

Program Guide
International Society on Early Intervention
Conference

Research to Practice in
Early Intervention:
An International Perspective

Held in conjunction with
Early Childhood Intervention Australia (ECIA)



Sydney



Australia
2019



June 25 - June 28, 2019



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Conference Introduction

Dear ISEI Members and Conference Attendees,

The Research to Practice theme of this year's ISEI conference reflects the increasing collaboration among researchers and practitioners that has emerged in the field of early intervention. As a consequence of this relationship researchers now ask better questions; ones that have more direct relevance to practice concerns. Similarly, practitioners can now more readily incorporate findings into their early intervention programs. Together, this relationship has substantially enhanced the quality of research and practice and provided opportunities to bring sophisticated, conceptually sound, and empirically supported early intervention programs to scale in communities around the world.

Giorgio Albertini, to whom this conference is dedicated, would be most pleased with these advances combining research and practice. As a distinguished neurologist based in Rome, Italy, and a founding member of ISEI, Giorgio was involved in both worlds on a daily basis. His vision of a partnership for all involved in the international community has guided both ISEI and the field of early intervention. This conference reflects his vision.

Bringing about an international conference such as this requires the contributions of many groups and individuals. The Local Organizing Committee (LOC) and Early Childhood Intervention Australia (ECIA) have worked hard over the last three years to ensure that your attendance at the ISEI Conference will not only be an opportunity for listening, learning, and reflecting on early childhood intervention research and practice, but will also provide you with a range of opportunities for networking and relaxing with colleagues from all around the globe. The LOC is so pleased to welcome participants to the beautiful city of Sydney and the stunning locality of Darling Harbour for the Conference. Our Committee will continue to work together throughout the Conference to ensure your experience runs smoothly, and presenters and delegates alike can concentrate on their participation – knowing we have taken advantage of all that contemporary practice has to offer in this state-of-the-art venue.

Members of the Scientific Program Committee (SPC) represent diverse areas of

early intervention including developmental delay and disability, autism, sensory disorder, sensory impairment, physical disability, multiple disability, language disorder, biological risk, and environmental disadvantage. Numerous disciplines are also represented in the SPC including early childhood, paediatrics, psychology, special education, and therapy professions. All have contributed to the work of the SPC whose members reviewed more than 300 abstracts and provided direction to the Conference Chairs with regard to the organization of the Conference program. The resulting program includes high quality oral papers and symposia in addition to presentations from the more than 20 internationally renowned invited speakers sourced by the SPC. Over 60 poster sessions were approved by the Committee, again offering a diverse range of early intervention topics. Interesting topics for Roundtable discussions have also been organized by the SPC with input from the LOC. These topics have been designed to encourage debate on critical research to practice topics and bring together various early intervention stakeholders.

Our conference theme, Research to Practice in Early Intervention: An International Perspective, has been designed to provide opportunities to further encourage our international group of researchers and practitioners to come together to work in the best interests of young vulnerable children and their families. This is the central focus of the presentations and discussions at our ISEI Conference.

With best wishes,

Michael Guralnick, Ph.D.
Chair, International Society
on Early Intervention

Coral Kemp, Ph.D.
Chair, Scientific Program
Committee

Denise Luscombe, M.Phty.
Chair, Local Organizing
Committee



Thanks to Members of the Planning Committees

The ability to organize an international conference depends on the efforts and expertise of so many individuals. Critical to this conference have been the Scientific Program Committee and the Local Organizing Committee. These volunteers and other colleagues have worked tirelessly to create a successful ISEI conference and to further strengthen both research and practice in the field of early intervention.

Scientific Program Committee

Chair: Dr. Coral Kemp, Macquarie University
Dr. Lennie Barblette, Edith Cowan University
Dr. Robyn Cantle Moore, RIDBC Renwick Centre
Dr. Mark Carter, Macquarie University
Dr. Susan Foster-Cohen, University of Canterbury
Dr. Rebekah Grace, Macquarie University
Dr. Susana Gavidia-Payne, Royal Melbourne Institute of Technology
Dr. Deb Keen, Griffith University
Dr. Michael Arthur Kelly, Newcastle University
Denise Luscombe, Early Childhood Intervention Australia
Katie Neal, Cochlear Limited (Asia Pacific)
Tracey Quick, NSW Department of Education
Dr. Natalie Silove, NSW Health
Dr. Katrina Williams, Royal Children's Hospital

Local Organising Committee

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Anoo Bhojti, Latrobe University
Julie Cowmeadow, Plumtree
Kerry Dominish, Early Education (EