews, single case, randomized control treatment, program evaluation, and non-experimental psychometric study) to provide practical suggestions on addressing ethical and methodological issues. Implications for research and practice will be discussed.

Contributing Papers

Cross-Cultural Literature Reviews

Presenting Author: Serra Acar, PhD - United States

PA Affiliation: University of Massachusetts, Boston

Contributing Author List: *Serra Acar, PhD; Ching-i Chen, PhD;*

Capacity Building Practices in a Low-Resourced Community Through Parent Peer Support

Presenting Author: James Lee, PhD, BCBA-D - United States

PA Affiliation: Juniper Gardens Children's Project

Contributing Author List: *James Lee, PhD, BCBA-D;*

Adaptation of Practices and Instruments across Cultural Contexts: Guidelines and Lessons Learned

Presenting Author: Ching-i Chen, PhD - United States

PA Affiliation: Kent State University

Contributing Author List: *Ching-i Chen, PhD; James Lee, PhD, BCBA-D;*

Working with international partners in EI/ECSE research: Things to Consider

Presenting Author: Hsiu-Wen Yang, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute, UNC-Chapel Hill

Contributing Author List: *Hsiu-Wen Yang, PhD; Chih-ing Lim, PhD;*

LINK International and Interdisciplinary Forum on Authentic Assessment for Early Childhood Intervention

Symposium Organizer

Stefano Bagnato, EdD, NCSP - United States

Our international group facilitated an ambitious and innovative 'social validity process' to gather 'real-world' perspectives on both the 'process' & 'methods' of Authentic Assessment for ECI for all young children, but especially infants, toddlers, & preschoolers with a range of neurodevelopmental delays and disabilities of age (0-8 years). A representative sample of interdisciplinary and international experts (e.g., ECSE/EI; PT, OT, SPL, Psych) from the US, Canada, Australia, Ireland, Spain, Italy, Turkey, Korea, Taiwan, Colombia, Portugal, China, and Holland engaged in virtual discussions over 4 months in 2021 through LINK Focus Groups (n=56) and LINK Forums (n=120). Using a Nominal Group Technique and LINK Qualtrics Rating Survey format, we examine present practices, with pros-cons as well as new perspectives on the why, how, what, whom, when, where for early childhood assessment. Our symposium panel will present the rationale, process, and outcomes of our social validity study with implications for practices, policy, and research.

Contributing Papers

LINK Forum: Rationale for ECI Field & Snapshot of Social Validity Study Outcomes

Presenting Author: Stefano Bagnato, EdD, NCSP - United States

PA Affiliation: University of Pittsburgh/UCLID-LEND Disabilities Center

Contributing Author List: *Stefano Bagnato, EdD, NCSP; Marisa Macy, PhD;*

LINK Forum: Social Validity Analysis & Results

Presenting Author: Antonio Fevola, PhD, MSW - United States

PA Affiliation: Wesley Family Services, Inc.

Contributing Author List: *Antonio Fevola, PhD, MSW; Nora Smith, MEd;*

LINK Forum: Facilitating Consensus Via the NGT Process

Presenting Author: Carmen Dionne, PhD - Canada

PA Affiliation: Université du Québec à Trois-Rivières

Contributing Author List: *Carmen Dionne, PhD; Jackie Brock, MS, MSW;*

Reflections on Implications of the LINK Forum for International & Interdisciplinary Partnerships, Professional Practice & Public Policy

Presenting Author: Rune Simeonson, PhD - United States

PA Affiliation: University of North Carolina - Chapel Hill

Contributing Author List: *Rune Simeonson, PhD; Mary Beth Bruder, PhD;*

Using ICF Framework in Early Intervention/Early Childhood Special Education: Global Perspectives

Symposium Organizer

Ching-I Chen, PhD - United States

International Classification of Functioning, Disability, and Health (ICF) is a framework to approach early childhood inclusion. ICF has been used in several countries on eligibility-related practices, strategies to gather information from families, and intervention activities. In this symposium, we will discuss how ICF has been applied in early intervention/early childhood special education (EI/ECSE) for different purposes in different settings/countries. Scholars from Turkey and Taiwan will share their experiences using ICF in their local EI/ECSE contexts and the involvement of different stakeholders. We will also share preliminary findings from a scoping review on how ICF was used globally in EI/ECSE. At the end of the symposium, we will discuss the next steps for applying ICF in research, policy, and practice.

Contributing Papers

An Overview of ICF in Turkey

Presenting Author: D. Melek Er, PhD - Turkey

PA Affiliation: Atilim University

Contributing Author List: *D. Melek Er, PhD;*

Using ICF as a Framework to Promote Family-centered Practices in Taiwan

Presenting Author: Pei-Fang Wu, PhD - Taiwan

PA Affiliation: National Taichung University of Education

Contributing Author List: *Pei-Fang Wu, PhD; Jui Min Chen, MEd;*

Applying ICF in Early Intervention/Early Childhood Special Education: A Scoping Review of Global Perspectives

Presenting Author: Ching-I Chen, PhD - United States

PA Affiliation: Kent State University

Contributing Author List: *Ching-I Chen, PhD; Hsiu-Wen Yang, PhD; Serra Acar, PhD;*

STEM for Inclusive Excellence and Equity

Symposium Organizer

Douglas Clements, PhD - United States

Science, Technology, Engineering, and Mathematics (STEM) have been increasingly included as critical topics for all young children. However, there is an equity gap in providing developmentally appropriate STEM experiences to children with disabilities (CWD). The papers show that this potential is often left unrealized, especially for vulnerable young children, who live in poverty, are members of linguistic and ethnic minority groups, or are CWD (some with particular disabilities in STEM domains). Research also indicates the success of some educational approaches. Research and development in each of the STEM domains and interdisciplinary approaches provide directions for both policy and practice. For example, both need to change to reflect the importance of STEM for all young children, especially CWD, the need to change harmful beliefs, and the positive effects of approaches based on learning trajectories. We conclude with introducing a new center to support inclusive innovation in early education in STEM.

Contributing Papers

The Inequity of STEM for (truly) All Young Children

Presenting Author: Elica Sharifnia, PhD - United States

PA Affiliation: University of Denver

Contributing Author List: *Elica Sharifnia, PhD; Megan Vinh, PhD; Douglas Clements, PhD;*

CWD Learning Science, Technology, and Engineering

Presenting Author: Julie Sarama, PhD - United States

PA Affiliation: University of Denver

Contributing Author List: *Julie Sarama, PhD;*

CWD Learning Better Mathematics and Learning Mathematics Better

Presenting Author: Douglas Clements, PhD - United States

PA Affiliation: University of Denver

Contributing Author List: *Douglas Clements, PhD;*

Barriers to Teaching STEM to CWD and Promising Approaches

Presenting Author: Christine Harradine, PhD - United States

PA Affiliation: University of North Carolina - Chapel Hill

Contributing Author List: *Christine Harradine, PhD; Chih Ing Lim, PhD;*

Building A Force Multiplier in EI/ECSE: How Inclusive Early Intervention, Childhood Care, and Education Programs Can Work Together to Support Professionals

Symposium Organizer

Catherine Corr, PhD - United States

When early intervention, childhood care, and education professionals work together to identify resources, develop strategies, and provide services for young children with disabilities and their families, enhanced outcomes can be achieved. This panel will focus on the ways in which Special Education faculty and staff at the University of Illinois collaborate to serve as a force multiplier for young children, their families, providers, and educators. By combining our resources, expertise, and passion, the Early Childhood Collective (ECC) aims to reimagine inclusive early intervention, childhood care, and education with a renewed investment in young children and their families. We will share the unique role of each project's work to ensure the delivery of high-quality, inclusive EI, ECSE, and childcare services.

Contributing Papers

IECAM: Using Data to Make Decisions

Presenting Author: Dawn Thomas, PhD - United States

PA Affiliation: University of Illinois at Urbana-Champaign

Contributing Author List: *Dawn Thomas, PhD;*

IEL and EIC: Providing Resources for Families and Professionals

Presenting Author: Emily Dorsey, PhD - United States

PA Affiliation: University of Illinois at Urbana-Champaign

Contributing Author List: *Emily Dorsey, PhD; Jill Tompkins, EdM;*

A Transformative Approach for Preparing and Supporting Early Interventionists

Presenting Author: Susan Connor, EdM - United States

PA Affiliation: University of Illinois at Urbana-Champaign

Contributing Author List: *Susan Connor, EdM; Michaelene Ostrosky, PhD;*

Supporting EI & ECSE Professionals Serving Military Families & Young Children

Presenting Author: Robyn DiPietro-Wells, EdM - United States

PA Affiliation: University of Illinois at Urbana-Champaign

Contributing Author List: *Robyn DiPietro-Wells, EdM; Rosa Milagros Santos, PhD;*

Validating the Assessment, Evaluation and Programming System (AEPS) in International Contexts

Symposium Organizer

Jennifer Grisham, EdD - United States

The AEPS is one of the most widely used curriculum-based assessments in the United States. There is increased interest in using the assessment and its associated curriculum in international settings to promote high quality early intervention services. This presentation will describe partnerships between researchers in the US, Kosovo, and Spain who have collaborated to validate the AEPS in their respective countries. Specifically, each researcher will describe the process of translating the tool so that it is culturally relevant in their country. Next, each will highlight results from studies they have completed in their countries including, but not limited to content validity, inter-rater reliability, utility, and curriculum validity. A discussion of the challenges of conducting this type of research will occur, along with the potential impact of having a high quality curriculum based assessment available to support service delivery in international contexts.

Contributing Papers

Validation of the AEPS-3 in Spain

Presenting Author: Margarita Canadas Perez, PhD - Spain

PA Affiliation: Universidad de Catolica de Valencia

Contributing Author List: *Margarita Canadas Perez, PhD; Jennifer Grisham, EdD;*

Validation of the AEPS-3 in Kosovo

Presenting Author: Lema Kabashi, PhD - Kosovo

PA Affiliation: University of Wisconsin La Crosse

Contributing Author List: *Lema Kabashi, PhD; Jennifer Grisham, EdD;*

Examining Racial Equity in Access, Services, and Outcomes in Early Intervention

Symposium Organizer

Katheen Hebbeler, PhD - United States

This symposium will present a framework, tools, and analytic approaches for examining equity in three aspects of early intervention (EI): access to services; service provision, including the use of evidence-based practices; and the outcomes achieved by children and families. Recent events in the US have led many agencies to examine their policies and services through an equity lens, focusing specifically on racial equity. Equity, which refers to fair, just, and impartial treatment and outcomes, is an important issue for all EI stakeholders, including practitioners, administrators, policymakers, researchers, and families. Inequitable access and service provision will be reflected in child outcomes but understanding and addressing the underlying causes requires reframing all steps in the cycle of inquiry to better understand and communicate the experience of underserved populations. Each paper will present critical questions and examples of how data can be used at the systems and child level to examine equity issues.

Contributing Papers

Looking at Equity in Access to Early Intervention Services

Presenting Author: Margaret Gillis, PhD - United States

PA Affiliation: SRI International

Contributing Author List: Margaret Gillis, PhD;

Are Children and Families Experiencing Equitable Service Delivery?

Presenting Author: Katheen Hebbeler, PhD - United States

PA Affiliation: SRI International

Contributing Author List: Katheen Hebbeler, PhD;

Identifying and Addressing Equity Issues by Looking at Child Outcomes

Presenting Author: Cornelia Taylor, PhD - United States

PA Affiliation: SRI International

Contributing Author List: Cornelia Taylor, PhD;

A 4-Year Application of The Systematic Social Emotional Multi-Tiered Approach in Korea

Symposium Organizer

Kay Heo, PhD - South Korea

Developing social-emotional competences of young children using a multi-tiered approach has received an increasing amount of attention. A 4-year systematic approach at the district level has been applied in Korea to enhance young children's social-emotional competence and prevent challenging behaviors. The conceptual model is based on the theoretical frame of the National Center for Pyramid Model Innovation, and has consequently been adapted based on the Korean national curriculum for young children. A total of 1,718 young children, their teachers and principals, and parents participated. The first paper describes the process of development of the curriculum for young children and training programs for teachers, parents, and principals. The second paper describes the research methodology and outcomes for the study. Issues related to developing effective culturally sensitive multi-tiered systems will be discussed, focusing on ways to create an optimal contextual fit in order to successfully apply early childhood practices in other cultures.

Contributing Papers

Cultural Adaptation Process of Developing Social Emotional Multi-Tiered System in Korea

Presenting Author: Kay Heo, PhD - South Korea

PA Affiliation: Chongshin University

Contributing Author List: Kay Heo, PhD; Hyun-Kyung Park, PhD; So-hee Kim, MEd; Mi Jeong Hwang, MA; Jane Jiyoun Lee, PhD;

Analyzing the Effects of a Social Emotional Multi-Tiered System in Korea

Presenting Author: Kay Heo, PhD - South Korea

PA Affiliation: Chongshin University

Contributing Author List: Kay Heo, PhD; Hyun-Kyung Park, PhD; So-hee Kim, EEd; Mi Jeong Hwang, MA; Jane Jiyoun Lee, PhD;

Lessons Learned from the COVID-19 Pandemic: Re-envisioning the Future of Part C Early Intervention

Symposium Organizer

Kimberly Hile, PhD - United States

The COVID-19 pandemic greatly impacted the lives of families and professionals engaged in Part C early intervention (EI) services. This symposium features two research studies from the United States that explored the experiences of families of infants and toddlers with disabilities and the EI professionals walking alongside them. The first presentation highlights key findings from a study that gathered data through photo-elicitation interviews with families. Researchers will share photos and stories detailing families'™ experiences accessing EI services during the pandemic and insights into using photo-elicitation as a means of engaging families. The second presentation highlights survey data from early interventionists in 29 states on the benefits and challenges of providing tele-intervention during the pandemic. Reflections from families and professionals about EI service provision and their hopes for the future will be discussed as a means to consider where we have been and where the future of early intervention may take us.

Contributing Papers

Lessons from Families: Understanding the Impact of COVID-19 on Families of Infants and Toddlers with Disabilities

Presenting Author: Kimberly Hile, PhD - United States

PA Affiliation: The University of Alabama in Huntsville

Contributing Author List: *Kimberly Hile, PhD; Jenna Weglarz-Ward, PhD; Lissa Love, MEd;*

Lessons from the Field: Challenges and Triumphs in Virtual EI Service Provision

Presenting Author: Dana Childress, PhD - United States

PA Affiliation: Partnership for People with Disabilities at Virginia Commonwealth University

Contributing Author List: *Dana Childress, PhD; Megan Schumaker-Murphy, EdD;*

Supporting the Development Of Evidence-Based Practices on ECI in Europe

Symposium Organizer

Snezana Ilic, PhD - Serbia

The aim of this symposium is to describe efforts taken during the past years to develop Evidence-Based ECI practices in four European countries (Serbia, Slovakia, Spain, Ukraine) with the support of organizations such as Eurllyaid, UNICEF, Open Society Foundation, Velux Foundation and Plena Inclusion. The right for quality ECI is recognized by the UNCRPD, the UNCRC, the EPSR and SDGs. Despite some positive developments, the availability, accessibility and affordability of quality ECI remains a challenge in the EU, partially due to the coexistence of 'inherited' rehabilitative and medical approaches as well as the lack of, cross-sectoral coordination among the social, health and educational sectors, professional development to assure qualified staff, and understanding of evidence-based ECI, along with key elements to ensure the provision of comprehensive and family-centered ECI services. Each of these countries has entailed paradigmatic changes for the provision of quality ECI for their children and families that will be presented.

Contributing Papers

Process of Early Childhood Intervention System Development in Serbia Based on the Family-Centered Approach

Presenting Author: Snezana Ilic, PhD - Serbia

PA Affiliation: University of Belgrade, Eurllyaid

Contributing Author List: *Snezana Ilic, PhD; Mirjana Djordjevic, PhD; Spela Golubovic, PhD;*

Transformation of Early Intervention in Ukraine: Opportunities and Barriers

Presenting Author: Anna Kukuza, PhD - Ukraine

PA Affiliation: Institute for Children and Juvenile Health Protection, CF Early Intervention Institute

Contributing Author List: *Anna Kukuza, PhD;*

Families and Universities Working Together to Support the Implementation of the EI System in Spain

Presenting Author: Margarita Cañadas, PhD - Spain

PA Affiliation: University Catholic Valencia

Contributing Author List: *Margarita Cañadas, PhD;*

Improving of Family-Centered ECI as a Tool of Effective Support for Families with Children with Disabilities

Presenting Author: Vladislav Matej, PhD - Slovakia

PA Affiliation: National Association of Supporters and Service Providers of ECI

Contributing Author List: *Vladislav Matej, PhD; Erika Ticháčková, PhD; Monika Fričovská, MS;*

Monitoring the Quality of a Preventive Post-Discharge Intervention for Very Preterm Born Infants and Their Parents in the Netherlands (the TOP Program)

Symposium Organizer

Martine Jeukens-Visser, PhD - Netherlands

In the Netherlands, a responsive parenting intervention for very preterm infants proved effective in the setting of an RCT. The TOP program is now at scale and part of routine care. To sustain the effectiveness throughout years of implementation, program integrity and quality control is necessary. Therefore, a Theory Of Change (TOC) was developed that clearly describes the 'active ingredients' and the mechanisms by which they work. A fidelity tool translates these key strategies of the TOC in objective and quantifiable components. We developed the FITT (Fidelity tool for the TOP program) in an iterative process and co-creation with interventionist and evaluated the reliability. The fidelity tool aids in the monitoring of the execution of the intervention. It provides insights into whether interventionists stay close to the core principles of the intervention or make (unplanned) adaptations. Subsequently, the fidelity tool is integrated in the educational programs for the TOP intervention.

Contributing Papers

Developing a Theory of Change for a Responsive Parenting Intervention for Very Preterm Born Children: TOP program

Presenting Author: Martine Jeukens-Visser, PhD - Netherlands

PA Affiliation: Amsterdam UMC Departement of Rehabilitation

Contributing Author List: *Martine Jeukens-Visser, PhD; Monique Flierman, MSc; Aleid Leemhuis, MD, PhD;*

Development and Evaluation of a Fidelity Tool in the TOP Program

Presenting Author: Monique Flierman, MSc - Netherlands

PA Affiliation: Amsterdam UMC Departement of Rehabilitation

Contributing Author List: *Monique Flierman, MSc; Eline Vriend, MSc; Aleid Leemhuis, MD, PhD; Raoul Engelbert, PhD; Martine Jeukens-Visser, PhD;*

Implementation of a Fidelity Tool in the TOP Education Program

Presenting Author: Esther van der Heijden, BSc - Netherlands

PA Affiliation: Amsterdam UMC Departement of Rehabilitation

Contributing Author List: *Esther van der Heijden, BSc; Monique Flierman, MSc;*

Authentic Stakeholder Engagement to Elucidate and Improve Early Intervention Service Quality

Symposium Organizer

Mary Khetani, ScD, OTR/L - United States

Disparities in early intervention access, use, and outcomes persist in the United States. The underlying mechanisms of these disparities are numerous, complex, and span the entire early intervention service system (i.e., families, service providers, program leadership). Evidence indicates the need for a broader range of stakeholder-centered evidence-based assessments and interventions to address these systemic disparities. This symposium will discuss insights into our shared line of stakeholder-engaged health services and implementation research, which aims to examine the value of embedding an evidence-based electronic tool into clinical practice to expand options for family-centered and participation-focused service design. We will present (a) results of its perceived value for routine practice and research and (b) approaches to further evaluate stakeholder-engaged research to guide future phases of this line of inquiry. This symposium is intended to introduce practitioners and researchers to contemporary strategies for conducting robust stakeholder-engaged research to improve early intervention service quality.

Contributing Papers

Building Organizational Capacity for Stakeholder Engaged Research to Shape Family-Centered and Participation-Focused Early Intervention

Presenting Author: Jodi Dooling-Litfin, PhD - United States

PA Affiliation: Rocky Mountain Human Services

Contributing Author List: *Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA; Jodi Dooling-Litfin, PhD; Mary Khetani, ScD, OTR/L; Beth McManus, PT, MPH, ScD; Elizabeth Lerner Papautsky, PhD;*

Engaging Diverse Stakeholder Perspectives to Inform the Design of Upgrades to Early Intervention Point of Care Technologies

Presenting Author: Elizabeth Lerner Papautsky, PhD - United States

PA Affiliation: University of Illinois at Chicago

Contributing Author List: *Elizabeth Lerner Papautsky, PhD; Mary Khetani, ScD, OTR/L; Jodi Dooling-Litfin, PhD; Beth McManus, PT, MPH, ScD; Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA;*

Leveraging Patient-Reported Outcomes Data to Estimate Early Intervention Service Intensity Associated with Change in Children's Functional Capabilities and Home Participation

Presenting Author: Beth McManus, PT, MPH, ScD - United States

PA Affiliation: University of Colorado

Contributing Author List: *Beth McManus, PT, MPH, ScD, Mary Khetani, ScD, OTR/L; Jodi Dooling-Litfin, PhD; Elizabeth Lerner Papautsky, PhD; Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA;*

Relevant Approaches and Considerations to Evaluating Stakeholder Engagement in Research Specific to Early Intervention

Presenting Author: Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA - United States

PA Affiliation: University of Pittsburgh

Contributing Author List: *Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA; Mary Khetani, ScD, OTR/L; Jodi Dooling-Litfin, PhD; Elizabeth Lerner Papautsky, PhD; Beth McManus, PT, MPH, ScD;*

An Analysis of International Treaties on Early Child Inclusion

Symposium Organizer

James Lee, PhD, BCBA-D - United States

This presentation discusses early childhood inclusion of young children with disabilities across the world. We will discuss history and situations relevant to social inclusion of young children with disabilities and their families. For example, we present a paper that describes an analysis of 12 UN treaties that have information or sentiment related to early childhood inclusion from 1950s. Although inclusion of all children has been promoted by the UN and its Member States for the past few decades, we still see different expectations and realities of inclusion in many countries, which is highlighted in low to middle income countries. In another paper, we highlight an example and comparison of special education policies between Ghana and the United States with specific aim to discuss how we may improve services in a developing country. Lastly, we present a paper on inclusive early childhood care and education and specific required actions.

Contributing Papers

Analysis of International Treaties on Early Childhood Inclusion

Presenting Author: James Lee, PhD, BCBA-D - United States

PA Affiliation: Juniper Gardens Children's Project

Contributing Author List: *James Lee, PhD, BCBA-D;*

Comparing the Special Education Policies on Inclusion in Ghana and the United States: Improving Services in a Developing Country

Presenting Author: Jennifer Arthur, MEd - United States

PA Affiliation: Kent State University

Contributing Author List: *Jennifer Arthur, MEd; Ching-I Chen, PhD;*

Inclusive Early Childhood Care and Education: From Commitment to Action

Presenting Author: Carmen Dionne, PhD - Canada

PA Affiliation: Université du Québec à Trois Rivières

Contributing Author List: *Carmen Dionne, PhD;*

Implementing Quality Inclusion in Early Childhood Education: International Examples & Future Directions

Symposium Organizer

Chih-Ing Lim, PhD - United States

This symposium aims at presenting international research on inclusion in early childhood education with a focus on implementation of high quality inclusive practices. The first paper of the symposium will present an overview of inclusion and highlight policies and evidence-based inclusive practices. The second paper of the symposium will identify the necessary conditions for supporting the implementation of high quality inclusive practices through the lens of implementation science. The third paper will present research from three countries: Greece, Sweden, and the United States and share their challenges and successes in implementing inclusion. Presenters will suggest implications and recommendations for the future.

Contributing Papers

Early Childhood Inclusion: An Overview

Presenting Author: Elena Soukakou, DPhil - Greece

PA Affiliation: University of Roehampton

Contributing Author List: *Elena Soukakou, DPhil; Olympia Palikara, PhD; Johanna Lundqvist, PhD; Chih-Ing Lim, PhD;*

Supporting Active Implementation of Inclusive Practices

Presenting Author: Chih-Ing Lim, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute

Contributing Author List: *Olympia Palikara, PhD; Chih-Ing Lim, PhD; Elena Soukakou, DPhil; Johanna Lundqvist, PhD;*

Inclusion in Greece, Sweden, and the United States: Lessons Learned and Future Directions

Presenting Author: Johanna Lundqvist, PhD - Sweden

PA Affiliation: Malardalen University

Contributing Author List: *Johanna Lundqvist, PhD; Elena Soukakou, DPhil; Chih-Ing Lim, PhD; Olympia Palikara, PhD;*

Early Childhood Holistic Outcomes (ECHO): A Functional Approach in Assessing Children with Developmental Needs in Singapore

Symposium Organizer

Chun Yi Lim, PhD Rehabilitation Science - Singapore

The Early Childhood Holistic Outcomes (ECHO) Framework is a functional outcome measurement and service model, adapted from the U.S. National Child Outcomes Measurement System. ECHO was successfully piloted in 4 Early Intervention (EI) centres leading to national implementation across 17 other EI centres in Singapore. Guided by implementation science principles, ECHO implementation is led by a Technical Assistance (TA) team to enhance the professional practice of EI professionals, Allied Health Professionals (AHPs) and Social Workers (SWs) from participating EI centres. This symposium highlights findings from three papers. Paper 1 reflects key milestones with focus on implementation methodology and lessons for future implementation. Paper 2 shares perspectives on the facilitators and barriers to implementation from ten focus group discussions with ECHO TA and EI professionals (n=37). Paper 3 shares findings from fidelity checklists used to monitor adherence to processes and a survey to gather feedback on implementation confidence, usability and manageability.

Contributing Papers

Early Childhood Holistic Outcomes (ECHO): The Roadmap from Pilot to National Implementation

Presenting Author: Wei Qin Teoh, PhD - Singapore

PA Affiliation: KK Women's and Children's Hospital

Contributing Author List: Wei Qin Teoh, PhD; Chun Yi Lim, PhD; Hwee Min Chong, MA; Lucia Yunwei Yeo, MSc; Hui Nee Tang, MA; Peter Jin Aun Tan, MSc; Sok Bee Lim, MMED; Ellen Ghim Hoon Tay, MMED, MRCPCH

Early Childhood Holistic Outcomes (ECHO): Facilitators and Barriers in the National Implementation of a Functional Child Outcome Measurement System in Singapore

Presenting Author: Chun Yi Lim, PhD - Singapore

PA Affiliation: KK Women's and Children's Hospital

Contributing Author List: Chun Yi Lim, PhD; Hwee Min Chong, MA; Wei Qin Teoh, PhD; Lucia Yunwei Yeo, MSc; Tan Qiao Ling, Daisy, MA; Tan Johnny Chuan Sheng, BSc; Majella Irudayam Yeddanapalli, MA; Nataline Ng, BSc; Joanna Chue, BA; Peter Jin Aun Tan, MSc; Sok Bee Lim, MMED; Ellen Ghim Hoon Tay, MMED, MRCPCH

Early Childhood Holistic Outcomes (ECHO): Overview of Perspectives and Practice of Early Intervention Professionals, Allied Health Professionals and Social Workers in Singapore

Presenting Author: Hwee Min Chong, MA - Singapore

PA Affiliation: KK Women's and Children's Hospital

Contributing Author List: Hwee Min Chong, MA; Charlene Siew Lee Soon, MSc; Chun Yi Lim, PhD; Wei Qin Teoh, PhD; Lucia Yunwei Yeo, MSc; Shyh Shin Wong, PhD; Peter Jin Aun Tan, MSc; Sok Bee Lim, MMED; Ellen Ghim Hoon Tay, MMED, MRCPCH

Replication of Intervention Effects across Two Relationship-Based Developmental Intervention Curricula

Symposium Organizer

Gerald Mahoney, PhD - United States

This symposium includes four presentations describing similar intervention effects from two relationship-based developmental interventions (RBIs): the PLAY Home Consultation Project (Floortime) and Responsive Teaching. Both RBIs attempt to promote children's™ developmental functioning by encouraging parents to engage in highly responsive interactions with their children. Dr. Solomon will describe results from a randomized control trial of PLAY which was conducted with 112 preschool children with autism and their parents. Dr. Diken will describe results from two small investigations of Responsive Teaching conducted with preschool children with disabilities in Turkey. Dr. Mahoney will describe how secondary analyses of both RBIs indicated that children's™ developmental improvements were associated with the degree to which parents enhanced their responsiveness, and were mediated by the effects of parental responsiveness on children's™ engagement. Drs. Mahoney and Solomon will describe how both RBIs resulted in significant improvements in parents'™ psychosocial functioning, as assessed by parenting stress and depression.

Contributing Papers

Randomized Control Trial of the PLAY Home Consultation Model with Preschool Children with Autism

Presenting Author: Richard Solomon, MD - United States

PA Affiliation: Ann Arbor Center for Developmental and Behavioral Pediatrics

Contributing Author List: Richard Solomon, MD;

Pilot Studies of Responsive Teaching with Preschool Children with Disabilities and their Parents in Turkey

Presenting Author: Ibrahim Diken, PhD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: Ibrahim Diken, PhD;

Mechanism of Developmental Change in Two Relationship Based Developmental Interventions

Presenting Author: Gerald Mahoney, PhD - United States

PA Affiliation: Responsive Teaching International

Contributing Author List: Gerald Mahoney, PhD;

The Effects of Relationship Based Developmental Intervention on Parents' Parenting Stress and Depression

Presenting Author: Gerald Mahoney, PhD - United States

PA Affiliation: Case Western Reserve University

Contributing Author List: Richard Solomon, MD;

Individualized Language Interventions for Young Children from Culturally and Linguistically Diverse Backgrounds

Symposium Organizer

Lee Mason, PhD - United States

Speakers from culturally and linguistically diverse backgrounds are disproportionately identified with communication difficulties, a defining feature of Autism Spectrum Disorder. The traditional approach to language assessment focuses on the formal properties of language, without regard to the context in which it is emitted. Here we extend the use of a functional language assessment that offers a rigorous and innovative approach to evaluating language. A verbal operant experimental (VOX) analysis may be useful for examining the functional speaking repertoire of young children with non-fluent speech. Through multiple-exemplar training, the speakers in this symposium demonstrate how VOX analyses are used to identify specific functional language deficits and develop individualized treatment plans for children with autism from a variety of culturally and linguistically diverse backgrounds. In this way, VOX analyses are shown to be a verbal-community-centered approach to measuring and monitoring the progress of functional language skills.

Contributing Papers

Analyzing the Functional Language of a Child with Autism who Speaks English

Presenting Author: Lee Mason, PhD - United States

PA Affiliation: Cook Children's Health Care System

Contributing Author List: Lee Mason, PhD;

Analyzing the Functional Language of a Child with Autism who Speaks Spanish

Presenting Author: Janet Enriquez, MS - United States

PA Affiliation: University of North Carolina at Charlotte

Contributing Author List: Janet Enriquez, MS;

Analyzing the Functional Language of a Child with Autism who Speaks With a Speech-Generating Device

Presenting Author: Alonzo Andrews, MA - United States

PA Affiliation: The University of Texas at San Antonio

Contributing Author List: Alonzo Andrews, MA;

Empowering Stakeholders to Make a Difference with Data

Symposium Organizer

Betsy Mercier, PHD - United States

This symposium presents resources for engaging diverse stakeholders in understanding and using data to make informed decisions about programs. Data play a role in every aspect of early intervention and early childhood special education programs. Successful use of data involves bringing people together to examine data, reflect on its meaning and create solutions together. Stakeholders are often asked to review data about a programmatic and policy data; however, they do not always have the knowledge to participate fully and meaningfully in conversations. What if we used a collaborative process to engage stakeholders and built stakeholder expertise to understand qualitative and quantitative data? Our papers share information and strategies to engage stakeholders in using analytic approaches to improve programs.

Contributing Papers

Using Both Quantitative and Qualitative Data to Drive Rich Stakeholder Discussions

Presenting Author: Betsy Mercier, PhD - United States

PA Affiliation: SRI international

Contributing Author List: Betsy Mercier, PhD; Grace Kelley, PhD;

Empowering Stakeholders to Be at the Table

Presenting Author: Thomas McGhee II, MSW - United States

PA Affiliation: University of North Carolina at Chapel Hill

Contributing Author List: Thomas McGhee II, MSW;

Early Intervention and Home Visiting: Dreams, Reality, Ideas, and New Directions

Symposium Organizer

Carla Peterson, PhD - United States

This symposium highlights findings from three papers. Paper 1 reflects key milestones with focus on implementation methodology and lessons for future implementation. Paper 2 shares perspectives on the facilitators and barriers to implementation from ten focus group discussions with ECHO TA and EI professionals (n=37). Paper 3 shares findings from fidelity checklists used to monitor adherence to processes and a survey to gather feedback on implementation confidence, usability and manageability.

Contributing Papers

Early Intervention in United States: Implementation of Family Guided Routines Based Intervention (FGRBI)

Presenting Author: Melissa Schnurr, PhD - United States

PA Affiliation: Iowa Department of Education

Contributing Author List: *Melissa Schnurr, PhD;*

Home Visit Learning Lab: Research to Practice

Presenting Author: Carla Peterson, PhD - United States

PA Affiliation: Iowa State University

Contributing Author List: *Carla Peterson, PhD; Kere Hughes-Belding, PhD; Faith Moulton, BS; Hawa Conteh, MS; Anne Plagge, PhD;*

Iowa's Integrated Data System for Decision-Making (I2D2): A Cross-Systems Collaboration to Advance Strategic Planning

Presenting Author: Heather Rouse, PhD - United States

PA Affiliation: Iowa State University

Contributing Author List: *Heather Rouse, PhD*

Reflections, Future Ideas, Discussion

Presenting Author: Robin McWilliam, PhD - United States

PA Affiliation: University of Alabama

Contributing Author List: *Robin McWilliam, PhD;*

Educating Tomorrow's Physical Therapists to Work with Young Children and Their Families: Teaching 'Outside the Box'

Symposium Organizer

Mary Jane Rapport, PT, DPT, PhD - United States

This symposium focuses on both curriculum innovations and innovative practices in teaching pediatric physical therapy content within the Doctor of Physical Therapy (DPT) curriculum. The DPT degree includes required courses with limited time focused on pediatric patients and their families. However, this degree is the basis of educational preparation for all physical therapists prior to becoming licensed healthcare providers for young children who present with motor delays or mobility impairments. Participants attending this symposium will benefit from hearing presentations by several of the leading pediatric physical therapist educators and educational researchers in the US. They will share evidence-based educational practices and discuss key results from recent studies aimed at generating excellence in pediatric physical therapy DPT education.

Contributing Papers

Excellence in Pediatric Physical Therapy Education

Presenting Author: Jennifer Furze, PT, DPT - United States

PA Affiliation: Creighton University

Contributing Author List: *Jennifer Furze, PT, PhD; Marisa Birkmeier, BS, MPT, DPT;*

Experiential Learning in Pediatric Physical Therapy

Presenting Author: Joseph Schreiber, MS, PhD - United States

PA Affiliation: Chatham University

Contributing Author List: *Joseph Schreiber, PT, MS, PhD; Mary Jane Rapport, PT, MA, PhD, DPT;*

New Models of Teaching Pediatric Physical Therapy to DPT Students

Presenting Author: Tricia Catalino, PT, DSc - United States

PA Affiliation: Hawai'i Pacific University

Contributing Author List: *Tricia Catalino, PT, DSc; Amanda Arevalo, PT, DSc;*

Integrated or Stand-Alone Pediatric PT Courses: What Works?

Presenting Author: Marisa Birkmeier, BS, MPT, DPT - United States

PA Affiliation: George Washington University

Contributing Author List: *Marisa Birkmeier, BS, MPT, DPT; Patricia McGee, PT, DPT;*

Early Intervention and Newborn Screening: Opportunities for Future Collaboration

Symposium Organizer

Elizabeth Reynolds, PhD - United States

Early Intervention (EI) and Newborn Screening (NBS) are both well-established programs designed to support children with special health care needs or disabilities. Despite the shared goal to provide treatment and services as early as possible, limited research has addressed the extent to which EI and NBS work together. Our first paper explores why we should be interested in the intersections between EI and NBS. The second paper examines survey results from 30 EI coordinators and 39 NBS coordinators to understand the current level of familiarity and collaboration between EI and NBS and possible future collaboration. The third paper explores which conditions on the Recommended Uniform Screening Panel (RUSP) are currently automatically eligible for EI. Overall, our research suggests an opportunity to create a consistent set of established conditions, potentially expediate referrals of eligible children, and improve children's access to EI services.

Contributing Papers

Why Should We be Interested in the Intersections Between Early Intervention and Newborn Screening?

Presenting Author: Don Bailey, PhD - United States

PA Affiliation: RTI International

Contributing Author List: Don Bailey, PhD;

A Survey Study of Early Intervention and Newborn Screening Program Coordinators

Presenting Author: Sheresa Blanchard, PhD - United States

PA Affiliation: East Carolina University; RTI International

Contributing Author List: Sheresa Blanchard, PhD; Sara Andrews, MPH, RD; Samantha Scott, MSW; Aminah Isiaq, BS; Elizabeth Reynolds, PhD; Don Bailey, PhD;

Do Children Identified through Newborn Screening Automatically Qualify for Early Intervention services?

Presenting Author: Elizabeth Reynolds, PhD - United States

PA Affiliation: RTI International

Contributing Author List: Elizabeth Reynolds, PhD; Don Bailey, PhD; Sheresa Blanchard, PhD; Pranesh Chakraborty, MD; Elizabeth Jalazo, MD;

Applying the Inclusive Classroom Profile (ICP) to Assess and Improve the Quality of Inclusion in Early Childhood Programs

Symposium Organizer

Elena Soukakou, PhD - United Kingdom

This symposium will share research on the use of the Inclusive Classroom Profile (ICP) in Australia, Sweden, and Singapore. The Inclusive Classroom Profile is a research-based observation measure designed to assess the quality of inclusive practices in early childhood programs. The ICP measures 12 areas of inclusive practice including environmental adaptations, instructional strategies and supports, adult and peer interactions, and family partnerships. The first paper will present an overview of the ICP and practices. The second paper will share findings from a research study in Australia using the ICP to support quality improvement. The third paper will present research on the use of the ICP in Sweden, and the final paper will present a research study conducted in Singapore to assess the quality of inclusive classroom practices. Discussion will focus on the findings from these studies and implications for future research, policy, and practice.

Contributing Papers

Inclusive Classroom Profile (ICP): An Overview of the ICP Measure and Practices

Presenting Author: Elena Soukakou, PhD - United Kingdom

PA Affiliation: University of Roehampton

Contributing Author List: *Elena Soukakou, PhD;*

Enhancing Inclusive Practice in Australia: Insights from a Professional Development Workshop Series on the ICP

Presenting Author: Samantha Webster, MA - Australia

PA Affiliation: Royal Melbourne Institute of Technology, School of Education

Contributing Author List: *Samantha Webster, PhD;*

Use of the ICP in Sweden: Implications for Research, Policy and Practice

Presenting Author: Johanna Lundqvist, PhD - Sweden

PA Affiliation: Malardalen University

Contributing Author List: *Johanna Lundqvist, PhD;*

Researching Quality of Preschool Inclusive Practices in Singapore using the ICP

Presenting Author: Peng Chian Tan, MA - Singapore

PA Affiliation: National Institute of Education, Nanyang Technological University

Contributing Author List: *Peng Chian Tan, MA;*

Research on National Early Intervention Systems and Services

Symposium Organizer

Emily Vargas-Baron, PhD - United States

Given growing international interest in early childhood intervention (ECI), this Symposium will present challenges faced by ECI services in Eastern Europe and describe UNICEF's partnership with the RISE Institute to develop and apply a comprehensive, flexible, and culturally appropriate research guide. The guide's objectives will be presented, including requirements for gathering data on children and families, ECI services, workforce development, and finances and costs to help plan national ECI systems. Needs for improving and expanding ECI services and developing monitoring and evaluation systems will be addressed. The "Methodological Guide: Research for National Situation Analyses on Early Childhood Intervention" will be presented, highlighting key methodologies. Activities for field testing the Guide in three countries of Southeastern Europe will be presented, followed by a deeper dive into the study conducted in Montenegro during 2022, including its major findings.

Contributing Papers

Development of the Research Guide for Application in Low and Middle-Income Countries

Presenting Author: Emily Vargas-Baron, PhD - United States

PA Affiliation: RISE Institute

Contributing Author List: Emily Vargas-Baron, PhD;

UNICEF Initiative to Develop and Field Test the "Methodological Guide: Research for National Situation Analyses on Early Childhood Intervention"

Presenting Author: Vera Rangelova, MA - Bulgaria

PA Affiliation: UNICEF Regional Office for Europe & Central Asia

Contributing Author List: Vera Rangelova, MA;

Field Testing the Methodological Guide in Three Countries

Presenting Author: Kristel Diehl, MA, MS - Colombia

PA Affiliation: RISE Institute

Contributing Author List: Kristel Diehl, MA, MS;

National Situation Analysis of ECI in Montenegro

Presenting Author: Antonela Ciupe, PhD - Romania

PA Affiliation: RISE Institute

Contributing Author List: Antonela Ciupe, PhD;

Using PICCOLO As a Coaching Tool in Spain and The U.S.A: Improving Parent-Child Interaction and Developmental Outcomes

Symposium Organizer

Rosa Vilaseca, PhD - Spain

For infants and toddlers, a responsive home environment that includes positive, developmentally supportive parent-child interactions is a powerful predictor of child developmental outcomes in both typical and atypical development. This symposium will present two studies that used the Parenting Interactions with Children: Checklist of Observations Linked to Outcomes, a reliable, valid measure of caregiver-child interaction, to coach parents to increase these interactions with their children. The two studies each implemented an evidence-based parent facilitation approach that included video feedback with coaching on parenting interaction strengths. After an overview, each presenter will discuss the implementation, methodology, outcomes, implications, and challenges of their study. One focused on an intervention in Spain and the other is focused on a similar intervention in the United States. A discussion period will follow.

Contributing Papers

Using PICCOLO As a Coaching Tool in Spain and The U.S.A: Improving Parent-Child Interaction and Developmental Outcomes

Presenting Author: Rosa Vilaseca, PhD - Spain

PA Affiliation: University of Barcelona

Contributing Author List: *Rosa Vilaseca, PhD;*

Using PICCOLO As a Coaching Tool in Spain and The U.S.A: Improving Parent-Child Interaction and Developmental Outcomes

Presenting Author: Lori Roggman, PhD - United States

PA Affiliation: Utah State University

Contributing Author List: *Lori Roggman, PhD; Mark Innocenti, PhD;*

Early STEM learning: Whose Evidence and Why this Matters

Symposium Organizer

Hsiu-Wen Yang, PhD - United States

The emerging research base on early STEM (science, technology, engineering, and math) learning indicates that young children benefit from early STEM learning opportunities. Yet, it is unclear whether implementing STEM for young children from a variety of backgrounds (e.g., racial, ethnic, gender, diverse abilities) has been addressed explicitly in STEM research. In this symposium, we will present three papers to discuss the results of a review of literature that systematically examined demographic data on children's race/ethnicity, disability status, and gender. Each paper will share demographic data and how they can be properly reported, especially with respect to racial and ethnic group of participants. Of interest was how or if outcomes of interventions were examined for subgroups or intersectionality among subgroups. We will discuss implications for future research and ways to become researchers that address issues of equity.

Contributing Papers

Race and Ethnicity Patterns in Early STEM Research

Presenting Author: Hsiu-Wen Yang, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute

Contributing Author List: *Hsiu-Wen Yang, PhD; Doug Clements, PhD;*

Closing the STEM Learning Opportunity Gaps for Children with Disabilities

Presenting Author: Chih-ing Lim, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute

Contributing Author List: *Chih-ing Lim, PhD; Megan Vinh, PhD;*

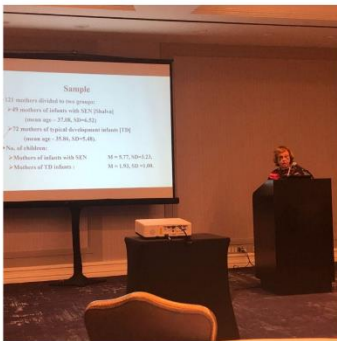
The Current Status of Gender Equity in STEM Research

Presenting Author: Christine Harradine, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute

Contributing Author List: *Christine Harradine, PhD; Julie Sarama, PhD;*

Papers by Presenting Author (Alphabetical)



Improving The Attachment Security of Children with a Disability or Developmental Delay: A Mixed-Methods Study

Presenting Author: Stacey Alexander, PhD candidate - Australia

PA Affiliation: La Trobe University

Contributing Author List: *Stacey Alexander, PhD candidate;*

Secure parent-child attachment is beneficial to the development, wellbeing, and participation of children with a disability or developmental delay. This research used a mixed-methods approach including a survey of the knowledge, skills, and practices of ECI professionals regarding attachment security. We conducted a systematic review and meta-analysis of the prevalence of insecure and disorganised attachment in this population, the attachment interventions employed and in-depth interviews with parents and professionals. Results indicated that less than half of ECI eligible children develop a secure attachment. An attachment-focussed ECI model and strategies to improve parent-child attachment security, within the context of best practice in ECI, will be discussed.

Engagement in Activity Settings of Second Language Learners in Preschools with a Majority or Minority of Early Second Language Learners

Presenting Author: Lena Almqvist, PhD - Sweden

PA Affiliation: Mälardalen University

Contributing Author List: *Lena Almqvist, PhD; Johannes Finnman, PhD Candidate;*

An increasing number of second language (L2) learning children are included in Swedish preschools today. These children more often display special educational needs and lower engagement than first language (L1) learners. Whether this is a consequence of child characteristics, structure in the preschool, or both is not clear. Using multi-level modeling we studied the relationship between L1/L2 and engagement in activity settings and whether this relationship is moderated by the structural inclusion (SI) of children in the classroom. We hypothesized that SI will affect child engagement when L1/L2 is accounted for, and will discuss the results of this investigation in our presentation.

Attitudes Towards Educational Inclusion in Oman

Presenting Author: Ibrahim Azem, PhD; - Oman

PA Affiliation: Sultan Qaboos University

Contributing Author List: *Ibrahim Azem, PhD;*

The purpose of the present study was to investigate the attitudes of regular classroom teachers, special education teachers, principals, social workers, parents of students without disabilities and parents of students with disabilities towards inclusion of students with disabilities in the general school setting. Four hundred fifty schools were selected randomly from all public schools in Sultanate Oman. From these schools 2,025 individuals volunteered to participate in this study. The Attitude Scale Toward Inclusion was used to measure adults' attitudes toward teaching students with disabilities with their peers in inclusive classrooms. The scale was developed based on the conceptualization of attitudes as a 3 component evaluation consisting of cognitive, affective, and behavioral components. The results of the study showed that the adult's role had a significant effect on the participants' attitudes toward inclusion, and substantial gender differences. The results of the study also showed that special education teachers had positive attitudes more than any other type of stakeholder. Implications for early childhood inclusion are discussed.

Include Me (IM): 10 Years of Effective Teacher Mentoring and Successful Inclusion for Children with Severe Disabilities (2010-2020)

Presenting Author: Stefano Bagnato, EdD, NCSP - United States

PA Affiliation: University of Pittsburgh/UCLID-LEND Disabilities Center

Contributing Author List: *Stefano Bagnato, EdD, NCSP; Tracy Larson, EdD, NCSP;*

The Arc of Pennsylvania was designated by the Pennsylvania Department of Education to spearhead a new statewide training initiative on inclusion for teachers of students with significant disabilities in regular classrooms. "Include Me" (IM) was designed as a mentoring approach grounded in these evidence bases: Effective mentoring dimensions for teachers (9 active agents); and effective inclusion strategies for students with disabilities (9 active agents). IM is, arguably, the longest, field-validated, teacher inclusion mentoring initiative in the special education and developmental disabilities fields conducted in "real-world" settings. We present multidimensional research on the quality, impact, and outcomes of IM for 135 school districts; 1479 children, 1124 teachers (Pre-K-8 Years) over 10 years (2010- 2020). We suggest that our "participatory action research" at the University of Pittsburgh is a prime example of what the early intervention field desires: Ideas that work! and have clear implications for enhancing research, policy, and practice

Insights Gained from Stockholm Preterm Interaction-Based Intervention – A Critical View

Presenting Author: Erika Baraldi, PhD Candidate - Sweden

PA Affiliation: Stockholm University, Department of Special Education

Contributing Author List: *Erika Baraldi, PhD Candidate; Mara Westling Allodi, PhD; Ann-Charlotte Smedler, PhD; Kristina Löwing, PhD; Björn Westrup, MD, PhD; Ulrika Ådén, PhD, MD;*

SPIBI is a strength-based early intervention targeting parent-child interaction amongst extremely preterm born infants, currently tested in an RCT in Sweden. Of 130 infants, 72% have reached 12 months of age. Based on interviews with 17 parents' and 6 intervention providers we identified SPIBI strengths and shortcomings. SPIBI seems feasible, is possible to integrate it into home-visiting practice, and is appreciated by parents. Identified challenges are: geographical distance; recruitment obstacles including Covid-19, leading to longer-term implementation; service-provider fatigue; and social adversities amongst some eligible participants requiring ethical considerations. Future improvements include: reconsidering inclusion criteria, increasing use of e-health, and exploring the possibility of a tiered approach.

Premature Babies in ECI: Early Detection and Cooperation Between the Medical and Social System in the Czech Republic

Presenting Author: Jitka Barlova, PhD - Czech Republic

PA Affiliation: Společnost pro ranou péči, z. s.

Contributing Author List: *Jitka Barlová, PhD;*

The multidisciplinary approach in ECI begins with the birth of a child who is at risk of developmental delays. Thanks to the cooperation of neonatology centers and ECI centers in the Czech Republic, we have managed to significantly reduce the age of children entering the ECI service system in recent years. Research has also shown that the time spent using the service has decreased and that the effectiveness of family support has increased. In the Czech Republic, we provide ECI exclusively homebased and with a holistic approach. We plan to share our experience and research results on key outcome measures for this system.

An Ecosystem Model for Inclusive Early Childhood Education

Presenting Author: Eva Björck, PhD - Sweden

PA Affiliation: Jönköping University

Contributing Author List: *Eva Björck, PhD;*

Within the European Agency for Special Needs and Inclusive Education the Inclusive Early Childhood Education (IECE) project developed an Ecosystem Model for inclusive early childhood education highlighting the complex evolving influences on children, arising from their everyday interactions and interrelations with all the surrounding systems in which they function and grow, from the micro to the macro-level. The model is based on data that emerged from questionnaires, narratives and visits at exemplar IECE settings in 30 European countries. The model will be presented with a focus on the structures and processes that ensure a systemic approach to providing high-quality IECE.

The European Agency Self Reflection Tool on Inclusive Early Childhood Education (IECE)

Presenting Author: Eva Björck, PhD - Sweden

PA Affiliation: Jönköping University

Contributing Author List: *Eva Björck, PhD;*

The Self Reflection Tool on inclusion is based on questionnaires and narratives from 30 European countries. It focuses on pre-school as an environment for children's participation and learning, paying attention to process and structural factors influencing children's experiences. The tool addresses the overall atmosphere, social environment, child-centeredness, physical environment, materials, opportunities for communication, the teaching and learning environment, and family-friendliness. We describe how the tool provides a picture of a setting's state of inclusiveness and can be used for stakeholder discussions. Its value identifying problem areas, setting improvement goals in planning interventions, and in research and development of inclusion indicators in standards for quality IECE is also discussed.

Preterm Birth and Retinopathy (ROP): A Longitudinal Study Of Neurodevelopment From Infancy To School-Age

Presenting Author: Patricia Blasco, PhD - United States

PA Affiliation: Oregon Health & Science University

Contributing Author List: *Patricia Blasco, PhD; Jamie Anderson, BS; J Peter Campbell, MD, MPH; Casey Krueger, PhD;*

Studies of children born preterm have documented subtle effects in neurodevelopment at school-age. In this study, medical records of children (N=19) ages 4 to 7.5 years with retinopathy of prematurity and preterm birth were examined for BSID III scores obtained previously from our neonatal clinic. Children were currently assessed on the WPPSI-IV. Extreme low birthweight and earlier gestational age were predictors for lower scores on the tests. BRIEF2 GEC showed a negative correlation with FSIQ, indicating that children with higher scores on the BRIEF2 had lower FSIQ. The BSID III cognitive composite was not predictive of FSIQ at school-age ($F= 1.65, p=0.215$).

Comprehensive System of Personnel Development

Presenting Author: Mary Beth Bruder, PhD - United States

PA Affiliation: University of Connecticut - Center for Excellence in Developmental Disabilities Research

Contributing Author List: *Mary Beth Bruder, PhD; Darla Gundler; Peggy Kemp, PhD; Christy Kavulic, EdD*

A comprehensive system of personnel development (CSPD) is a necessary component of an early childhood intervention system focused on improving outcomes for infants and young children with disabilities, and their families. The implementation of effective personnel preparation and inservice professional development programs are integral to such a system, as are personnel competencies and standards, recruitment and retention strategies, and leadership and sustainability structures. State and national personnel data from the US will be presented as collected by the Early Childhood Personnel Center (ECPC), a federally funded technical assistance center. The main goal of the ECPC is to facilitate the development, implementation, and evaluation of statewide early childhood CSPDs for all personnel serving infants and young children with disabilities and their families.

How Well Prepared are Australian Early Childhood Intervention Practitioners for Evidence-Based Service Provision?

Presenting Author: Sarah Carlon, PhD - Australia

PA Affiliation: STaR Ltd.

Contributing Author List: Sarah Carlon, PhD; Jessica Zanuttini, PhD; Coral Kemp, PhD; Susana Gavidia-Payne, PhD;

It is well understood that skilled early childhood intervention (ECI) practitioners combine knowledge of research and clinical evidence in service provision. The aim of the present study was to investigate the skills and experience required of ECI practitioners as presented in job advertisements. More than 240 online announcements for Australian ECI positions were examined over a five-month period in 2021. Fewer than 40% of the advertisements sought skills that related to Australian best practice guidelines, whereas fewer than 20% requested assessment and intervention skills. Implications of these findings will be discussed in the context of integrating ECI research and practice.

Use of Circle of Security Training for Engaging Parents from China for Parenting Supports During the US COVID Pandemic

Presenting Author: Jenny Chen, MD,MBA - United States

PA Affiliation: University of Chicago Provost Global Health Outreach

Contributing Author List: Jenny Chen, MD, MBA; Marcy Safyer, PhD; Yingshan Shi, MD; Michael E, Msall, MD;

We formed a focus group with 8 families, all immigrants from China, and used the Circle of Security (COSP) manualized curriculum that highlights intergenerational patterns of parenting as well as providing parent education about their child's emotional development and security, especially for at-risk 0-5-year-olds due to immigration and other stressors. Results indicated that mothers found parenting training helpful in managing parenting challenges in the following dimensions: 1) security of Child-Parent attachment; 2) ability to read child's cues; 3) empathy for the child; 4) capacity to provide comfort when child is distressed; 5) capacity to self-reflect, pause and chose security-promoting behaviors; 6) capacity to regulate stressful emotional states; 7) ability to recognize ruptures in parent-child relationship and facilitate repairs; and 8) decrease negative attributions of child's motivations. Parents also found the curriculum helpful for addressing issues related to emigration, culture identity, stressors of COVID, and Social Media.

Home Visiting Programme Improves Developmental Outcomes following Child Maltreatment

Presenting Author: Wen Hann Chow, MBBS, MMed, MRCPCH - Singapore

PA Affiliation: KK Women's and Children's Hospital

Contributing Author List: *Wen Hann Chow, MBBS, MMed, MRCPCH; Li Ming Ong, MD, MMed, MRCPCH; Yeleswarapu Sita Padmini, MBBS, MRCPCH, FRCPC; Oh Moh Chay, MBBS, MMed, FAMS, FRCPC; Jean Yin Oh, MBCh BAO, MRCPCH;*

Children exposed to maltreatment have significant risk of developmental delays, behavioural and psychological problems. Early detection and intervention can mitigate negative long-term effects. A community home visiting programme was started to detect, monitor, and intervene and address developmental, emotional, and behavioural problems in children under 4 years who present with maltreatment. Using a novel triaging framework to assess the child-caregiver dyad and their social risks, the frequency of home visitation and intensity of intervention was determined. Interventions aimed to improve each child's development, caregiver-child bonding, and caregiver mental well-being. Results identified that 26.9% had global developmental delay, of which 69.6% an improved after intervention.

Making the Most Out of Play – Building Blocks of Communication

Presenting Author: Audrey Jean De Cruz, MS; - Singapore

PA Affiliation: Thye Hwa Kwan Moral Charities

Contributing Author List: *Audrey Jean De Cruz, MS; Vicky Puminathan, MA; Chuen Leang Lim, BS; Nurul Ain Bte Mohd Komari MSc; Malathy Krishnasamy, PhD; Hwee San Low, MA*

Intervention is crucial for children with developmental needs, especially during their early years. Yet, the wait-time at early intervention centers in Singapore can stretch up to 18 months, with children receiving little to no support during the wait. Building Blocks of Communication (BBC), a 6-week parent-mediated telehealth coaching pilot program, aims to improve parents' engagement skills amidst this wait-time, to better support their child's growth in social communication during play routines. Findings from a targeted sample size of 100 parent-child dyads will be used to develop an effective, sustainable and scalable service model for children on waitlist.

Programming for Generative Language in Young Children with Autism: Applications of Matrix Training

Presenting Author: Emily Curiel, PhD - United States

PA Affiliation: The University of Texas Rio Grande Valley

Contributing Author List: *Emily Curiel, PhD;*

For many young children with autism, language intervention is requisite. Teaching language, though, is a significant task when considering the volume of verbal repertoires needed to be taught. Matrix training is a strategy that researchers and practitioners can use to systematically arrange, select, and teach a subset of learning targets, which can facilitate the emergence of correct responding to untrained learning targets. Matrix training programs for the emergence of generative language and has been used with individuals with autism, including toddlers. This presentation will share the fundamentals of matrix training, summarize relevant literature, and present data from two experimental studies.

Exploring Anxiety Level of Parents of Young Children with Developmental Disabilities During The Covid-19 Pandemic in Turkey

Presenting Author: Ibrahim Halil Diken, PhD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: *Ibrahim Halil Diken, PhD; Seval Erciyas, MA; Ugur Onur Gunden, MA;*

The purpose of this study was to examine the state and trait anxiety levels of 101 parents of children with developmental disabilities between 0-6 years of age during the Covid-19 Pandemic in Turkey. The results revealed that there was a positive correlation between the state and trait anxiety scores of the parents; however, no significant difference was found between the state and trait anxiety scores. Yet, it was concluded that mothers' anxiety scores were higher than fathers. While it was determined that working status during the pandemic period affected the level of anxiety, other variables were found to be unrelated.

Views of Parents of Children with Down Syndrome on Early Intervention Services in Turkey: Problems, Expectations, and Suggestions

Presenting Author: Ibrahim Halil Diken, PhD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: *Ibrahim Halil Diken, PhD; Gozde Tomris, PHD; Secil Celik, PHD; Yusuf Akemoglu, PHD;*

In the current study, we examined the perceptions of parents of young children with Down syndrome on early intervention services in Turkey. Specifically, we aimed to understand parents' views on medical, educational evaluation, and diagnostic processes. The study was conducted using a cross-sectional research design. Data were collected from a total of 893 parents via an online survey. The results demonstrated that children with Down syndrome were diagnosed within an average of 2.3 months from birth, but the average age for starting education was 10.5 months. The majority of the parents evaluated the process until their children were diagnosed and accessed education services as a rather slow process that proceeded with their own means and efforts. Furthermore, parents reported that during the diagnostic processes the type of materials, equipment, toys, and settings used were not relevant and time provided was insufficient. Moreover, the majority of the parents reported that the education services presented to them and their children were not sufficient, and early intervention services were not provided within a system. As a result, although the legal regulations in Turkey are parallel to those in developed countries and studies in the field have been increasingly gaining momentum, issues such as the absence of an early intervention system model, insufficient cooperation between experts and institutions, and the shortage of expert staff in the field are still present and awaiting solution.

Interactional Behaviors of Turkish Mothers and Level of Autism, Social Skills and Problem Behaviors of Young Children with Autism Spectrum Disorders

Presenting Author: Ozlem Diken, PhD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: *Ozlem Diken, PhD; Ibrahim Halil Diken, PHD; Emine Busra Ozbey, PHD;*

The aim of study was to investigate the relationship between Autism Spectrum Disorder (ASD), problem behaviors, and social skill levels of children with ASD between 36-78 months and interactional behaviors of their mothers. For this purpose, participants included 65 child-mother dyads. A relational-descriptive research model was used and data were collected using the Adapted Autism Behavior Checklist-ABC, Preschool and Kindergarten Behavior Scales, and Maternal Behavior Rating Scale-Turkish Version. Results revealed that children with ASD had moderate levels of social skills and problem behaviors while their mothers showed moderate levels of sensitive-responsive and success-oriented interactional behaviors. Affect displays were moderate. As the level of education of mothers increased, sensitive-responsive interactional behaviors and success-oriented interactional behaviors reached higher levels. Results also revealed that there was a negative correlation between the ASD level of children and sensitive responsive interactional behaviors of mothers. Positive correlations between social skill scores of children and sensitive-responsive interactional behaviors of mothers were found to be positively correlated with emotional-expressive interactional behaviors of mothers. Moreover, a significant negative relationship was found between total scores of problem behaviors of children and mothers' sensitive-responsive interactional behaviors.

How About Fathers: Turkish Fathers' Interactional Behaviors with Their Children with ASD

Presenting Author: Ozlem Diken, PhD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: Arslan Saime, MA; Ozlem Diken, PhD; Ibrahim Halil Diken, PhD;

The aim of this study was to determine the relationship between Turkish fathers' interactional behaviors and the engagement of their children with Autism Spectrum Disorder (ASD). The study is descriptive and correlational and the participants were thirty father-child dyads in which all children were diagnosed with ASD. Thirty father-child interactions were videotaped for 15-25 minutes in a free-play context. Interactional behaviors of fathers were analyzed by the Maternal/Parental Behavior Rating Scale-Turkish Version while interactional behaviors of children with ASD were analyzed by the Child Behavior Rating Scale-Turkish Version. The results revealed that fathers exhibited a moderate to low level of interactional behaviors while interacting with their children with ASD. When sensitivity-responsivity and emotional interactional expressiveness behaviors of fathers increased in a positive way, interactional behaviors or engagement of children with ASD also increased in a positive way. On the other hand, when achievement-oriented directive or teaching-oriented interactional behaviors of fathers increased, children with ASD showed less interactional or engagement behaviors. Finally, the educational level and age of fathers influenced some interactional behaviors of fathers.

Partnership Research Activities in Real Life Contexts to Support Inclusion

Presenting Author: Carmen Dionne, PhD - Canada

PA Affiliation: Université du Québec à Trois-Rivières/UNESCO chair

Contributing Author List: Carmen Dionne, PhD; Annie Paquet, PhD; Colombe Lemire, PhD;

It is essential to encourage research that leverages reciprocal links between partners, where the co-production of knowledge is at the core of exchanges. It is about promoting the creation of open innovation spaces focused on young children where a range of partners participate in the development of practices. The presentation will describe the development of partnership on inclusion using a Living Lab approach in Quebec, Canada and the outcomes of the process. In this way, we demonstrate how politics, childcare, health and social services, families and other civil society representatives work in interaction with research partners to develop innovative solutions based on both scientific knowledge and relevant tacit knowledge.

Culturally Responsive Practice: A Scoping Review of Naturalistic Developmental Behavioral Interventions Implemented with Caregivers

Presenting Author: Sarah Douglas, PhD - United States

PA Affiliation: Michigan State University

Contributing Author List: Sarah Douglas, PhD; Prince Owusu, PhD Candidate;

Children with autism exist in all cultural groups and require support from family members and practitioners using evidence-based interventions to make developmental gains. Naturalistic Developmental Behavioral Interventions (NDBIs) are one category of evidence-based intervention often utilized with children with autism and their families. There are 9 common interventions that are categorized as NDBIs, but the level to which they are appropriate for children and their families from cultural, racial, and ethnic minority groups has not been explored. We conducted a scoping review of these NDBIs to evaluate the level to which they have been developed or adapted to be culturally relevant.

Associations Between Parent Language Use and Child Language Skills Among Spanish-Speaking Latin American Families

Presenting Author: Michaela DuBay, PhD - United States

PA Affiliation: University of Virginia

Contributing Author List: Michaela DuBay, PhD; Kristina Rios, PhD; Jessica Kinard, PhD;

To provide support to diverse families with infants with high likelihood for delayed or disordered language growth, we need a complete understanding of the relationship between infants' linguistic environments and their early language skills across cultures and languages. This project analyzes home videos of parent-child interactions within Latin-American families with children across neurodevelopmental levels. We examine concurrent relationships between parent language use (word frequency, tokens, MLU) and infant early language skills (canonical babbling ratio, receptive and expressive vocabulary). We will discuss the influence of parent language use on infant communication development, and how this information contributes to culturally specific paradigms.

Adaptación Boricua: Systematic Processes for Addressing Cultural Validity in Assessment Development

Presenting Author: Lillian Duran, PhD - United States

PA Affiliation: University of Oregon

Contributing Author List: *Lillian Duran, PhD; Anthohy Daza, MA; Yessy Medina, MEd; Karen Zyskind, MS; Alisha Wckerle-Hollman, PhD;*

Cultural validity in assessment development requires attention to the cultural and linguistic features of the population being assessed. The Individual Growth and Development Indicators-Español are preschool language and early literacy measures that have been recently adapted for use in Puerto Rico. Local focus groups including parents, teachers, speech and language pathology students, and professors in early childhood development reviewed the measures and provided feedback. The test items were then piloted with 75 children, their responses were recorded, and revisions were made. This process and the differences found between mainland Spanish and the dialect used on the island will be described.

Early Support for Families of Young Children on the Autism Spectrum in Greece: A Preliminary Qualitative Study

Presenting Author: Aristeia Fyssa, PhD - Greece

PA Affiliation: University of Patras, Department of Educational Sciences and Early Childhood Education

Contributing Author List: *Aristeia Fyssa, PhD; Despoina Papoudi, PhD; Lia Tsermidou, PhD;*

The purpose of this presentation is to report on the findings of a Greek qualitative study which aimed to record the experiences of parents of young children on the autism spectrum in terms of early support services, to highlight their needs, and to identify gaps or obstacles that arise in meeting these needs. Recommendations for improving the quality of support are also presented. The work is based on data collected through semi-structured interviews with parents of young children on the autism spectrum who attended a class at a mainstream or special early childhood education setting in Greece.

Considering the Principle of Minimal Disruption in Inclusive Placement and Service Delivery Decisions

Presenting Author: Margaret Gillis, PhD - United States

PA Affiliation: SRI International

Contributing Author List: *Kathleen Hebbeler, PhD; Margaret Gillis, PhD; Mary Lee Porterfield, PhD;*

Children with disabilities experience disruptions to their day in ways that their peers without disabilities do not, such as transitioning from a half-day self-contained classroom to afternoon child care or from an inclusive classroom to another room for service delivery. This paper draws on data from a study of inclusion in subsidized early learning and care and presents the case that the principle of minimal disruption should be considered in placement and service delivery decisions and as a component of high-quality inclusion.

The Impact of Maternal Psychosocial Risk Factors on Child Health and Development: Findings from a National Home Visitation Program

Presenting Author: Winnie HS Goh, MD - Singapore

PA Affiliation: Senior Consultant KK Women's and Children's Hospital

Contributing Author List: *Winnie H.S. Goh, MD; Kevin W.H. Liang, MBBS, MMed, MRCPCH; Qing Rong Chan, BS; Rachel Yeo, BS; Jinghui Yang, MBBS, MMed, MRCPCH;*

Maternal psychosocial risks and adverse childhood experiences (ACES) negatively impact parenting skills and hence child health and development. Through structured home visitation, Kids Integrated Development Service (KIDS0-3) aims to mitigate social determinants of health by building parenting capacity and addressing parental ACES. Maternal psychosocial risks and ACES, parent-child interaction skills, child health, child development, and behavioural outcomes were assessed. Children of mothers with history of sexual abuse had significantly lower cognitive and language development. Families with greater social risk were also more likely to have babies of lower birth weight and children with poorer language development at age of two.

Reliability of the Questionnaire FUNDES-Child-SE Measuring Participation and Independence of Children and Youth with Disabilities

Presenting Author: Jennifer Gothilander, MSc - Sweden

PA Affiliation: Mälardalen University

Contributing Author List: *Jennifer Gothilander, MSc; Henrik Danielsson, PhD; Anna Ullenhag, PhD; Anna Karin Axelsson, PhD;*

FUNDES-Child-SE is an instrument that measures independence and participation (the frequency of attendance and engagement) in a broad range of activities and settings in a Swedish context. It's a cross-culturally adapted version of the Taiwanese instrument FUNDES-Child and has previously been tested for content validity. For assessment and research regarding participation and independence in children with disabilities, instruments need to show acceptable psychometric properties, and reliability is foundational. The present study of reliability includes 163 caregivers of children with disabilities and concludes that FUNDES-Child-SE has acceptable to high reliability. Future studies should evaluate the structural validity and responsiveness of the measure.

Hyperactivity as a Mental Health Problem or an Impairment

Presenting Author: Mats Granlund, PhD - Sweden

PA Affiliation: Jönköping University

Contributing Author List: *Mats Granlund, PhD; Lena Almqvist, PhD; Madeleine Sjöman, PhD; Berit Gustafsson, PhD;*

The International Classification of Functioning, Disability and Health is a supplement to the International Classification of Diseases (ICD-11). ICD-11 includes neurodevelopmental disorders, for example, ADHD, within the classification of types of mental disorder such as depression. Because ICD-11 is designed to define "disease", it does not define positive mental health nor make a distinction between bio-psycho-social levels. In this presentation longitudinal data on hyperactivity, conduct problems, and engagement in young children will be used to discuss how hyperactivity can be seen as an externalizing expression of a mental health problem or as an impairment that can co-occur with positive mental health.

Study on the Care of Young Children At Risk or With Developmental Delays, During the Lockdown Period Due to COVID Pandemic, in the Community of Madrid, Spain.

Presenting Author: Pilar Gútiez Cuevas, PhD - Spain

PA Affiliation: UCM AMPAT

Contributing Author List: *Pilar Gútiez Cuevas, PhD; Paloma Antón Ares, PhD;*

The purpose of this work is to offer information on the results of an investigation carried out to understand the circumstances experienced by young children at risk or with developmental delays, during the lockdown period due to the COVID pandemic in the Community of Madrid, Spain. We present information obtained based on the questionnaires completed by both families and professionals in relation to the changes that COVID created and the difficulties families faced to receive care in the different service sectors (health, education, social services etc.). We identify problems in receiving care and how a child's development may have been affected.

Increasing Social Reciprocity with Children with ASD

Presenting Author: Rebecca Hacker, PhD - United States

PA Affiliation: University of Kansas

Contributing Author List: *Rebecca Hacker, PhD;*

The purpose of this study was to better understand what expressive language models (e.g., request, comment) and communication modalities (e.g., speech, gestures, AAC) typically developing peers are providing to preschool-aged children with ASD who are minimally verbal and communicate using a speech generating device. This analysis occurred after typically developing peers participated in a Stay-Play-Talk intervention. Behavioral data was also coded to further investigate if the typically developing peers' expressive language modalities and model types elicit increased reciprocity from the child with a disability, and if so, at what rate and with what modalities. Results and implications will be discussed.

Best Practices in Intervention Development: Lessons Learned from Developing a Music Intervention for Preschoolers

Presenting Author: Deanna Hanson-Abromeit, PhD, MT-BC - United States

PA Affiliation: University of Kansas

Contributing Author List: *Deanna Hanson-Abromeit, PhD, MT-BC; Kimberly Sena Moore, PhD, MT-BC;*

Current best practice in intervention development guides us to follow a phased agenda that includes developing a theoretical intervention model, assessing feasibility, and examining fidelity. In this presentation we describe the application of this approach in the development of Musical Contour Regulation Facilitation (MCRF), a preventive intervention to support emotion regulation (ER) development in preschoolers at-risk for atypical ER development. More specifically we explore the development of an intervention manual, evaluation of treatment fidelity, and calculation of participant adherence as aspects to the development and implementation of a music intervention in an early childhood setting.

Effects of a Preventive Caregiver-Infant Intervention Program through University Training Clinics

Presenting Author: Shiree Harbick, MS CCC-SLP - United States

PA Affiliation: James Madison University

Contributing Author List: *Shiree Harbick, MS CCC-SLP; Rebecca Jones, MS CCC-SLP; Susan Ingram, PhD; Brenda Seal, PhD CCC-SLP; Rory DePaolis, PhD; Charlette McQuilkin, PhD;*

We describe a preventive initiative, Facilitating Infant Responsiveness to Stimulate Talking (the FIRST Program) for parents/caregivers and their 6-to-12-month-old infants from environmental risk (low educational, socioeconomic, and minority cultural-linguistic) backgrounds. We detail the parent-coaching model offered by graduate clinicians guided by clinical educators. Successful outcomes from formal measures show statistically significant gains in infant spoken language as a result of the preventive intervention. Other outcomes—observational measures of symmetrical mother-infant communication patterns, parent expectations and knowledge measures, graduate student self-confidence measures, and family exit interview comments—suggest benefit from replication for other EI providers and university programs.

The Process of Assessment Using Parents Stories as Fundamental for Strengthening Parent-Child Communication

Presenting Author: Ena Heimdahl, MA - Norway

PA Affiliation: Statped

Contributing Author List: Ena Heimdahl, MA; Ana Maria Serrano, PhD;

Many children with profound intellectual and multiple disabilities will not use verbal language for communication. Despite this, they tell us so much through their highly communicative body language. In our approach we build up caregivers' abilities to recognize and respond to their children, focusing on body language and related forms of communication. Using the principles of how adults learn, we support and enable parents and caregivers to become interested in details, interested in examples, and interested in tiny observations. In this way, our assessment/intervention helps parents become strong and motivated for communicating with their children. In this presentation, we describe our assessment feature of our program and its value in supporting communities for this group of children.

Global Study of ECI Delivery During the COVID-19 Pandemic

Presenting Author: Hollie Hix-Small, PhD - United States

PA Affiliation: Portland State University

Contributing Author List: Hollie Hix-Small, PhD; Elizabeth Steed, PhD; Kay Heo, PhD; Snezana Ilic, PhD; Marisol Moreno Angarita, PhD;

The primary objective of this cross-sectional mixed method study was to understand Early Childhood Intervention providers' experiences supporting young children with disabilities and their families during the early months of the COVID-19 pandemic. Survey data were collected in 2020 from 1,254 participants representing 54 countries and all world regions. The majority of participants reported modifications to their existing services including use of remote delivery methods. Service modifications and reported provider and family challenges will be shared along with service innovations that may guide revisions to existing program implementation guidelines.

Developmental Needs of Ukrainian Children: Impacts of the Invasion

Presenting Author: Hollie Hix-Small, PhD - United States

PA Affiliation: Portland State University

Contributing Author List: *Hollie Hix-Small, PhD; Anna Kukuruzza, PhD; Olena Blizniuk, BS;*

The early years lay the foundation for a lifetime of health, educational, and social outcomes. Children who have access to a combination of nutrition, protection, and nurturing care have improved developmental and social-emotional outcomes compared to children who experience repeat or prolonged risk to their psychological or physical safety. This session presents normative Ages and Stages Questionnaire and Ages and Stages Questionnaire: Social Emotional data collected in Ukraine before the Russian invasion. Prevalence of early childhood intervention (ECI) service needs will be discussed and compared to the situation after the invasion for families living in and outside of Ukraine.

A Mixed Method Study Exploring Caregiver Experiences with their Children with Medical Complexities

Presenting Author: Emily Jensen, PhD Candidate - United States

PA Affiliation: Michigan State University

Contributing Author List: *Emily Jensen, PhD Candidate; Sarah Douglas, PhD;*

Caregivers of children with medical complexities face a variety of challenges in meeting the everyday needs of their children, yet limited research explores their experiences and subsequent implications for practice. We conducted an explanatory mixed methods study consisting of surveys and interviews completed by parents of children with medical complexities to explore their experiences raising children with medical complexities. Results highlight their experiences in medical and educational settings, as well as the unique challenges they faced during the COVID-19 pandemic. Implications for practice and early intervention supports will be discussed with an aim to improve services and supports for these families.

ECI Professionals' Learning Needs: Delivering Professional Learning in a Changed Landscape

Presenting Author: Christine Johnston, PhD - Australia

PA Affiliation: Western Sydney University

Contributing Author List: *Christine Johnston, PhD; Anoo Bhojti, PhD; Kerry Dominish, BS; John Forster, BS; Megan Fox, MS; Susana Gavidia-Payne, PhD; Denise Luscombe, MPT; Matthew Breden, PhD;*

The move in Australia to individual funding under the National Disability Insurance Scheme has lessened the ability of individuals and organisations to fund professional development as the practitioner loses fee-related work whilst increasing expenses through the need to cover the cost of the training. Furthermore, the limited focus on paediatric disability in undergraduate discipline-based courses necessitates additional training when entering the ECI sector. This has also become problematic under the NDIS. The findings from a national, on-line questionnaire completed by ECI professionals that explored perceived learning needs, preferred medium of delivery and implications for best practice will be reported.

Providing Clinical Education and Research Opportunities through Community Outreach: Building Partnerships and Fostering Community Unity

Presenting Author: Rebecca Jones, MS CCC-SLP - United States

PA Affiliation: James Madison University

Contributing Author List: *Rebecca Jones, MS CCC-SLP; Shiree Harbick, MS CCC-SLP; Susan Ingram, PhD CCC-SLP; Rory DePaolis, PhD; Brenda Seal, PhD CCC-SLP; Charlette McQuilkin, PhD;*

The Facilitating Infant Responsiveness to Stimulate Talking (FIRST) Program has been implemented through university speech-language-hearing clinics at James Madison University. With clinical educator and research faculty guidance, speech-language pathology and audiology students provided caregiver coaching, preventive support, and analysis of outcome measures as part of their academic and clinical education. In addition, undergraduate volunteers have assisted in all facets of the program, including data analysis of the caregiver/infant interactions. This campus-community partnership has received broad-based and community-centered support. We describe our efforts to provide an innovative approach to clinical education, collaborating with community professionals, businesses, and families.

Engagement Classroom Model as a Facilitator of Higher Self-Regulation Skills Among Children with Developmental Disabilities: A Pilot Study

Presenting Author: Natalia Maja Józefacka, PhD - Poland

PA Affiliation: Pedagogical University of Cracow

Contributing Author List: *Natalia Maja Józefacka, PhD; Sylwia Wrona, PhD;*

The Engagement Classroom Model (ECM) promotes engagement, independent competencies, and social competencies through incidental teaching in the physical environment. An emerging body of literature documents the importance of the classroom context in fostering the development of children's self-regulation. Self-regulation refers to children's ability to manage their emotions, focus their attention, and inhibit some behaviors while activating others. This study was based on two experimental tasks, each measuring persistence and inhibition. Groups of preschool children participating in the ECM and the typical program served as subjects. Findings demonstrated that pre-schoolers participating in the ECM group had higher scores in both persistence and inhibition tasks.

Influence of Social Context on Self-Regulation in Preschoolers At Risk

Presenting Author: Natalia Maja Józefacka, PhD - Poland

PA Affiliation: Pedagogical University of Cracow

Contributing Author List: *Natalia Maja Józefacka, PhD; Małgorzata Płoszaj, MA;*

Self-regulation is defined as volitional control of attention, emotions and behaviour, which allows the achievement of goals considered important by the individual. It is a predictor of many important social competences as well as school success. The aim of the study is to assess the impact of social context on four aspects of self regulation: motor control, emotion control, inhibition and persistence. Each aspect was examined twice in each child, once in a social context and once individually. The influence of peers on self-regulation behavior is a complex relationship with no clear patterns identified in this research.

Sowing the Seeds of Inclusion – the PIP way

Presenting Author: Malathy Krishnasamy, PhD - Singapore

PA Affiliation: Thy Hwa Kwan Moral Charities

Contributing Author List: *Malathy Krishnasamy, PhD; Ivy Chew, BS; Chuen Leang Lim, BS; Hwee San Low, MA*

In Singapore, many children with developmental needs attend mainstream preschools. Unlike specialized early intervention centers, these preschools have a higher student-teacher ratios, with a diverse student mix that often challenges teachers' support for children with higher needs. This study, called PIP (Partners for Inclusive Practice), examines how a team of early interventionists provides collaborative support, during COVID-19, to preschool teachers through hybrid virtual and physical activities grounded in authentic classroom contexts. Activities include classroom visits, workshops and discussions that engage and support preschool teachers in their journey towards more inclusive practice, while providing early interventionists insights into mainstream classroom practices. We describe the program and its outcomes.

Validating VALI: A Technology-Based Coaching Intervention to Increase Spanish-Speaking Caregivers' Use of Naturalistic Language Intervention Strategies

Presenting Author: Anne Larson, PhD - United States

PA Affiliation: University of Minnesota

Contributing Author List: *Anne Larson, PhD; Rosario Caballero, BS; Sonja Griebel, MA; Camille Bourret, MA;*

Latinx families (including many Spanish speakers) make-up approximately 27% of Early Intervention recipients in the U.S.; yet bilingual providers are uncommon and erroneous information around switching to English when children have communication delays remains prevalent. VALI (an IES-funded development project) aims to affect child communication outcomes with a culturally-adapted, technology-based intervention—using caregiver coaching to increase caregivers' use of naturalistic language intervention strategies in Spanish. Five caregivers provided feedback on app-based materials and another 10 received video-based coaching from bilingual SLPs. Initial observational, survey, and interview data suggest that VALI is feasible, culturally acceptable, and perceived as useful for improving communication outcomes.

Linking State Data Systems to Evaluate Equitable Access to Early Intervention

Presenting Author: Anne Larson, PhD - United States

PA Affiliation: University of Minnesota

Contributing Author List: Anne Larson, PhD; Jennifer Hall-Lande, PhD; Adele Dimian, PhD;

Equitable access to EI helps optimize developmental outcomes for all children, yet differences in the number and timing of referrals to, and enrollment in, EI exist by family race, ethnicity, language, socioeconomic status, and geographical location. This nationally-funded pilot examined more than 200,000 Minnesota referral and service records to inform national efforts for linking state systems, improving Child Find, and increasing EI enrollment. Descriptive and statistical analyses show trends in the characteristics of EI participants over a 10-year period and provide an initial step towards ensuring all children have the same opportunity for accessing EI regardless of their demographic characteristics.

Health Literacy Profiles of Early Intervention Providers: Use of the Health Literacy Questionnaire

Presenting Author: Catherine Leslie, PhD, OTR/L, MOT, CEIS - United States

PA Affiliation: MGH Institute of Health Professions

Contributing Author List: Catherine Leslie, PhD, OTR/L, MOT, CEIS; Karen Donelan, ScD, EdM; Patrice Nicholas, DNSc, DHL, MPH, MS, RN; Maura Buglione, MS, OTR, CEIS; Diane Smith, PhD, OTR/L, FAOTA;

Early intervention (EI) providers' health literacy profiles have not been previously investigated. EI providers need strong health literacy skills to effectively implement evidence-based practices and Division of Early Childhood Recommended Practices. This study measured health literacy levels of 376 interdisciplinary EI providers using the Health Literacy Questionnaire. Results revealed lowest scores on Scale 5 "Appraisal of health information" and Scale 7 "Navigating the healthcare system", which are vital skills needed by providers to support EI families. Study results can inform targeted professional development to improve EI providers' health literacy skills and their work with EI families in their clinical practice.

Georgetown University Certificate in Early Intervention: 10 Years of Flourishing

Presenting Author: Toby Long, PhD - United States

PA Affiliation: Georgetown University

Contributing Author List: *Toby Long, PhD; Rachel Brady, DPT;*

Georgetown University Certificate in Early Intervention is a multi-course, 20 credit, hybrid, 10 month program of study leading to expertise in evidence-based early intervention practice for interdisciplinary service providers. Based on competencies and recommended practices/standards, the program includes online content delivery, periodic in-person sessions, virtual meetings, and three web-based curricula along with traditional learning modalities. 165 providers have graduated, representing 8 countries in addition to US, with increased competence and confidence in contemporary, evidence-based EI practice. Presentation will describe the evolution of the program, participant profiles, results of mixed-method evaluation methods, lessons learned in pedagogy and technology, and future needs.

Disability and Developmental Delays in Very Young Syrian Refugees: A Scoping Review of Supportive Resources Available

Presenting Author: Toby Long, PhD, PT, FAPTA - United States

PA Affiliation: Georgetown University

Contributing Author List: *Toby Long, PhD, PT, FAPTA; Clare Westerman, BS; Emma Morris, BS; Jinseul Jun, MA; Neal Horen, PhD; Rachel Brady, PT, DPT, MS;*

A decade of civil war has forced the international displacement over 3 million young Syrian children. The barrage of adverse conditions faced by refugees suggests that thousands of these young people are at risk of developmental delay or disability, although data substantiating this are scarce. We report on the findings of an extensive scoping review undertaken to determine the extent of supports and services provided to young children with disabilities or delays in three countries- Turkey, Lebanon, Jordan. Findings indicate that widespread identification of infants and toddlers with disabilities is absent, and few services are available. Recommendations are suggested.

Home Visitation Programme to Narrow the Equity Gap in the First 1000 Days

Presenting Author: Abiramy Mahendran, MBBS, MRCPCH, MMED - Singapore

PA Affiliation: Associate Consultant KK Women's and Children's Hospital

Contributing Author List: *Abiramy Mahendran, MBBS, MRCPCH, MMED; Lin Xin Ong, MBBS, MRCPCH, MMED; Sein Tze Chew, MB ChB, MRCPCH; Goh Wan Zhi Valerie, BS; Rajni Parasuram, MEd; Winnie HS Goh, MD;*

For children from families of low socio-economic status, the equity gap starts pre-conception. Exposure to risk factors after birth widens this gap, compromising their developmental trajectory. Kids Integrated Development Services 0-3, Singapore, provides home visits to mother-child dyads aimed at optimizing pregnancy outcomes and building caregiver capabilities in providing a safe, secure and nurturing environment. Adopting a transdisciplinary approach, keyworkers provide targeted and integrated health-social interventions to optimize child health and development and mitigate risk factors. Data analysis from this intervention showed that children born to mothers recruited antenatally had better birth weight, language and motor outcomes at 2 years old.

Mothers' Roads to Wellbeing: Entitlement, and the Moderating Role of Hope and Gratitude

Presenting Author: Malka Margalit, Professor - Israel

PA Affiliation: Peres Academic Center and Tel-Aviv University

Contributing Author List: *Malka Margalit, Professor; Michal Einav, PhD; Liron Benisti, ; Sivan George-Levi, PhD; Adi Finkelstein, PhD; Roni Roth, PhD; Ariel Tenenbaum, PhD; Malka Margalit, PhD;*

Children with special needs affect the life quality of their families, emphasizing their entitlement to effective early intervention programs. In line with research on the complex relationships between their parents' sense of entitlement and levels of gratitude, our study focused on predictors of mothers' wellbeing. Based on our pilot mixed-designed study in Shalva Jerusalem, the sense of entitlement and the relationships between mothers' feelings of gratitude and their well-being will be discussed while presenting hope levels as mediators. The results emphasize the unique contribution of gratitude and hope, while proposing future research directions and implications.

Building Cross-Sectoral Cooperation in the Early Intervention Model in the Republic of Croatia

Presenting Author: Tena Matijas, EIS - Croatia

PA Affiliation: Rehabilitation Center Zagreb, branch office Slobostina

Contributing Author List: *Tena Matijas, EIS; Dajana Bulić, PhD; Teodora Not, MSc;*

In the Developmental System Model for Early Intervention, cross-sectoral cooperation implies the connection between the health care, social welfare and the educational system. In the Republic of Croatia, this type of cooperation doesn't exist in a way the system would function adequately. Experts from the Rehabilitation Center Zagreb, encouraged by this issue, have achieved a model of cooperation with pediatricians, which has accelerated the provision of support and early intervention services for families of children with neurodevelopmental risks and developmental difficulties. The aim of this paper is to present our approaches to building connections between the health care and the social welfare in Croatia.

An Examination of Current Leadership Practices in Early Intervention, Early Childhood and Early Childhood Special Education: A Mixed Methods Study

Presenting Author: Sara Movahedazarhouligh, PhD - United States

PA Affiliation: University of North Carolina Wilmington

Contributing Author List: *Sara Movahedazarhouligh, PhD; Rashida Banerjee, PhD;*

Leadership is a vital component of any thriving system. In early intervention (EI), early childhood (EC), and early childhood special education (ECSE) programs, strong leadership is particularly critical because directors and leaders are the gatekeepers of quality. However, the fields of EI/EC/ECSE continue to struggle with the challenges of being overlooked regarding the potentials, qualities, and challenges of leaders in the field, particularly those closer to practice. The purpose of this session is to report the findings of a research study that investigated local EI/EC/ECSE leaders' practices (district-level and county-level leaders) using DEC recommended practices in leadership in a mid-western state to identify the current status of leadership implementation and the support these leaders need to practice quality leadership development and sustainability in the field.

Abnormal Gait Patterns in Toddlers with Autism Spectrum Disorder

Presenting Author: Julia Nissiotou, PhD - Greece

PA Affiliation: University of Thessaly - Greece

Contributing Author List: *Styliani Papakosta, PhD Candidate; Despina Papoudi, PhD; Julia Nissiotou, PhD; Panagioata Stavrousi, PhD;*

Quantitative evaluation of gait may be considered a useful tool for identifying subtle signs of motor system peculiarities in autism spectrum disorder (ASD). This study aims to describe the gait pattern and motor skills of toddlers with ASD compared to typically developing peers. Toe-walking was utilized so that a standard force plate could measure shear localized to the forefoot by a thermal imaging camera. Temperature changes were recorded from pre-to post-toe-walking, including the entire foot and forefoot regions on the external limb and internal limb. We describe the various gait abnormalities that were identified in children with ASD.

Impact of a Culturally and Linguistically Responsive Professional Development Program in Assistive Technology for Latina Teachers

Presenting Author: Lydia Ocasio-Stoutenburg, PhD - United States

PA Affiliation: University of Miami Mailman Center for Child Development

Contributing Author List: *Lydia Ocasio-Stoutenburg, PhD; Austin Garilli, PhD; Michelle Schladant, PhD;*

Few studies have examined how to culturally and linguistically (CL) adapt assistive technology (AT) professional development (PD) programs for Latinx teachers serving young children with disabilities. This paper presents an iterative design of a CL-adapted AT program using the Ecological Validity Model (EVM). Assessing the impact on AT practices indicated significant changes in teachers' AT use pre- to post-intervention. Focus groups with bilingual Latina practitioners illuminated perceptions of these adaptations, exhibiting the greatest alignment with the context, person and language dimensions of the EVM. This study supports CL-adaptation of AT interventions as an equitable practice, responsive to practitioner and classroom diversity.

Children with Developmental Delays in Suriname From a Center-Based Perspective

Presenting Author: Suzanne Pelgrim, PhD - Suriname

PA Affiliation: Anton de Kom Universiteit van Suriname

Contributing Author List: *Ineke Oenema-Mostert, PhD; Manon Sanches, PhD; Alexander Minnaert, PhD; Suzanne Pelgrim, PhD;*

For an effective early childhood intervention to occur, extensive knowledge of EI systems is necessary. However, few studies have been conducted in low income countries for children with developmental delays in center-based programs. This study implemented the Developmental Systems Approach to gain more insight into which elements an effective center-based early childhood intervention in a low income country should include. The main three elements of the intervention were based on children's characteristics, family patterns of interaction, and family resources. Interviews with key-persons in Suriname and program data were used to examine elements of intervention effectiveness.

Effectiveness of Intervention in Moments of Learning

Presenting Author: Franz Peterander, PhD - Germany

PA Affiliation: Ludwig-Maximilians University Munich

Contributing Author List: *Franz Peterander, PhD;*

In order to create therapeutically valid statements about the effectiveness of early childhood intervention, the principle of moments-of-learning will be demonstrated. It reveals the dynamic course of the therapeutic process between child and therapist and facilitates a purposeful elaboration of the mental representations that constitute the basis of the child's new abilities. The aim of this presentation is to explain the effective processes of learning for children from moment to moment. The contribution of cognitive psychology and of neurobiology will be discussed. Finally, we examine to what extent to which children's abilities of self-regulation and of early acquisition of language (neurolinguistic programming) can be deliberately acquired by moments-of-learning.

Participation of Families in the Support Provided by the National System of Early Intervention in Childhood - Portugal

Presenting Author: Marta Pinto, PhD - Portugal

PA Affiliation: Escola Superior de Saúde, Politécnico do Porto.

Contributing Author List: *Marta Joana Pinto, PhD; Ana Maria Serrano, PhD;*

According to the findings of the implementation of Local Intervention Teams| SNIPI in Portugal, we verified the need to better understand the interactions between Early Childhood Intervention practitioners and families during the support provided in order to verify the level of family participation in programs. In this qualitative analysis study, we interviewed 18 practitioners and 20 family members of children, between 19 months and 6 years of age, meeting eligibility criteria to integrate the teams. We also asked families to complete the Enabling Practices Scale examining to the actual support received. Findings will be presented along with implications for practice

Knowledge Translation: A Unifying Theoretical Approach for the Early Childhood Intervention (ECI) Workforce

Presenting Author: Susan Rabinowicz, PT, DPT, MS, PhD - United States

PA Affiliation: St. John's University

Contributing Author List: *Susan Rabinowicz, PT, DPT, MS, PhD;*

Knowledge translation (KT) and implementation science (IS) provide the early childhood intervention workforce a theoretical foundation for advancing practice and improving outcomes for children and families. Theories, models and frameworks from the field of IS can provide a unifying theoretical foundation, connecting multiple sectors of the early childhood system. A KT/IS approach can provide faculty, practitioners, researchers, administrators and policy makers with a common lens to view the complexities involved in moving research evidence into practice. KT/IS strategies may support the ECI workforce's integration of evidence-based and recommended practices into real world settings, ultimately benefiting children and families.

Social-Emotional Development of Preschoolers: Effects of a Global Pandemic

Presenting Author: Samantha Riggleman, PhD - United States

PA Affiliation: Saint Joseph's University

Contributing Author List: *Samantha Riggleman, PhD; Amanda Passmore, PhD; Amy Szarkowski, PhD; Elizabeth Howe, PhD;*

The COVID-19 pandemic has impacted early childhood programs, socialization, and family life – affecting mental health among children internationally and disrupting young children’s social-emotional development. This is contributing to increases in challenging behavior including tantrums, anxiety, clinginess, boredom, and under-stimulation. Early childhood educators can benefit from guidance to mitigate these challenges as these effects are still present. Utilizing an international lens, this session will describe the impact of the global pandemic on the social-emotional development of preschoolers and provide strategies for early childhood educators to improve the well-being of all children.

EMT in South Africa: Training Speech Language Therapists in Early Intervention for Children with Autism Spectrum Disorders.

Presenting Author: Mary Rodgers, MS, BCBA - United States

PA Affiliation: Vanderbilt University

Contributing Author List: *Mary Rodgers, MS, BCBA; Michal Harty, PhD; Elizabeth Fuller, PhD; Jodi Heidlage, PhD; Ann Kaiser, PhD;*

Few speech language therapists (SLT) in low-and middle-income countries are trained in evidence-based naturalistic interventions for children with ASD. We taught SLTs in South Africa to use Enhanced Milieu Teaching. In a multiple baseline design, a local senior SLT taught three SLTs-in-training to implement EMT with children with ASD; the senior SLT was supported via teleconferencing by a team of EMT experts. Results indicated the SLTs learned the EMT strategies to criterion when the local coach implemented a systematic training approach with expert support. Modest changes in children’s language were observed during the study.

Autism Spectrum Disorder: Diagnostic and Bio-Psycho-Social Views in Preschoolers

Presenting Author: Andreas Seidel, PhD - Germany

PA Affiliation: University of Applied Sciences

Contributing Author List: *Andreas Seidel, PhD;*

Autism spectrum disorder (ASD) is an early onset neurodevelopmental condition characterized by altered social communication and interaction, alongside restricted and stereotyped behaviors and interests, causing significant functional impairment. Deficits are sufficiently severe to cause impairment in personal, family, social, educational, occupational or other important areas of functioning and are usually a pervasive feature of the individual's functioning observable in all settings, although they may vary according to social, educational, or other context. This paper provides the different diagnostic (DSM, ICD) and bio-psycho-social (ICF) views of ASD in preschoolers, focusing on the practical use of the ICF core set in ASD intervention.

Feasibility of an Emotion Regulation-Focused Music Intervention for Preschoolers: Findings from Two Studies

Presenting Author: Kimberly Sena Moore, PhD, MT-BC - United States

PA Affiliation: Florida Gulf Coast University

Contributing Author List: *Kimberly Sena Moore, PhD, MT-BC; Deanna Hanson-Abromeit, PhD, MT-BC;*

Opportunities to manage physiological arousal are important for healthy emotion regulation (ER) development, specifically response modulation. Musical Contour Regulation Facilitation (MCRF) is a preventive intervention to promote preschooler ER development through alternating music experiences to practice managing high and low physiological arousal. As a complex intervention, it requires systematic development. Here we report findings and implications from two feasibility studies: (1) a mixed methods study with eight typically developing preschoolers (M = 3.9 years) that examined acceptability, integration, and limited efficacy; and (2) a pilot study with 43 preschoolers in Head Start (M = 3.4 yrs) that examined intervention intensity.

Capacity-Building Professional Development in Western Europe and Central Asia: The Experience of Eurlyaïd

Presenting Author: Ana Maria Serrano, PhD - Luxembourg

PA Affiliation: European Association of Early Childhood Intervention (EURLYAID)

Contributing Author List: *Ana Maria Serrano, PhD; Marilyn Espe-Sherwindt, PhD; José Boavida Fernandes, MD; Noor Van Loen, MSW;*

The aim of this presentation is to describe the work done by Eurlyaïd during the past years, on capacity building professional development (PD) in Ukraine, Serbia, Slovakia, Poland, Bulgaria, and Tajikistan, with the support of organizations such as Unicef, OSF, Anip and Velux Foundation. PD is a key component for supporting the paradigm shift from rehabilitative and medical approaches to Evidence-Based ECI practices. Research findings of in-service training studies have acknowledged the importance of PD as a factor influencing practitioner use of evidence-based family centered practices. Descriptions of experiences, challenges and some results of the implementation of training will be presented and discussed.

How to Design Early Interventions to Improve Engagement and Executive Functioning for Preschoolers with Neurodevelopmental Disorders

Presenting Author: Madeleine Sjöman, PhD - Sweden

PA Affiliation: Malmö University

Contributing Author List: *Madeleine Sjöman, PhD; Mona Holmqvist, PhD; Lisa Hellström, PhD; Vera Coelho, PhD; Kimberly Nesbitt, PhD;*

Although children's engagement in preschool is vital for executive functioning (EF) and learning, children with a neurodevelopmental disorder (NDD) have difficulty maintaining their engagement, which negatively influences learning. Lack of engagement is partly explained by delay in EF and partly by contextual factors. The present systematic review provides the preliminary result of how early interventions in preschool settings improve engagement and EF for children with NDD. The interventions include naturalistic teaching strategies. Educators set up the environment to increase learning opportunities, take advantage of naturally occurring events and activities, and use naturally occurring antecedents in early childhood education. We present outcomes of this review focusing on the effectiveness of interventions in maintaining child engagement.

The Parental Role in Intervention Task Tool: A Quantitative Role Measure for use with Parents of Young Children in South Africa

Presenting Author: Katherine Smith, PhD - South Africa

PA Affiliation: None Listed

Contributing Author List: *Katherine A Smith, PhD; Alecia Samuels, PhD;*

Parental roles in intervention are widely reported as important. Parents who assume more active roles are suggested to show deeper engagement in their child's intervention with benefits for children, families and intervention outcomes. This presentation will discuss the tasks and responsibilities associated with identified parental roles highlighted by a recent scoping review and the study that developed and validated a quantitative role measure for use with parents of young children in South Africa. The clinical and research implications for supporting parents to assume active roles, encourage deeper parental engagement, and foster intervention outcomes will be explored.

Family and Provider Acceptability, Satisfaction, and Perceived Efficacy of Telehealth Early Intervention Services

Presenting Author: Ashley Stoffel, OTD, OTR/L, FAOTA - United States

PA Affiliation: University of Illinois at Chicago

Contributing Author List: *Ashley Stoffel, OTD, OTR/L, FAOTA; Lauren Little, PhD, OTR/L;*

During the COVID-19 pandemic, Early Intervention (EI) programs made the rapid shift to telehealth. Research indicates that telehealth can improve family and child outcomes. EI providers have reported decreased confidence in using telehealth and identify a need for training. Survey data is presented on the acceptability, satisfaction, and perceived efficacy of telehealth EI services. EI providers showed high levels of satisfaction and acceptability, which were related to years of experience. Families reported moderate levels of acceptability, satisfaction, and perceived efficacy as well as challenges.

The Preliminary Results of the Psychological Properties of an Executive Function Assessment for Young Children

Presenting Author: Shu hsien Tseng, PhD - Taiwan

PA Affiliation: Chung Yuan Christian University

Contributing Author List: *Shu hsien Tseng, PhD; Hsin Yu Hsieh, BS;*

This study reports the preliminary results of the psychological properties of an executive function assessment for young children in mandarin. The assessment includes three stages. The first stage is to test mental flexibility and adopts the form of Dimensional Change Card Sorting, such as color matching, shape matching, and alternate matching. The second stage is to test working memory and includes three subtests of digital span. The final stage is to test young children's inhibitory control and adopts the form of Bear and Dragon Test as well as Day and Night Test.

Exploring The Online Learning Community for Early Childhood Teachers and Early Childhood Special Education Teachers: The Process and Outcomes of a Tiered Platform

Presenting Author: Shu hsien Tseng, PhD - Taiwan

PA Affiliation: Chung Yuan Christian University

Contributing Author List: *Shu hsien Tseng, PhD; Yen wei Chen, PhD;*

This research explores the process and outcomes of using an online learning community for early childhood teachers and early childhood special education teachers. As the concept of inclusion is becoming a central value and practice, more than 90% young children with special needs have been placed in regular classrooms in Taiwan. Collaboration and learning community interactions between early childhood teachers and early childhood special education teachers is an effective way to enhance the effectiveness of preschool inclusion. Our team designed and established a tiered platform for an online learning community with knowledge management elements. Results indicated that teachers who joined the interactive online learning community experienced a transformation in their professional knowledge. Details of these and other findings will be discussed in this paper.

Maryland's PRIDE: Benefits of Embedding Early Intervention with a NICU and NICU Follow-Up Program

Presenting Author: Gloria Valentine, MS - United States

PA Affiliation: City of Baltimore

Contributing Author List: Brenda Hussey-Gardner, PhD, MPH; Xiaofang Xue, PhD; Xiaoli Zong, MA; Gloria Valentine, MS;

The Maryland's Premature Infant Developmental Enrichment (PRIDE) program embeds early intervention into the University of Maryland neonatal intensive care unit (NICU) and NICU Follow-Up Program for Baltimore City residents. To determine the impact of PRIDE, we compared premature infants of low-income families who participated in the Baltimore City Infants and Toddlers Program (BITP) with and without PRIDE. Data was drawn from the BITP database and a total of 956 premature infants were included in the study. Our findings indicate that PRIDE offers advantages in terms of younger referral age, longer length of stay in the program, and less parent withdrawal.

Early Intervention Focused on the Family: Perceived by the Experts, On One Hand and the Parents, On The Other Hand

Presenting Author: Ana Validzi Pozgaj, PGDip Early intervention - Croatia

PA Affiliation: Mali Dom Zagreb

Contributing Author List: Ana Validzic Pozgaj, PGDip;

Early intervention in childhood is defined as the process of providing support and specialized services to children with developmental disabilities and related difficulties from birth to 6 years of age and their families in order to optimize development, family harmony, and successful inclusion in the community. The basic aim of this paper is – by comparing the self-evaluation of experts with their own competence with the parental experience of their competence – to gain insight into how both of these groups see early intervention. Evaluation was performed at the group level on a sample of 60 respondents (30 parents and 30 experts). The results provide information about how experts and parents see specific domains of expertise in various areas of early intervention. This information is useful in facilitating family-centered interventions and relationships.

Detecting Developmental Delays in Children Growing Up in Vulnerable Circumstances: The Role of Parents and Childcare Workers

Presenting Author: Marjolein Verhoeven, PhD - Netherlands

PA Affiliation: Utrecht University- Child and Adolescent Studies

Contributing Author List: *Marjolein Verhoeven, PhD; Mirjam Munnecom, MSc; Lisa Krijnen, MSc; Anneloes Van Baar, PhD;*

What role can parents and childcare workers play in signaling developmental delays in young children (0-6 years) growing up in vulnerable circumstances? Parents using childcare because of their own psychological/physical problems and the childcare workers involved both completed a developmental screening questionnaire (Ages & Stages Questionnaire [ASQ]). A trained observer determined the child's developmental level using either the Bayley-III or the WPPSI. We examined the extent to which parents' and childcare workers' reports correspond with each other and with the results of developmental tests. This information was used to better understand the childhood screening process for this vulnerable population.

Parent and Professional Experiences of Early Childhood Inclusion

Presenting Author: Samantha Webster, PhD - Australia

PA Affiliation: Noah's Ark Inc.

Contributing Author List: *Samantha Webster, PhD;*

The inclusion of children with disabilities in the early years has recently experienced a shift in Australia, presenting opportunities as well as challenges for service development. This symposium presents three research papers focusing on various aspects of the implementation of current inclusion efforts. First, the policy environment under the National Disability Insurance Scheme was examined, revealing structural limitations in the delivery of early childhood inclusion provision. Second, an investigation of parent and professional experiences found considerable challenges to inclusive practice attributed to insufficient supports for the early childhood workforce. Finally, the third paper shares results from an evaluation of an innovative playgroup program that shows promise in meeting its aims of increasing the engagement of families and the capacity of community organizations to provide inclusive services. In conclusion, we consider how these learnings may contribute towards integrating research and practice and advancing inclusion in early childhood and community environments.

Evaluation of an Innovative Inclusive Playgroup Program

Presenting Author: Samantha Webster, PhD - Australia

PA Affiliation: Noah's Ark Inc.

Contributing Author List: *Samantha Webster, PhD; Kerry Bull, PhD;*

The inclusion of children with disabilities in the early years has recently experienced a shift in Australia, presenting opportunities as well as challenges for service development. This symposium presents three research papers focusing on various aspects of the implementation of current inclusion efforts. First, the policy environment under the National Disability Insurance Scheme was examined, revealing structural limitations in the delivery of early childhood inclusion provision. Second, an investigation of parent and professional experiences found considerable challenges to inclusive practice attributed to insufficient supports for the early childhood workforce. Finally, the third paper shares results from an evaluation of an innovative playgroup program that shows promise in meeting its aims of increasing the engagement of families and the capacity of community organizations to provide inclusive services. In conclusion, we consider how these learnings may contribute towards integrating research and practice and advancing inclusion in early childhood and community environments.

Family-Mediated Early Intervention for Infants and Young Children with Functional Communication and Adaptive Skills Challenges

Presenting Author: Nikoleta Yoncheva, PhD - Bulgaria

PA Affiliation: Karin Dom Foundation

Contributing Author List: *Nikoleta Yoncheva, PhD;*

Family-mediated early interventions (FMEI) are effective in addressing the needs of children with developmental disabilities and enhancing parents' competence in supporting parent-child social interactions. A 2019 cross-sectional study conducted in Varna, Bulgaria with 40 parents and 40 children participating explored the relationship between FMEI service use, parental capacity and children's social functioning and adaptive skills. Results indicated significant progress in 2–3-year-old children. Involvement of parents in FMEI had a positive impact on their parenting skills and treatment engagement. FMEI proved to be effective and meaningful for parents and their children.

Preschool Teachers' Training for Social-Emotional Learning and Peacebuilding in Pakistan: A Quasi-Experimental Study

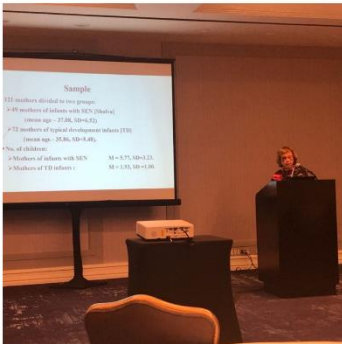
Presenting Author: Seema Zain ul abdin, PhD - Pakistan

PA Affiliation: Aga Khan University

Contributing Author List: *Seema Zain ul abdin, PhD; Michael Ndemanu, PhD; Jill Bradley-levine, PhD;*

This study evaluated the effectiveness of professional development of Pre-K teachers for social-emotional learning (SEL) in comparison to routine practices, and to assess the association between classroom environment and behavioral problems in public Pre-K classrooms of rural Pakistan. The sample size included 12 schools, 24 teachers, and 410 Pre-K students. The SEL teacher training program was based on a homegrown contextualized curriculum. The intervention period was 4 months. During this time along with training, teachers were also mentored for implementation of the SEL curriculum. Each participating school was assessed before and after the intervention with Classroom Assessment and Scoring System (CLASS) and Strengths and Difficulties Questionnaire (SDQ) to capture teacher-student interaction and behavioral problems. After intervention findings showed statistically significant improvement in CLASS and SDQ mean scores for treatment schools. Linear regression analysis indicated that CLASS domains instructional support and emotional support have an inverse and significant association with behavioral problems in Pre-K students. Recommendations are to incorporate the SEL component in pre-service and in-service teacher education programs to improve the classroom learning environment and teacher-student interaction, resulting in better social-emotional functioning among preschoolers.

Posters by Presenting Author (Alphabetical)



A Scoping Review on the Use of the Parents Evaluation of Developmental Status (PEDS) and PEDS: Developmental Milestones Screening Tools

Presenting Author: Shabnam Abdoola, PhD - South Africa

PA Affiliation: University of Pretoria

Contributing Author List: *Shabnam Abdoola, PhD; Jeannie van der Linde, PhD; De Wet Swanepoel, PhD;*

The Parents' Evaluation of Developmental Status (PEDS), the PEDS: Developmental Milestones (PEDS:DM) and PEDS tools are parent-reported screening tools to identify young children in need of early intervention. A scoping review was conducted to review studies that used the PEDS, PEDS:DM and PEDS tools to identify developmental delays. Studies conducted in high-income countries (HIC) and lower-middle income countries (LMIC) were included. A global dearth of research on the PEDS:DM and PEDS tools exist and the review highlights factors, such as cultural interpretation, that influence the validity and impact widespread use of the screening measures, especially in diverse populations and LMICs.

Developmental Characteristics of Young Children in a Low-Income South African Community

Presenting Author: Shabnam Abdoola, MA - South Africa

PA Affiliation: University of Pretoria

Contributing Author List: *Shabnam Abdoola, MA; Jeannie van der Linde, PhD; De Wet Swanepoel, PhD; Marien Graham, PhD;*

It is vital to understand the overall developmental profiles of populations to support implementation of early intervention services especially in low resource communities. Three hundred and fifty-three caregivers with children aged 3-36 months were selected from a primary health care clinic in South Africa. Overall positive diagnosis of developmental delay was 51.8%. Prevalence of developmental delay increased with age, and females were more likely to have a negative diagnosis. One-third of children presented with low levels of adaptive behaviour functioning, while 28.6% of participants displayed superior social-emotional ability. Information on developmental characteristics of young children informs intervention and public health policy.

+Language is Medicine: Surveillance of Developmental Delay in Tribal Home Visiting Programs

Presenting Author: Joshuaa Allison-Burbank, PhD - United States

PA Affiliation: Johns Hopkins University

Contributing Author List: *Joshuaa Allison-Burbank, PhD; Elizabeth Kushman, MPH; Taylor Billey, MPH; Kristen Tallis, MPH; Lisa Martin, MPH;*

American Indian (AI) children experience a high rate of developmental delay (DD). AI children are highly susceptible to DD because of poor socioeconomics and historical trauma. This poster describes the +Language is Medicine (+LiM) project which provides caregiver coaching to boost language nutrition in AI households. The +LiM supplemental home visiting curriculum will help remediate existing DD and prevent further delay through prevention education and caregiver coaching. This poster will discuss Phase I of +LiM that focused on developing the curriculum that includes targeted lessons on developmental support to Diné (Navajo) families with toddlers who have early signs of DD.

Addressing STEM and Inclusion in Preservice Courses and Professional Development: Findings from a National Survey

Presenting Author: Jessica Amsbary, PhD - United States

PA Affiliation: University of North Carolina - Chapel Hill

Contributing Author List: *Jessica Amsbary, PhD; Chih-Ing Lim, PhD; Hsiu-Wen Yang, PhD; Megan Vinh, PhD;*

This poster will describe findings from a survey disseminated to institutes of higher education and community colleges with programs in early intervention, early childhood, and/or early childhood special education. 68 Participants responded to questions about the number of courses in early childhood and the extent to which their program(s) addressed science, technology, engineering, and math (STEM) and inclusive practices as their focus or included in their content. Many programs included content on inclusion and math and less on early technology and engineering. Most respondents reported they wanted to learn more about early STEM. Additional findings and research/practice implications will be discussed.

Providers' Experience Incorporating Play Promotion in Well-Child Visits: A Qualitative Study

Presenting Author: Shelby Anderson-Badbade, MA - United States

PA Affiliation: Community Health Center, Inc., Weitzman Institute

Contributing Author List: *Shelby Anderson-Badbade, MA; Sonya Panjwani, MPH; May Oo, MPH; Anastasia Khrenova, ; Julie Beckham, ; Idiana Velez, BS;*

The effectiveness of play in mitigating the impacts of traumatic stress and supporting healthy early childhood development is well-established. The Prescription for Play (P4P) project sought to integrate play promotion into 18-36 month well-child visits through the distribution of free LEGO Duplo brick kits. Eight providers were interviewed to evaluate the P4P implementation process. All providers reported the program helped integrate play discussions in well-child visits. Providers who were independently motivated to participate and well-networked reported auxiliary benefits to their practice. This study's findings indicate the benefits of play promotion in well-child visits to help support social emotional development.

Measuring Child Engagement in Intervention Studies Targeting Early Childhood Education and Care (ECEC): a Scoping Review

Presenting Author: Frida Åström, PhD Candidate - Sweden

PA Affiliation: Jönköping University

Contributing Author List: *Frida Åström, PhD Candidate; Andrea Ritosa, PhD Candidate;*

Children's engagement or active participation in everyday activities is important for their learning, development, and wellbeing. Based on a scoping review, this paper describes how engagement has been measured in ECE interventions. Out of 105 identified studies, almost all ($n = 101$) treated engagement as an outcome, and almost all ($n = 97$) relied on observations. Most ($n = 87$) lacked a conceptual definition of engagement, and about two-thirds ($n = 67$) used a non-published measure of engagement. Measurement challenges and future directions for interventions targeting engagement in ECE are discussed.

Engaging Families for Children’s Social Emotional Growth

Presenting Author: Marilyn Bruckman, PhD - United States

PA Affiliation: Tennessee Technological University

Contributing Author List: *Marilyn Bruckman, PhD;*

Early intervention teachers build foundational relationships with families and their children through supportive interactions in the classroom and foster young children’s social emotional growth through collaborative interactions with families. Factors that enhance parent-teacher relationships in the early intervention program are explored in this poster. Information about young children’s families personal stories was obtained in interviews about these experiences and how teachers and programs could best meet children’s needs. Parent-teacher engagement strategies were examined and analyzed within a qualitative research framework. Based on these results, parent engagement opportunities in early intervention programs are discussed.

Promoting Child Rights Linked With Cultural Issues to Parents Through Helpline Mauritius.

Presenting Author: Mahendranath Busgopaul, MBA - Mauritius

PA Affiliation: Halley Movement Coalition

Contributing Author List: *Mahendranath Busgopaul, MBA;*

Helpline Mauritius, www.helplinemauritius.org, supports parents and young people through online counselling. This initiative of Halley Movement Coalition started its free service in Mauritius in 2012. Since then, the service is overwhelmed with queries from young parents who are looking for advice and support. Child rights and the promotion of child welfare is the main concern. Our experienced and skilled counsellors support anybody looking for information on this issue. Given the different cultural backgrounds of the Mauritian people, Helpline Mauritius has to align with the cultural issues as well when answering to queries. This sole free initiative supports and assists young parents to deal with queries coming from infants and very early childhood. We describe the types of issues that need to be addressed for families with different cultural backgrounds.

Integrating Community-Based Participatory Action Research and Implementation Science to Design, Implement, and Evaluate Online Neonatal Parent Support Program

Presenting Author: Betul Cakir-Dilek, MA - United States

PA Affiliation: University of Minnesota Twin Cities

Contributing Author List: *Betul Cakir-Dilek, MA; Marla Mills, DNP, RN, CNP; Jessica Simacek, PhD; Adele Dimian, PhD;*

Neonatal follow-up programs promote prevention and early intervention programming for supporting families, conducting developmental assessment and providing educational guidance and medical care. The utilization of telepractice to deliver parent support intervention is advantageous for several reasons. Telepractice diminishes barriers related to time, logistics, and emotional stress; improves access to high-quality services; and influences professionals to provide more equitable care. We will present our conceptual framework that includes the integration of community-based participatory action research and implementation science to develop, implement and evaluate the tele-NICU program. We will discuss how these two approaches embody each other.

Culturally and Linguistically Responsive Early Literacy Instruction for Diverse Young Learners

Presenting Author: Ya-Chih Chang, PhD - United States

PA Affiliation: California State University, Los Angeles

Contributing Author List: *Ya-Chih Chang, PhD; Anna Osipova, PhD;*

This session discusses culturally and linguistically responsive early literacy instruction approaches and presents strategies developed for young diverse children with and without disabilities learning together in inclusive settings. This presentation showcases activities that can be implemented in preschool inclusive classrooms to support children with diverse learning profiles and language behaviors that might be indicative of difficulties with literacy tasks. We describe several classroom approaches and strategies and examine a culturally and linguistically responsive instruction scale that can be used to assess classroom teaching. Recommendations for incorporating bias-free culturally responsive children's literature activities are discussed.

Supporting Taiwanese Indigenous Families and Their Young Children with Developmental Delays: Lessons Learned from a Non-Profit Community-Based Organization

Presenting Author: Li-Wei Chen, BS - Taiwan

PA Affiliation: Taiwan Mobile Early Intervention Group

Contributing Author List: *Li-Wei Chen, BS; Hsiu-Wen Yang, PhD;*

Early intervention is crucial to improve family and child outcomes. Yet, families and children from rural communities may have limited access to early intervention services. The purpose of this presentation is to share an innovative community-based early intervention model focusing on Taiwanese indigenous families. The model emphasized integrating social services and preventive strategies to strengthen family functioning and engagement in early intervention. We will also share challenges, discuss lessons learned, and explore promising practices to promote family capacity-building practices in these communities.

Bridging Kindergarten and Primary School for Successful Transition

Presenting Author: Ivy Chew Bishan, BS - Singapore

PA Affiliation: Thye Hwa Kwan Moral Charities

Contributing Author List: *Ivy Chew Bishan, BS; Michelle Choo Wansze, MA; Liew Yee Zhien, BS;*

Transitioning from kindergarten to primary school is often difficult for children with additional needs. Adapting to a new environment and culture of learning is required. We present our model of support, Transition Bridges, for both transitioning children and their teachers. Through this one-month school-based programme, our early interventionist team partnered with teachers to observe newly enrolled-Primary-One children with additional needs. We modelled support strategies by working with these children, and then taught in tandem with teachers, among other activities. Our experience shows that collaborating across agencies/settings contributes towards children's successful transition.

The Effect of Family-Centered Early Intervention on Early Development of Premature and Low Birth Weight Infants in Korea

Presenting Author: Jinhee Choi (Kang), PhD - South Korea

PA Affiliation: Korean Interdisciplinary Council on Early Intervention

Contributing Author List: *Jinhee Choi (Kang), PhD; Eun Sun Ji, PhD;*

In Korea, the birth rates of premature infants (8.6% in 2020) and low birth weight (6.8% in 2020) infants are gradually increasing. This study sought to find out how family-centered early intervention affects the development of these infants in Korea. A transdisciplinary team conducted home visits to 16 infants under 12 months of corrected age, focusing on the interaction between infants and parents, support for daily activities through parent coaching for 6 months. The overall average development of these infants was significantly improved after early intervention. It was possible to detect variations in each child's development pattern.

Implementing Embedded Learning Opportunities To Support A Child with Disabilities' Learning At Home

Presenting Author: Szu-Yin Chu, PhD - Taiwan

PA Affiliation: National Tsing Hua University

Contributing Author List: *Szu-Yin Chu, PhD; Rong-An Jhuo, MA;*

Embedded learning opportunity (ELO) is an evidence-based practice that can increase the teaching and learning opportunities provided to the child in ongoing natural routines. This pilot study assessed the feasibility of the family supporting their child's learning through ELO interventions. One case study was conducted with the parent-child dyad to assess the impact of training on the child's behaviors. The results revealed that the family learned to use ELO strategies, and their child made improvements toward his target goals. Implications for future research and practice, as well as professionals' roles in supporting families with young children with disabilities are discussed.

A Review of Graduate Studies Carried Out in Turkey on Symbolic Play Skills of Children with Autism Spectrum Disorders

Presenting Author: Ozlem Diken, PHD - Turkey

PA Affiliation: Anadolu University

Contributing Author List: *Ozlem Diken, PHD; Hilal Caliskan, ME;*

The purpose of this study was to review graduate studies (master thesis and doctoral dissertations) conducted in Turkey on symbolic play of children with Autism Spectrum Disorders (ASD). Within the scope of the study, 14 graduate studies were reached. Results revealed that, children with ASD have lower performance in symbolic play skills, exhibit more problematic behaviors and have lower social interaction skills than their peers with typical development. Results suggested that robots, video models, peer-assisted models and activity schedules were effective for teaching symbolic play skills.

Translation and Adaptation of AEPS-3 in French for Quebec, Canada

Presenting Author: Carmen Dionne, PhD - Canada

PA Affiliation: Université du Québec à Trois-Rivières/UNESCO chair

Contributing Author List: *Carmen Dionne, PhD; Lemire Colombe, PhD; Paquet Annie, PhD;*

The poster presents the process used for the translation and the adaptation of the AEPS-3 for a French population. The research activities were realized in partnership with child care and rehabilitation centers to document utilization and psychometric properties of the tool. Social validity, utility, fidelity and content validity were studied. High levels of agreement for Literacy, Numeracy, Fine Motor and Gross Motor domains were observed while lower levels for the Adaptive domain were found. Regarding, content validity, items were identified as relevant and functional. We describe how the tool facilitates interdisciplinary work and collaboration between parents and professionals.

OneOp Goes to College: Resources to Build Your Courses and Professional Development Curriculum

Presenting Author: Robyn DiPietro-Wells, EdM - United States

PA Affiliation: University Of Illinois

Contributing Author List: *Robyn DiPietro-Wells, EdM; Michaelene Ostrosky, PhD; Rosa Milagros Santos, PhD;*

OneOp is a virtual professional development platform for professionals who serve U.S. military families. In this session, we will demonstrate how readily available OneOp content for early interventionists and early childhood special educators can be used to enhance pre-service course work and in-service curriculum. These resources provide opportunities for students to dive deeper into EI/ECSE content at their own pace. Examples will be shared and participants will gain access to two free, fully designed courses to use in their work as faculty, instructors, and trainers.

Understanding Navajo Parents' Beliefs about Cradling and Early Mobility Practices

Presenting Author: Cathron Donaldson, DPT - United States

PA Affiliation: Russell Sage College

Contributing Author List: *Cathron Donaldson, DPT; Maureen Russell, PhD; Sara Clancey, PhD;*

This qualitative study examines the use of both traditional and modern-day baby equipment in Navajo families. Navajo parents were interviewed about their beliefs and values guiding use of infant equipment. Cradleboards and baby walkers meet the practical needs of parents on the Navajo Nation and help to instill values that are part of their unique culture. For early intervention providers working with families from a unique cultural background, understanding values underpinning parenting practices can guide culturally responsive interventions and education efforts to promote child development for infants at risk.

Assessing the Extent to Which Court-Level Processes Support Early Emotional Development Post-Abuse and/or Neglect: Insights from Surveying Family Court Judges and Juvenile Hearing Officers

Presenting Author: Nicole Edwards, PhD - United States

PA Affiliation: Rowan University

Contributing Author List: *Nicole Edwards, PhD;*

Although primary caregivers play a pivotal role in nurturing early emotional development (birth-5), caregiver-child dyads are insufficiently supported following child abuse and/or neglect, foster care placement, and reunification with biological caregivers. Informed by ecological systems theory and a preceding analysis of Child Welfare providers, the current study recruited Family Court Judges and Judicial Hearing Officers, an overlooked group of key stakeholders. Thirty-three participants (40% response rate; 23 counties in one Mid-Atlantic state in the United States) completed an expert-reviewed survey on satisfaction with court-related processes, efforts supporting emotional development, and thoughts on proposed court-level initiatives. Findings and implications are discussed.

Wait for me to Respond: Using Survival Analysis to Describe Caregiver Wait-Times in Caregiver-Child Interactions in Children with Down Syndrome

Presenting Author: Marianne Elmquist, PhD - United States

PA Affiliation: University of Wisconsin - Madison

Contributing Author List: *Marianne Elmquist, PhD; Emily Lorang, MA; Audra Sterling, PhD;*

Caregiver-child interactions (CCI) are a critical and robust context for promoting language learning in young children. A fundamental component of these interactions is 'opportunities to respond' (OTRs) that are used to evoke children's demonstration of language behaviors. Furthermore, wait-time after the presentation of OTRs can influence whether the child responds or not. Eleven children with Down syndrome and their caregivers participated in the study ($M = 40.82$ months; $SD = 12.16$). Using survival analysis, we examined patterns of child response time based on the type of OTR provided. Implications for improving caregiver-mediated language interventions will be discussed.

Evaluation of Therapeutic Modalities in Early Childhood Court in Florida, U.S.A.

Presenting Author: Joanna Farrer Mackie, PhD - United States

PA Affiliation: University of California, Merced

Contributing Author List: *Joanna Farrer Mackie, PhD; Laura Kihlstrom, PhD; Shanda Vereen, PhD; Caitlyn Carr, PhD; Tara Foti, PhD; Jennifer Marshall, PhD;*

Young children are over-represented in the dependency court system. Early Childhood Court (ECC) addresses the specific needs of children under age three and their families through a collaborative, team-based approach. This evaluation explored parent/caregiver experiences of therapeutic modalities often included in ECC, such as Circle of Security and Child Parent Psychotherapy. Parents were recruited via community coordinators, and providers were identified in parents' therapeutic networks. Transcriptions from 8 parent and 5 provider interviews were analyzed in MAXQDA. Network analysis illustrated the variety of parents' supports. Thematic analysis identified facilitators and barriers to engagement with services and supports, with implications for providers.

Replicating Interventions in Inclusive Preschools in US and Turkey: Benefits, Challenges and Cross-Cultural Considerations

Presenting Author: Paddy Favazza, EdD - United States

PA Affiliation: Saint Anselm College

Contributing Author List: *Paddy C Favazza, EdD; Emine Ahmetoglu, PdD; Michaelene M Ostrosky, PhD;*

Making Friends is a literacy-based program that promotes respect and acceptance of children with disabilities. CHAMPPS is a motor play program that supports school readiness skills and increased physical activity level of children using Universal Design for Learning infused lessons. These interventions, were developed in the US to support the inclusion of children with disabilities in early childhood classrooms. Subsequently, researchers in Turkey translated the programs and assessed the efficacy of both programs. Researchers from each country will discuss benefits and challenges observed, and cross-cultural considerations when implementing early childhood interventions across two different countries.

Digital Information to Support Parents of Very and Moderate Preterm Born Infants

Presenting Author: Monique Flierman, MSc - Netherlands

PA Affiliation: AmsterdamUMC

Contributing Author List: *Monique Flierman, MSc; Daniel Bossen, PhD; Martine Jeukens-Visser, PhD; Vincent Vijn, MSc; Anton van Kaam, MD; Raoul Engelbert, PhD;*

Parents of preterm born infants experience challenges when transitioning home. Attuned information provision is a prerequisite for self-efficacy and empowerment and has been linked to positive parenting outcomes. Our aim is to develop an inclusive digital information platform for parents of premature infants (the e-TOP module). Specific content, usability and understandability are central during the development process. Several iterative steps, in close co-creation with end-users and professionals, will lead to a high-fidelity proof-of-concept prototype. We describe this process and expect that this version will be added to routine follow up care and evaluated in a feasibility study.

Early Intervention: Transdisciplinary Collaboration in the Use of Adaptive Local Materials

Presenting Author: Margaret Gichuru, EdD - United States

PA Affiliation: SUNY Cortland

Contributing Author List: *Margaret Gichuru, EdD; Kim Wieczorek, PHD;*

This presentation examines transdisciplinary collaboration in the use of adaptive materials to enhance children with disabilities' independence and increase participation in learning activities. Globally, early intervention is a relatively new field and Assistive Technology (AT) should be available, accessible, and affordable. Use of adaptive materials will increase, maintain, or improve the functional abilities of children with disabilities. Acquisition, creation, and use of adaptive materials by practitioners and families will support children with delayed availability of high-tech AT. Additionally, adaptive materials will help low-medium-income communities and countries reduce disparities and barriers that affect provision of services and attainment of intervention goals. We describe how collaboration can enhance use of adaptive materials.

Hope for Literacy! Impact of an Early Literacy Program in Guatemala

Presenting Author: Jennifer Grisham, EdD - United States

PA Affiliation: University of Kentucky

Contributing Author List: *Kendall Brown, BS; Jennifer Grisham, EdD;*

Guatemala has the worst literacy rate in Central America. Key issues associated with improving early literacy practices include the scarcity of books in preschool, and the lack of teacher training. The Hope Literacy Project was developed to provide training, books, and materials to low-resource preschools in Guatemala City. This poster will provide an overview of the project including structure of the project, information on training, and details about the materials. Survey data collected from 60 participating classroom teachers will be shared, demonstrating teachers' satisfaction with the program, their ability to use materials, and the impact on children's enthusiasm for reading.

Building Belonging in the Classroom: Perspectives of Head Start Teachers

Presenting Author: Loretta Hayslip, EdS - United States

PA Affiliation: University of Illinois at Urbana-Champaign

Contributing Author List: *Loretta Hayslip, EdS; Michaelene Ostrosky, PhD;*

Including students with a disability in a classroom with their peers is not the same as building a classroom family where all students feel they belong. This research paper discusses the perceptions of Head Start teachers and teaching assistants regarding classroom membership. The authors analyzed interview data to find out what Head Start teachers and teaching assistants are doing in the classroom and how they intentionally support classroom membership.

The Act Early Response to COVID-19 Project: Ensuring Early Identification of Young Children with Developmental Delays and Disabilities

Presenting Author: Elizabeth Howe, PhD - United States

PA Affiliation: Association of University Centers on Disability

Contributing Author List: *Elizabeth Howe, PhD;*

The Act Early Response to COVID-19 Project is a national project to support collaboration among early childhood state/territorial programs/systems to improve early identification of developmental delays and disabilities among young children birth-five. The purpose of the project is to support state/territory early childhood programs/systems in early identification efforts during the pandemic, so that young children can receive early intervention services at the youngest age possible. The project takes a population level public health approach to facilitate early identification within states/territories. This poster will describe promising practices that emerged across states/territories for identifying young children with developmental delays and disabilities.

Preschool Special Educators' Practice Exposure and Use for Children with Autism

Presenting Author: Maria Hugh, PhD - United States

PA Affiliation: University of Washington

Contributing Author List: *Maria Hugh, PhD; LeAnne Johnson, PhD; Angel Fettig, PhD;*

Early childhood special educators' (ECSE) limited confidence and implementation of many evidence-based practices (EBPs) for students with autism suggests a need to explore whether ECSE teachers are even aware of some of these practices. We surveyed 312 ECSE teachers on their exposure (i.e., familiarity, training experiences) and use of EBPs and low-value practices for young children with autism. We will share results showing the varied familiarity, training, and use, and the inconsistent relation between these factors. This suggests a need to explore other factors (e.g., feasibility, beliefs, resources) that can support EBP use and improved child outcomes.

Special Educators' Perceptions of Their Work Tasks and Opportunities to Work Supportively and Preventively in a Swedish Municipality

Presenting Author: Charlotte Jakobsson, PhD Candidate - Sweden

PA Affiliation: Stockholm University, Department of Special Education

Contributing Author List: *Charlotte Jakobsson, PhD Candidate; Mara Westling Allodi, PhD; Mina Sedem, PhD;*

Special educators play a pronounced and key role in schools regarding diverse support initiatives for young children and their families. This study investigated special educators' work tasks and opportunities to work supportively and preventively. The participants were 157 professionals responsible for providing special support during the early years in a local authority in Sweden. Data from a web-based questionnaire were analyzed to identify challenges that hinder inclusive early support provisions in this educational context. Suggestions based on these perceptions will be discussed and strategies identified to enhance professional support in the early years.

A Survey from the Perspectives of Early Childhood and Early Childhood Special Education Teachers on Inclusive Playgrounds

Presenting Author: Loong Ji Pei, BS - Taiwan

PA Affiliation: Chung Yuan Christian University

Contributing Author List: *Loong Ji Pei, BS; Pai Lu, MS; Tsai Chin-Tien, PhD; Chang Yuan-Ju, MA;*

The researcher used questionnaires to compare the knowledge, experiences, and suggestions of early childhood and early childhood special education teachers on inclusive playgrounds. Teachers' experiences and opinions on inclusive playgrounds are synthesized to provide information and suggestions for further research, design, policy, and promotion of inclusive playgrounds in the future. In the study, it was found that the popularity of inclusive playgrounds and teachers' awareness were still low in Taiwan, and teachers with more experience expressed less satisfaction with the implementation. More efforts are needed to promote inclusive playgrounds.

Graduate Speech-Language Pathology Students' Experiential Perceptions of Interacting with Infant Caregivers

Presenting Author: Rebecca Jones, MS CCC-SLP - United States

PA Affiliation: James Madison University

Contributing Author List: *Rebecca Jones, MS CCC-SLP; Shiree Harbick, MS CCC-SLP; Susan Ingram, PhD CCC-SLP; Brenda Seal, PhD CCC-SLP; Rory DePaolis, PhD; Charlette McQuilkin, PhD;*

Early intervention practice requires practitioners to demonstrate skills in complex communication with caregivers, including emotional support and counseling. Practicing speech-language pathologists frequently report low confidence levels in these critical areas of service provision. This study utilized a qualitative, mixed-methods approach to investigate graduate clinicians' counseling self-efficacy skills and experiential perceptions of infant-caregiver interactions after participating in a campus-based caregiver coaching program. Initial findings suggest early exposure to therapeutic interactions with infant caregivers positively impacts graduate clinicians' perceived counseling self-efficacy and relational interaction skills. Clinical implications will be discussed, highlighting potential areas of improvement in therapeutic relationships and clinical education.

Early Intervention Stakeholder Perspectives of Implementing an Electronic Option for Family-Centered and Participation-Focused Service Design

Presenting Author: Vera Kaelin, MSc - United States

PA Affiliation: University of Illinois at Chicago

Contributing Author List: *Vera Kaelin, MSc; Sabrin Rizk, PhD, OTR/L; Julia Sim, BS; Natalie Murphy, MPH; Beth McManus, PT, MPH, ScD; Natalie Leland, PhD, OTR/L, BCG, FAOTA, FGSA; Ashley Stoffel, OTD, OTR/L; Lesly James, PhD, OTR/L; Kris Barnekow, PhD, OTR/L; Elizabeth Lerner Papau*

The purpose of this poster is to examine stakeholder perspectives of facilitators/barriers to implementing the Young Children's Participation and Environment Measure (YC-PEM) in early intervention (EI). A mixed-methods study involving semi-structured interviews/focus groups with EI families (n=6), providers (n=9), and leadership (n=7) was carried out to obtain feedback on pragmatic trial results on enrollment and implementation. A Consolidated Framework for Implementation Research (CFIR) framed deductive analyses of data into themes for a national advisory review group. Results revealed facilitators/barriers for 10 themes across the following 4 CFIR domains: 1) intervention (e.g., trialability/adaptability), 2) inner-setting (e.g., network/communication), 3) outer-setting (e.g., needs/resources), and 4) process (e.g., planning/executing). We noted that optimizations are warranted before additional trials through this pilot study, of the measure (YC-PEM) are carried out.

Cognitive Advantages of Bilingualism in Children with Autism Spectrum Disorder

Presenting Author: Carlotta Kimble, PhD, CCC-SLP - United States

PA Affiliation: University of Central Missouri Communication Disorders

Contributing Author List: *Carlotta Kimble, PhD, CCC-SLP; Samantha Griesinger, BS; Alison Randol, BS;*

Bilingualism and Autism Spectrum Disorder (ASD) are two rapidly growing aspects in the world of communication; yet, there is an insufficient amount of research regarding how the two might interact with each other. Parents of children with ASD often question if raising their child as bilingual will harm the child's language and cognitive development. Recent research described in this presentation suggests preserving the mother tongue is beneficial for a child with ASD, and bilingualism does not negatively impact cognitive and language development. Bilingual children with ASD were shown to have improved concept formation and metalinguistic awareness compared to monolingual peers with ASD.

Knowledge, Attitudes, Practices of Experts in Greece Regarding the Early Intervention of Developmental Disorders

Presenting Author: Leonidas Kozyrakis, SLP - Greece

PA Affiliation: University of Macedonia

Contributing Author List: *Leonidas Kozyrakis, SLP; Maria Vlassopoulos, PhD;*

In Greece, most experts are educated in EI from general undergraduate courses, something that points out the need to include EI-specific courses and to facilitate on-going education in order to keep up with current science. Unfortunately, there is lack of standardized EI diagnostic tools for therapists in Greece and most are not familiar with the legal framework of EI. As a result they are not empowered and have difficulties implementing what they have studied. High self-evaluation is often not based on knowledge or consistent implementation of guiding principles or evidence based practice. Therapists tend to easily build relationships with children and families but may find difficulty understanding professional and family boundaries. We discuss these issues and strategies to improve this situation in Greece.

Common ground in experts' views regarding the early intervention in Greece and Latvia.

Presenting Author: Leonidas Kozyrakis, SLP - Greece

PA Affiliation: Speech Therapist

Contributing Author List: Maria Vlassopoulos, PhD; Leonidas Kozyrakis, SLP; Zane Tumševica, SLP;

Aim. This study aims to compare the results of two questionnaire administered to Greece and Latvia, regarding the knowledge and views of experts on definition, principles and practices of Early Childhood Intervention (EI). **Results.** Despite the differences of the two populations in involvement with EI, experience in profession and experience in EI, some similarities were

a) Agreement in the importance of practicing EI in family's home setting, of family involvement and the fact that parents' personal views affect treatment, b) unawareness of the legislation framework supporting EI c) in self-evaluation of EI competencies, both groups showed minimum "high" statement in understanding professional/family boundaries.

Factors Affecting Mental Health of Young Children During the Covid-19 Pandemic in the Netherlands

Presenting Author: Lisa Krijnen, MSc - Netherlands

PA Affiliation: Utrecht University

Contributing Author List: Marthe Egberts, PhD; Willemijn van Eldik, PhD; Lisa Krijnen, MSc; Bregje van Rooijen, BS; Anneloes van Baar, PhD; Paul Boelen, PhD; Mariken Spuij, PhD; Trudy Mooren, PhD;

Factors positively and negatively affecting children's mental health (1-6 years, n=2759) during the COVID-19 pandemic in the Netherlands were studied using parent-report questionnaires. Children's mental health was comparable to pre-pandemic circumstances. Parents experiencing more positive impact of the pandemic (e.g. more appreciation of life), reported less mental health problems in their child. Child mental health problems were predicted by: more parents' perceived negative impact of the pandemic, more negative parenting practices, worse parental mental health, more active as well as passive parental coping styles. Direct COVID-19 consequences (i.e. infection/loss) were less predictive for children's mental health than parent characteristics.

Portuguese Local Early Intervention Teams Perspective About the Eligibility Process

Presenting Author: Rita Laranjeira, PhD - Portugal

PA Affiliation: Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho

Contributing Author List: Ana Serrano, PhD; Rita Laranjeira, PhD;

We conducted a study with three Local Early Intervention (LEI) Teams in different areas of Portugal – North, Center and Lisbon and Tagus Valley – to learn about the procedures taken after receiving a child referral. This included the assessment plan with families and also families' involvement throughout the eligibility determination process. We concluded that the three LEI teams organized a child's eligibility process in a similar way, with well-defined stages. Some differences were noted due to geographical areas, their constitution, and team work. These results emphasize how essential it is that professionals receive training in Early Intervention practices to improve the work quality of teams.

Professionals and Families Perspectives About the Use of Ages and Stages Questionnaires (ASQ-PT)

Presenting Author: Rita Laranjeira, PhD - Portugal

PA Affiliation: Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho

Contributing Author List: Ana Serrano, PhD; Rita Laranjeira, PhD;

After screening with ASQ-PT, we conducted interviews with early intervention, health and education professionals and families to acknowledge their perceptions about the use of ASQ-PT, parent's collaboration during screening and how the instrument helps professionals to value parent's involvement. We concluded that professionals and parents considered ASQ-PT to be a valuable instrument for the early identification of children's development issues. For professionals, ASQ-PT allows a reflection on development and is an inducer of early intervention referrals. Professionals need to be more involved in the process, increasing families collaboration. Our analyses indicated that parents learned about development, were more actively involved, and paid more attention to children's developmental stages.

Challenges on implementing a screening system with Ages and Stages Questionnaires (ASQ-PT) in Portugal

Presenting Author: Rita Laranjeira, PhD - Portugal

PA Affiliation: Centro de Investigação em Educação, Instituto de Educação, Universidade do Minho

Contributing Author List: Rita Laranjeira, PhD; Ana Serrano, PhD;

After a study, which main goal was to know professionals and parents perceptions on the use of Ages and Stages Questionnaires (ASQ-PT), a set of words allowed us to reflect on the practical implications of screening and the ASQ system:

Motivation – we need more motivated professionals to talk to parents about screening and its importance;

Collaboration – essential in the screening process;

Trust – as professionals need to increase their trust on families;

Knowledge/empowerment – ASQ-PT brings new information about a child and allows professionals to reflect about screening;

Articulation – among services and professionals;

Promotion – on screening and early intervention;

Training – on early identification, screening, early intervention and ASQ-PT.

Paradigm Shift of Early Intervention in Korea

Presenting Author: HooMin Lee, MA - South Korea

PA Affiliation: Seocho Child Development Center

Contributing Author List: HooMin Lee, MA; A-Ram Kim, MA; SeulGi Park, BS; TaeYeon Won, BA; Jinhee Choi, PhD;

Family-centered programs are new in Korea, where center-based early intervention predominates. This study aimed to determine the impact of this new program on families. A questionnaire, modified from the Family Outcomes Survey in the US, was conducted with 49 families participating in this program. The study showed that the program's purpose, the empowerment of families, was successfully achieved. Meanwhile, the survey items related to 'the accessing community' presented low levels of satisfaction, which seems to reflect biased perceptions of disability in Korea. This study addressed the cultural factors impacting the direction of early intervention in Korea.

Inclusive Education Practices for Refugee Children with Disabilities and Support to Their Families

Presenting Author: Piret Leonetti, PhD - United States

PA Affiliation: Stanislaus County Office Of Education

Contributing Author List: *Piret Leonetti, PhD;*

This case study focused on refugee children ages zero to five, who were enrolled as either center based, home based or family childcare home care programs and receiving early intervention services. We examined the overall support families have been receiving during resettlement, as well evaluated possible barriers that impact refugee families' presence in their child's educational planning and/or access to services. Stanislaus County Office of Education has partnered with The International Rescue Committee order to provide quality multidisciplinary services to refugee families. Specific outcomes were identified and will be presented in this poster.

The Discrepancy between Typical and Ideal Practices of Taiwan Early Intervention Service Delivery from Parents' Perspectives

Presenting Author: Fang Yu Lin, MEd - United States

PA Affiliation: University of Oregon

Contributing Author List: *Fang Yu Lin, MEd; Shih-Heng Sun, EdD;*

Family-centered practices are critical in early intervention (EI) service delivery. The established tool, Family Experience with Families in Natural Environments Scale of Service Evaluation (Family FINESSE), was used to evaluate EI services from parents' perspectives in Taiwan. A total of 197 participants in Taiwan completed the Mandarin Family FINESSE. Results show the discrepancy between parents' current experience and the experience they expect to have, indicating there is a need for more family-centered practices in Taiwan. This poster session will present the survey results and discuss the use of Family FINESSE in Taiwan. Suggestions for international EI professionals will be provided.

Exploring Social-Emotional Development for Toddlers in Taiwan

Presenting Author: Fang Yu Lin, MEd - United States

PA Affiliation: University of Oregon

Contributing Author List: Fang Yu Lin, MEd;

Social-emotional competence is foundational for learning. In Taiwan, the high prevalence of emotional and behavioral problems in children has increased public awareness of young children's social-emotional development in recent years. The study aims to investigate the current status of social-emotional development for 18 month-old children in Taiwan and their growth after 6 months. Participants are 300 parents and their children, including children in the early intervention program. The screening and monitoring tool is the Ages & Stages Questionnaires: Social-Emotional, Second Edition. This poster session will provide an overview of research results and discuss implications for early intervention services.

Authentic Assessment of Executive Functions in Early Childhood: A Scoping Review

Presenting Author: Maria Londono, PhD Candidate - Canada

PA Affiliation: Université du Québec à Trois-Rivières

Contributing Author List: Maria Londono, PhD Candidate; Carmen Dionne, PhD; Carl Lacharité, PhD;

Executive functions (EFs) are cognitive processes crucial for children's development and accomplishment of everyday activities. They are often assessed with performance-based tasks, which tend to lack real-world applicability. This scoping review aimed to provide an overview of the available literature published between 2010-2021 about authentic assessment of EFs in early childhood. An extraction grid was designed to analyze 53 articles. Results were presented in a narrative and graphical format. The instruments and procedures used to assess executive functions authentically were identified, as well as EFs commonly assessed in children. The need for more authentic assessment practices of EFs is discussed.

Abu Dhabi Child Protection Specialist Professional Development Program

Presenting Author: Toby Long, PhD - United States

PA Affiliation: Georgetown University

Contributing Author List: *Toby M Long, PhD; Neal Horen, PhD; Zeina Allouche, PhD;*

Child Protection Specialist Professional Development Program, a comprehensive program develops skilled, competent child protection specialists (CPS) able to address child maltreatment and its implications. It supports the efforts of the UAE Ministry of Community Development to implement the federal Child Rights Law. The poster will describe how the Georgetown Center for Child and Human Development successfully implemented the program via Zoom graduating 104 specialists with knowledge in evidence-based child protection. Participants gained knowledge and were satisfied with all aspects of the training. Participants agreed that on-going opportunities to share information and benefit from each other's expertise would be beneficial for professional development.

Professionals and Researchers in Early Childhood Intervention: An Australian Research-to-Practice Network

Presenting Author: Denise Luscombe, MPT - Australia

PA Affiliation: Professionals and Researchers in Early Childhood Intervention

Contributing Author List: *Kerry Bull, PhD; Anoo Bhopti, MBMSc, PhD; Denise Luscombe, MPT;*

Professionals and Researchers in Early Childhood Intervention (PRECI) is a recently formed network, focussed on enhancing excellence and equity in services for young children with developmental disabilities in Australia. Together, we aim to lead Australian early childhood intervention research, knowledge translation, quality practice, and policy by: harnessing the expertise of both professionals and researchers; enabling peer support; providing an authoritative source of information about best practice; identifying, developing, and promoting advances in effective models of service delivery; promoting coordinated and comprehensive training opportunities; promoting interdisciplinary research collaborations; conducting research; and providing coordinated responses to developments in policy, funding, and service delivery. We describe this network and future plans to enhance EI.

Practice-Based Analysis of the Core Features of Coaching Models and Practices in Early Childhood Intervention

Presenting Author: Joana Maria Mas, PhD - Spain

PA Affiliation: FPCEE Blanquerna, Ramon Llull University

Contributing Author List: Joana M Mas, PhD; Carl J. Dunst, PhD; Yamida Gomez, MA; Natasha Baques, PhD; Anna Balcells, PhD; Simon Garcia, PhD;

The goal of this research was to determine if researchers and practitioners agree on the core features of coaching practices and how the core features are empirically related to outcomes of interest to both researchers and practitioners. Eighteen different conceptual and research ECI coaching models were systematically examined to determine the core features and practices that researchers and practitioners considered the key characteristics. A practice-based research methodology was used to determine which characteristics of coaching are considered most important, and if and how these characteristics are empirically related to practitioner, parent, and child outcomes. Findings from these analyses identified nine core features that researchers and practitioners agreed were the key characteristics of coaching but none of the researchers and practitioners included findings demonstrating the empirical relationships between the core features and outcomes of interest. The need for additional practice-based evidence for the effectiveness of coaching is essential before claims are warranted about coaching being an evidence-based practice.

Cues and Clues: Identifying Autism in Young Girls

Presenting Author: Brooke McMullen, PhD - Ireland

PA Affiliation: University of Limerick

Contributing Author List: Brooke McMullen, PhD; Barry Carpenter, PhD; Barry Coughlan, PhD;

Recent research has highlighted that girls with autism are frequently unrecognized and undiagnosed in early childhood. The aim of this study was to capture the indicators of autism in girls under the age of 6. Following PRISMA guidelines, five electronic databases (APA PsycArticles, APA PsycINFO, CINAHL Complete, EBSCO host, MEDLINE) were searched to include articles published from 2011 to 2021. After extraction, the final search yielded 43 Quantitative, 3 Qualitative, 2 Reviews, and 2 Mixed-Methods studies. This study analyzed and highlighted unique early signs of autism distinct in girls across domains of social-emotional, behavioural, communication, and play that could support earlier assessment and diagnosis.

A Scoping Review of the Knowledge Base, Landscape, and Trends in Leadership Literature in Early Intervention, Early Childhood, and Early Childhood Special Education

Presenting Author: Sara Movahedazarhouligh, PhD - United States

PA Affiliation: University of North Carolina Wilmington

Contributing Author List: Sara Movahedazarhouligh, PhD;

There is increasing recognition that effective leadership in early childhood (EC) programs makes a positive difference to the outcomes for children, families, and communities. Although the literature on leadership in EC is growing, targeted research in this area, specifically in early intervention (EI) and early childhood special education (ECSE), is still relatively limited. This scoping review aimed to identify and synthesize the available evidence by understanding the nature and extent of leadership literature in EI/EC/ECSE between 2000 and 2020. Collectively, 1,416 articles were reviewed. A total of 106 articles that met the inclusion criteria were summarized using a number of variables. The review confirmed the long-existing paucity of leadership research in EC and a dearth of leadership research specific to the fields of EI and ECSE in terms of context, research scopes, and approaches.

INDIA EBUS – Individualized Newborn Developmental Intervention Application – Evidence Based & Ultra SMART

Presenting Author: Hemant Nandgaonkar, MOT - India

PA Affiliation: Seth GS Medical College, KEM Hospital, Mumbai

Contributing Author List: Hemant Nandgaonkar, MOT; Prachi Gangurde, MOT; Sanika Gawade, MOT;

Implementing a variety of developmentally appropriate interventions in the Neonatal Intensive Care Unit (NICU) and after discharge presents numerous challenges. A digital approach to neurodevelopmental care (INDIA EBUS) is planned to address these issues. Baby Care, Family Support, Caretaker Education, and Extended Care are the four major sections that have been completed. Each section is concerned with the neurobehavioral and neurodevelopmental aspects of care. There is a provision for updating the application to mitigate the effect of ever-changing trends in evidence. INDIA EBUS is regarded as a time-saving, organized, and useful aid to neurodevelopmental care clinical work in the NICU.

Using the Universal Online Early Intervention Curriculum to Prepare Early Interventionists Across the Globe

Presenting Author: Sarah Nichols, BS - United States

PA Affiliation: Early Intervention Training Program at the University of Illinois

Contributing Author List: Sarah Nichols, BS; Naomi Younggren, PhD; Cori Hill, MEd; Elizabeth Friedman, MS;

As the field of early intervention (EI) advances in research, policy, and practice, there is a growing understanding and consensus of the practices core to quality EI support and services. This poster will provide an overview of the Universal Online EI Curriculum and how it is being used in the United States (US) and across the globe to prepare and support early interventionists from all disciplines. Curriculum tools include online asynchronous modules, videos, facilitator's guides with extended learning opportunities, reflection activities for learners and knowledge checks. All materials are openly available, free, and may be augmented for program specific use.

The Impact of Culture on the Screening and Diagnosis of Autism Spectrum Disorder

Presenting Author: Cesar Ochoa-Lubinoff, MD - United States

PA Affiliation: Rush University Medical Center

Contributing Author List: Cesar Ochoa-Lubinoff, MD; Maria Kastanis, MA;

The 2012 estimated prevalence of Autism Spectrum Disorder in the USA was 14.5/1,000 children aged 8-years. It was significantly higher among non-Hispanic white children aged 8 years (15.3 per 1,000) compared with non-Hispanic black children (13.1/1,000), and Hispanic (10.2/1,000) children aged 8-years. The mean age of diagnosis is 6.3 years for Caucasian children, 7.9 years in African American children and 8.8 years in Hispanic children. The causes for these race/ethnicity disparities include parental developmental concerns, which are influenced by parent's perceptions, judgments, and beliefs concerning appropriate development and behavior. Access to health care and providers' cultural competencies are also important factors. The varying impact of those factors are examined in this paper.

Evaluating The Effects of the Part C Early Intervention Eligibility Policy Change in Colorado

Presenting Author: Lindsay Ollerenshaw, BS - United States

PA Affiliation: Colorado University Anschutz Medical Campus

Contributing Author List: Zachary Richardson, PhD; Lindsay Ollerenshaw, BS; Richard Lindrooth, PhD; Beth McManus, PT, MPH, ScD;

Many Part C Early Intervention programs have experienced reductions in funding. The most common strategy to accommodate budget restrictions is by restricting EI eligibility. The purpose of this study was to estimate the causal effect of the 2007 Colorado EI eligibility policy change on children's function using difference-indifferences estimation. Our results determined that, after adjusting for covariates, the policy change had a significant effect on increasing odds of first therapy access sensitive event and on increasing length of hospital stay. Findings from this study can be used to inform the impact of future comparable eligibility changes other states are considering.

Perceptions of Family-Centered Care Coordination in Early Intervention: A Pilot Study

Presenting Author: Lindsay Ollerenshaw, BS - United States

PA Affiliation: Colorado University Anschutz Medical Campus

Contributing Author List: Natalie Murphy, MPH; Lindsay Ollerenshaw, BS; Mary Khetani, ScD, OTR; Gregory Tung, PhD, MPH; Beth McManus, PT, MPH, ScD;

The purpose of this study was to describe perspectives of parents, providers, and leadership on family-centered care coordination (FC-CC) in Early Intervention (EI). A case study approach was used to understand FC-CC attributes. Interviews were conducted and specific themes were derived through an iterative process guided by a conceptual model. Twenty-three stakeholders from 5 states completed interviews. Analyses revealed major themes related to systems- and individual-level facilitators and barriers to optimal EI FC-CC and sub-themes related to system complexity, system collaboration, and agency teaming, individual-level service provision, and service coordination. Results could contribute to the development of best practice recommendations to optimize FC-CC.

Early Classroom and Family-Based Interventions for Young Children at Risk for Dyslexia

Presenting Author: Anna Osipova, PhD - United States

PA Affiliation: California State University, Los Angeles

Contributing Author List: *Anna Osipova, PhD; Ya-Chih Chang, PhD;*

This presentation informs its participants about the early markers of dyslexia in young diverse children (18 months- 8 years of age) and showcases activities that can be implemented in preschool and home settings to support children whose learning profiles indicate the onset of difficulties with literacy tasks and risk of dyslexia. The session will pinpoint dyslexia risk factors (e.g., heredity; gender prevalence) and early markers of at-risk for dyslexia language behaviors. Several classroom and family-centered early intervention approaches will be presented along strategies and their effectiveness to support young children at-risk for dyslexia.

Theory to Practice: Building Family Capacity from Paper to Mobile App

Presenting Author: Rebecca Panagos, PhD - United States

PA Affiliation: Lindenwood University

Contributing Author List: *Rebecca Panagos, PhD; Kyle Coble, PhD;*

A Do-It-Yourself (DIY) Family Planner Tool was designed to build family capacity and access services for young children with autism and developmental delays. A collaborative partnership was developed with a regional early intervention agency, resulting in data collected from four semesters of 72 home visits with thirteen families. Data showed a significant increase in gains in family empowerment, shared decision-making, and reliability and validity of the DIY Family Planner Tool. Working collaboratively with university computer science and marketing departments, iPhone and Android mobile Apps were developed. We describe the outcomes of our analyses of the data and implications for possible development of an App.

Bodily-Tactile Early Intervention for Mothers and Their 0–2-year-old Children with Visual Impairment and Additional Disabilities

Presenting Author: Sini Peltokorpi, MA, MSc - Finland

PA Affiliation: University of Turku

Contributing Author List: *Sini Peltokorpi, MA, MSc; Saara Salo, PhD; Paul Hart, PhD; Anne Nafstad, PhD Candidate; Zeynep Biringen, PhD; Minna Laakso, PhD;*

Interaction between mothers and their children with visual impairment and additional disabilities (VIAD) may be compromised due to the child's disabilities. This study investigated the effects of bodily-tactile early intervention for three mothers and their 0–2-year-old children with VIAD. The data consisted of video recordings. A coding procedure developed for this study as well as emotional availability scales were used in analyzing the data. The results show that the mothers increased their use of the bodily-tactile modality in interaction during the intervention. The intervention had positive effects on emotional availability in the mother-child pairs, especially in the children.

Network in the Karlstad Model: Benefits for Both the Child and Important Adults Around the Child

Presenting Author: Jeanette Persson - Sweden

PA Affiliation: Board member of Eurlyaidd and IAKM Sweden (International Association of the Karlstad Model)

Contributing Author List: *Jeanette Persson*

The aim of this poster is to present the concept of family networking around the child utilizing the Karlstad Model (KM). In this model, the family invites important adults around their child namely, other relatives, friends or professionals within the community and all work together in partnership. The network has regular meetings focusing on supporting the child's speech and language development. Goals and strategies are designed in these meetings and everyone plays a role in the different contexts of the child. The KM model offers daily inclusive opportunities for child learning and development in different contexts, creating a community supporting children and families. We describe this model and its impact on children and families.

How We Identified Every Child in Our Program with a Speech/Language Concern During COVID-19

Presenting Author: Ashley Pfohl, MEd - United States

PA Affiliation: CAPSLO

Contributing Author List: *Ashley Pfohl, MEd;*

This presentation looks at different strategies that programs use to identify speech and language delays in children birth to age five. Many programs use screening tools, pediatrician guidance, parent concerns and teacher expertise to guide referrals for assessments. However, during the pandemic what additional tools can a program use to ensure all children are identified? One specific strategy is using virtual speech screenings completed by a licensed speech and language pathologist. We describe how many children were identified using this strategy mid-year after failing to be identified by more conventional strategies listed above.

Virtual Thoughts: An Event-Driven Research Study of Early Intervention Practices During the COVID-19 Pandemic

Presenting Author: Hong Phangia Dewald, PhD - United States

PA Affiliation: University of Utah

Contributing Author List: *Hong Phangia Dewald, PhD; Catherine Smyth, PhD; DeEtte Snyder, PhD;*

This paper showcases an event-driven, dynamic case-study that examined the changing perspectives of participants following the observed event of COVID-19 on their early intervention (EI) support practices using teleintervention (i.e., virtual home visits). Data collected through an online survey and focus group discussions from those who provide EI services for families of children with visual impairment (VI) identified positive and problematic features of teleintervention services when delivered to very young children with VI. Understanding the successes/challenges of organizations/individuals providing these services will inform development of a high-quality teleintervention protocol and identify needs to support equity for families.

Why is it so Difficult to Apply Early Intervention in National Programs

Presenting Author: Ljiljana Pintarić Mlinar, PhD - Croatia

PA Affiliation: University of Zagreb Faculty of Education and Rehabilitation Sciences

Contributing Author List: *Ljiljana Pintarić Mlinar, PhD;*

In Croatia, early intervention is divided into services under different entities (health, education, social care). The early intervention paradigm shift to integrated services must address this organizational issue. The aim of this research was to analyze the experiences of parents of children with disabilities regarding their satisfaction with early intervention services and compare it with professionals' perspectives. We conducted 3 focus groups with parents and interviews with 32 professionals working in various early intervention services in the same region in Croatia. Both groups valued the importance of early intervention, although parents were more focused on the number of specific interventions received. Future work will need to develop systems that address integrated services; and these issues are discussed in this poster.

Lifting Family Voice to Advance Equity in Child Find

Presenting Author: Mary Lee Porterfield, PhD - United States

PA Affiliation: SRI International

Contributing Author List: *Mary Lee Porterfield, PhD; Faith Scheibe, MEd;*

The Child Find ACCESS project is designed to improve identification, screening, referral, and tracking for infants and toddlers with disabilities and their families through a family-informed, community-engaged process in three North Carolina counties. Cross-sector stakeholders are identifying groups missing from the Child Find process, eliciting family voice to understand barriers and facilitators, and working with cultural brokers to bridge identified gaps. This poster will highlight the ways that family perspectives inform each component of the study including initial findings from family interviews in the first model demonstration community and examples of how families' lived experiences informed community action/improvement planning.

Asynchronous Virtual Coaching to Teach Indonesian Parents Naturalistic Strategies to Support Language Development of Children with Social-Communication Delays

Presenting Author: Ndaru Prapti, MS - United States

PA Affiliation: University of Kentucky

Contributing Author List: Ndaru Prapti, MS; Jennifer Grisham, EdD;

This ongoing study is about virtually coaching Indonesian parents of preschool-age children with social-communication delays to implement naturalistic language intervention. These intercontinental coaching sessions were delivered asynchronously. The main communication between the coach and adult participants during coaching sessions was via WhatsApp which is commonly used in Indonesia. The study attempted to answer the following research questions: 1) Was the asynchronous coaching method effective to teach Indonesian parents to implement the intervention strategies? 2) Were there any cultural barriers in the implementation of evidence-based practice widely used in English-speaking countries? and 3) Did parents find the strategies feasible and acceptable?

Effectiveness of Caregiver Empowerment on Children's Development and Progress : A Key Outcome In Infant Toddler Program

Presenting Author: Dawn Quek Weiming, BS - Singapore

PA Affiliation: Down Syndrome Association (Singapore)

Contributing Author List: Viemala Davie Kelaver, BA; Hui Hoon Tan, BS; Dawn Quek Weiming, BS; Gwen Tan Huiwen, BS;

Early intervention programmes with preventive approaches that support and strengthen a caregiver's ability to support child learning and development have emerged as key factors promoting positive outcomes for infants and toddlers with Down syndrome. Caregivers were interviewed on the extent to which our infants-toddler program has empowered them, promoting enhanced caregiving and parenting competence. Six aspects of caregiver knowledge and confidence were assessed with an adapted version of a standardized questionnaire. Questionnaire results demonstrated large benefits in empowering caregivers. Specifically, they had enhanced knowledge in problem-solving abilities, child learning and development, and management skills on behaviours of concern. This study also found high levels of caregiver satisfaction and increased family wellbeing with positive effects on child outcomes.

The Development of an Application to Support Parents of Children With ASD

Presenting Author: Helena Reis, PhD - Portugal

PA Affiliation: Polytechnic of Leiria

Contributing Author List: *Catarina Reis, PhD; Helena Reis, PhD; Inês Eusébio, OT; Raquel Pereira, OT; Margarida Sousa, OT; Mariana Ferreira, OT; Sara Dias, PhD;*

This study describes the process of developing a technological platform, in the form of an app, to help families support children with ASD, aged 3–6 years old, by applying sensory strategies to improve the child's participation in daily routines in the home context. A focus group formed by four specialised occupational therapists who intervene with children with ASD was selected in order to understand and discuss content that should be included in the app. At a later stage, a group of three informatics specialists was involved to ensure quality and veracity in technological platform. In this presentation, we describe the process and content of this pilot study.

Dialogic Book Reading in Swedish Preschool: A Switching Replications Randomized Controlled Trial

Presenting Author: Rasmus Riad, PhD Candidate - Sweden

PA Affiliation: Stockholm University, Department of Special Education

Contributing Author List: *Rasmus Riad, PhD Candidate; Mara Westling Allodi, PhD; Eva Siljehag, PhD; Sven Bölte, PhD;*

Oral language competence during early childhood is crucial for later reading comprehension. This study examined the language development of 5-year old children, with diverse language backgrounds, during a Dialogic Book Reading (DBR) intervention. Eighty-five children attended DBR in 25 sessions over five weeks using a switching replications design. Ten teachers delivered DBR, with concurrent coaching by three special educators. The vocabulary assessment occurred at three time points and included both standardized test and custom measures of vocabulary depth. Our results show promising vocabulary growth, for children and DBR appears feasible to implement in our context.

Policies Across United States Addressing Suspension and Expulsion in Early Childhood

Presenting Author: Samantha Riggleman, PhD - United States

PA Affiliation: Saint Joseph's University

Contributing Author List: *Samantha Riggleman, PhD;*

It is estimated that roughly 9,000 preschoolers are suspended and expelled each year. While there is federal guidance on reducing the use of suspension and expulsion in early childhood, each state has differing guidelines. This presentation will highlight the states across the United States that currently have policies related to suspension and expulsion in early childhood and states that have pending policies. Common themes and language of the statements were analyzed and will be discussed. Additionally, alternatives to suspension and positive behavior strategies will be shared.

Early Interventionists' Well-being: The Impact of Systems and Possible Solutions

Presenting Author: Deborah Rooks-Ellis, PhD - United States

PA Affiliation: University of Maine

Contributing Author List: *Deborah Rooks-Ellis, PhD; Christine Spence, PhD;*

Individual factors and mechanisms for coping with stress influence early interventionists' well-being. Factors that negatively influence EI practitioners well-being and retention include low wages, overwhelming workloads, unsupportive management, lack of autonomy, stressful encounters with colleagues and parents, and managing children's challenging behaviors. Factors that positively influence well-being include resilience, mindfulness, self-compassion, and self-efficacy. In this study, EI professionals reported existing teaming practices around family needs; however, supports/strategies for practitioners to process their own professional experiences were found to be less formal and inconsistent. This session will discuss the impact of systems on well-being and possible solutions for practitioner supervision, mentoring, and self-care to reduce burnout across ECSE settings.

Challenges and Inspirations: Perspectives from Experienced Early Childhood Special Education Teachers

Presenting Author: Guofeng Shen, MA - United States

PA Affiliation: University of Northern Colorado

Contributing Author List: *Guofeng Shen, MA; Tracy Gershwin, PhD;*

Inclusion of children with disability in preschool classes is expected pedagogically, and well-trained early childhood special education (ECSE) teachers are the key to ensuring the success of these inclusive programs. By studying their perspectives, challenges, and suggestions they can contribute to creating better pre-service and in-service future classroom educators. Using phenomenological methods, 15 seasoned early childhood special education teachers were selected to share their experiences with preschool inclusion. The study used a semi-structured interview format. The major themes that emerged from these interviews included positive perspectives on inclusion, challenges, motivations, vision for inclusion, and suggestions for pre-service and in-service teachers.

Culturally Responsive Collaboration and Strategies for Helping CLD Families Address Challenging Behaviors at Home

Presenting Author: Guofeng Shen, MA - United States

PA Affiliation: University of Northern Colorado

Contributing Author List: *Guofeng Shen, MA; Tracy Gershwin, PhD; Rashida Banerjee, PhD;*

Many practitioners indicated a need for culturally responsive collaboration and behavior-based training to address challenging behaviors of young children with autism from culturally linguistically and diverse (CLD) families. Practitioners and families are at increased risk of stress when their child exhibits challenging behaviors. Practitioners need to work with these families to develop and implement strategies that will enable the entire family to participate in daily and occasional activities. This poster shall share strategies that have been effective in building a culturally responsive collaboration and address challenging behaviors.

Using an Interactive Mural to Enhance Arts and Creativity for Preschoolers

Presenting Author: Jennifer Smith, PhD - United States

PA Affiliation: Purdue University

Contributing Author List: *Jennifer Smith, PhD; Jasmine Begeske, MFA;*

Participation in art making is important for preschool-aged students in the development of gross and fine motor skills, as well as the development of creative thinking. The Small but Mighty Mural Project was a collaboration between Purdue University faculty and a U.S. preschool. A reusable mural was designed and installed in the school's outdoor learning lab for students to explore art concepts and materials. Faculty provided professional development for teachers on use of the mural, materials, and adaptive art materials for students with disabilities. Results will be presented on the impact of the mural and professional development.

Early Vision Screening in the Neonatal Intensive Care Unit: What Can It Tell Us?

Presenting Author: Catherine Smyth, PhD - United States

PA Affiliation: Anchor Center for Blind Children and Rocky Mountain Hospital for Children

Contributing Author List: *Catherine Smyth, PhD;*

Early visual development is a primary sensory system to develop and support the infant's learning potential. Screenings are available to evaluate pre-term and newborn visual function but have not been incorporated into standard of care for medical or early intervention settings. This year a non-profit organization that supports families with young children with visual impairment, and a neonatal intensive care unit in a reputable children's hospital have collaborated to complete a research project that identified visual function concerns using a validated screening instrument, the Neonatal Assessment Visual European Grid (NAVEG). Successful validation results and future training possibilities will be introduced.

Online Data Collection in the COVID Era

Presenting Author: Jane Squires, PhD - United States

PA Affiliation: University of Oregon

Contributing Author List: Jane Squires, PhD; Diane Bricker, PhD; Luis Anunciacao, PhD; Kimberly Murphy, BS;

Online data collection became the preferred approach during the COVID era. A specially designed website with human subjects approval gathered normative data from parents of children 2 -76 months. Social media and other website advertisements were used to drive users to the site; online advertising accounted for 61% of the 18,285 online participants. Including paper data collection, caregivers completed 20,821 questionnaires across 21 questionnaire intervals, with children's online and print data showing substantial agreement. Advantages of online data collection included ease of broad-based subject recruitment, access to a diverse of subject pool, and ease of data entry and analyses.

Leading for Change: Critical Factors Contributing to Scale-Up and Systems Change in Early Intervention

Presenting Author: Sondra Stegenga, PHD, MS, OTR/L - United States

PA Affiliation: University of Utah

Contributing Author List: Sondra Stegenga, PHD, MS, OTR/L; Susan Johnston, PHD;

One potentially powerful driver for improving uptake and sustainable use of evidence-based practices in early intervention (EI) are mid-level leaders. These leaders, when equipped with knowledge of implementation science and data-driven decision-making, hold the potential to positively impact implementation quality, time to implementation completion, and enduring systems change. This poster will outline a recent study examining critical decision-making skills of these EI program-level leaders in the US for making a long-term impact on critical systems serving infants and toddlers with disabilities and their families.

Advancing Research Practice Partnerships in Early Intervention: Examining Current Uses and Recommendations for the Future

Presenting Author: Sondra Stegenga, PhD, MS, OTR/L - United States

PA Affiliation: University of Utah

Contributing Author List: *Sondra Stegenga, PhD, MS, OTR/L; Sloan Story, PhD; Ann Mickelson, PhD;*

Implementing evidence-based practices effectively and making systems change can be difficult and time intensive. Through use of research practice partnerships (RPPs) we can begin to bridge this gap. Yet, despite this potential, a dearth of RPP-focused research in early intervention (EI) exists. In this poster, we present a recent review of the different types of RPPs, current uses in EI research and practice, methods specific to each of the types of RPPs, and expected outcomes. Also discussed are recommendations and considerations for planning, conducting, and implementing RPPs within EI settings serving infants/toddlers with disabilities and their families.

Attitudes, Self-Efficacy and Perceived School Support: A Literature Review of Early Childhood Teachers' Perceptions Towards Inclusion Of Children With Developmental Needs

Presenting Author: Peng Chian Tan, MA - Singapore

PA Affiliation: National Institute of Education - Nanyang Technological University

Contributing Author List: *Peng Chian Tan, MA;*

The literature on inclusive education for children with special needs has identified three teacher characteristics influencing the use of inclusive practices in the classroom: 1) teachers' attitude towards inclusion of children with diverse learning needs, 2) their self-efficacy in implementing inclusive classroom practices and 3) their perception of the support they received from their working environment about inclusive education. Unfortunately, an extensive literature research conducted revealed limited studies on in-service early childhood educators' perceptions towards inclusion of children with developmental needs. This poster will present the major findings of the studies reviewed and discuss their implications for future in-service practices.

Portage Program

Presenting Author: Andrea Tatak, Mgr - Czech Republic

PA Affiliation: Centre for Early Care EDUCO Zlin z.s.

Contributing Author List: *Andrea Tatak, Mgr; Jana Nevralova, Mgr;*

The Portage programme is a model of support for children with delays and disabilities and their families. Portage is a system of stimulating development and provides parents with help in the form of methodical guidance for nurturing their child at home. Portage supports the development of skills such as knowledge, self – service, communication, socialization as well as motor skills. We adapted the Portage programme for early care in the Czech Republic and we have been using it for over 15 years. This poster presents the outcomes of the Portage Program and suggestions for program improvement.

Shifting Early Childhood Teachers' Perspectives About Inclusion: Utilizing Critical Reflection and Inquiry-Based Learning Within Authentic Early Childhood Settings

Presenting Author: Hannah Thompson, MEd - United States

PA Affiliation: University of Tennessee

Contributing Author List: *Hannah Thompson, MEd; Cathy Grist, PhD; Lori Caudle, PhD;*

This study focused on early childhood professionals and how they utilized inclusive practices by using critical reflection over time in the classroom as part of the implementation of intervention practices. These strategies are intended to shift beliefs and practices through critical reflection and application embedded within authentic experiences. Participants were given a pre- and post-test questionnaire which measured attitudes towards inclusive practices. Self-efficacy was also analyzed to understand teacher capacity in working with young, diverse populations. Results indicated that critically reflecting on their own attitudes, biases, and beliefs towards inclusive practices, participants were able to create embedded approaches to be utilized within their own classroom settings.

Explore the Effectiveness of a Train Model on Embedded Teaching for Early Childhood Special Education Pre-Service Teachers

Presenting Author: Shu hsien Tseng, PhD - Taiwan

PA Affiliation: Chung Yuan Christian University

Contributing Author List: *Shu hsien Tseng, PhD; Kae Liu, PhD;*

The purpose of this research is to explore the effectiveness of a training model for early childhood special education pre-service teachers to use embedded teaching. Participants consisted of 17 junior students. After training, the teaching plans designed by preservice teachers showed good quality by the checklist developed by the researcher, and the average score of teacher efficacy was improved. In addition, the degree of improvement in teacher efficacy was positively correlated with their self-rating on the DEC Collaboration and Grow Checklist. Participants gave many positive feedbacks but suggested more practices and demonstrations were needed.

Family-Professional Partnership in Participatory Co-Development of Sustainable Well-Being in Daily Life

Presenting Author: Nea Vänskä, PhD Candidate - Finland

PA Affiliation: Metropolia University of Applied Sciences

Contributing Author List: *Nea Vänskä, PhD Candidate; Salla Sipari, PhD;*

Children and their family members are recognized as experts in their own daily life, aware of needs and strengths. Therefore, in developing sustainable well-being in daily life, we should enable children's and families' equal opportunity to participate in all phases of the research, development, and innovation (RDI) process. We piloted building partnerships between families of children with disabilities and professionals in organizations and universities to enhance participatory co-development with children and parents based on their needs. Through partnership, RDI can generate meaningful outcomes and respond to the societal, communal and individual needs with the goal of sustainable well-being in daily life. We describe this program as it applies to young children.

Intervention with PICCOLO to Strengthen Parental Skills in Single-Parent Mothers in Vulnerable Situations in Spain

Presenting Author: Rosa Vilaseca, PhD - Spain

PA Affiliation: University of Barcelona

Contributing Author List: Magda Rivero, PhD; Rosa Vilaseca, PhD; Sylvia Daniela Lagos, MA;

This pilot intervention was carried out with two single parent mothers to strengthen positive parental behaviors related to child development. Mother-child play interactions were recorded and assessed with the PICCOLO. Mothers were 24 and 28 years of age, with the oldest presenting with intellectual disability. Children were 24 (male) and 17 (female) months of age respectively. Three intervention sessions were conducted on a monthly schedule. The intervention included video feedback focused on positive behaviors and included the elaboration of a family book illustrating maternal competencies. Results revealed that both mothers increased positive parental behaviors and reported that the intervention helped them to be more aware of their parental competencies. Details of this intervention will be applied to more extensive investigations.

Indigenous Care and Motivation Practices of Kenyan Parents: Helping Children Transit from Home to School

Presenting Author: Pamela Wadende, PhD - Kenya

PA Affiliation: Kisii University

Contributing Author List: Pamela Wadende, PhD; Barnabas Simatende, PhD;

Specific African indigenous care and motivational practices that support their acquisition of skills and knowledge are routinely utilized with children in home settings. Research shows that there is a disconnect between these practices at home and those that support the same skills in formal Early Childhood Education settings. The disconnect partly causes poor performance in school for children in sub-Saharan Africa and an expensive waste of educational resources. We collected these indigenous practices from Kipsigis and Lozi of Kenya and Zambia respectively. Schools can integrate these practices in the formal ECDE programs to support children in home to school transition.

Relationship between Mastery Motivation, Executive Function and Participation in Young Children with Global Developmental Delay

Presenting Author: Pei-Jung Wang, PhD - Taiwan

PA Affiliation: Assistant Professor of Physical Therapy Department at Asia University

Contributing Author List: *Pei-Jung Wang, PhD; Chien-Lin Li, MD;*

Mastery motivation has been identified as key factor for child functioning. In this study, we assessed 40 children (age 24-60 months) with global developmental delay using the Dimensions of Mastery Questionnaire, Behavior Rating Inventory of Executive Function, and Young Children's Participation and Environment Measure, rated by their caregivers. Results showed that mastery motivation correlated positively with children's intensity of participation in several types of activities as well as some components of executive function. We conclude that mastery motivation is an essential characteristic for a comprehensive understanding of children's executive function skill and participation.

Measuring the Social Climate in Learning Environments: Differences Between Two Instruments

Presenting Author: Carina Wikman, PhD Candidate - Sweden

PA Affiliation: Stockholm University

Contributing Author List: *Carina Wikman, PhD Candidate; Mara Westling Allodi, PhD; Laura Ferrer Wreder, PhD;*

The structure of relationships in the classroom and what is proceeding socio-emotionally in the learning environment may hinder or support children's learning and development. Therefore, measuring the social climate is essential to identify challenges, successes, and areas for additional improvement. In the U.S, the observation instrument CLASS has been developed based on developmental theory and research that suggests that interactions between teachers and students are the primary mechanism of student learning and development. In Sweden, the self-assessment questionnaire, GAVIS, has been developed from the theory of fundamental universal values, theory of psychosocial environment, self-determination theory, and analysis of student experiences. The aim of this pilot study was to examine the differences between the class and GAVIS instruments for young children.

Voices from the Field: Using Authentic Assessments in Occupational Therapy

Presenting Author: Hsiu-Wen Yang, PhD - United States

PA Affiliation: Frank Porter Graham Child Development Institute

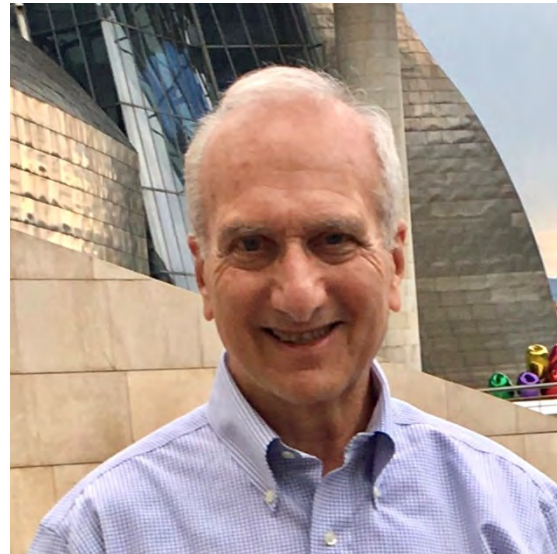
Contributing Author List: *Hsiu-Wen Yang, PhD; Stefano Bagnato, PhD; Sondra Stegenga, PhD; Yvette Mere-Cook, PhD; Angela Caldwell, PhD; Marisa Macy, PhD;*

Authentic assessment offers functional information that can be used to develop developmentally appropriate and meaningful goals for children with disabilities and their families. In this presentation, we will share benefits and challenges when implementing authentic assessment in occupational therapy, and additional support that pediatric occupational therapists might need to further the use of authentic assessment. We will also identify next steps for promoting the use of authentic assessment in occupational therapy.

Closing Keynote

Michael Guralnick, PhD

A Framework for the Design of Inclusive Community-Based Early Intervention Programs



Abstract:

In this presentation a framework for the creation of a fully-inclusive and comprehensive early childhood system will be described. Although aspirational at this time, the potential for developmental science, intervention science, and implementation science to be integrated to maximize the effectiveness of early intervention systems is described. This framework guides a practice model emphasizing a family-centered problem-solving process that focuses on supporting well-characterized family patterns of interaction that contribute to children's development. Discussed as well is the ability of such an integrated system to be compatible with and incorporate principles and practices from a human rights perspective; all designed to support family and child goals. Concluding comments summarize why the components of family patterns of interaction constitute the fundamental framework for organizing future inclusive community-based early intervention programs.

Biography:

Michael J. Guralnick, Ph.D., is Director of the Center on Human Development and Disability (CHDD) and Professor of Psychology and Pediatrics at the University of Washington. Comprised of both a University Center for Excellence in Developmental Disabilities and a Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Center, the CHDD is one of the largest interdisciplinary research, training, and service centers in the United States addressing issues directly related to developmental disabilities.

Dr. Guralnick has directed numerous research, professional training, and development projects in the fields of early childhood development and intervention, with a special interest in the design and effectiveness of early intervention programs, peer-related social competence, and early childhood inclusion. He has published over 150 articles and book chapters spanning a range of topics and disciplines. In addition to 8 edited volumes, his 2019 authored volume integrated developmental, intervention, and implementation science in the field of early intervention in the context of the Developmental Systems Approach. Major research has included a randomized clinical trial to determine the effectiveness of a comprehensive early intervention program in promoting the peer-related social competence of young children with developmental delays and a multi-context investigation of the factors influencing the peer interactions and peer social networks of children with Down syndrome. Current projects focus on the further development and application of the Developmental Systems Approach to early intervention and international activities designed to integrate research and practice in the field of early intervention.

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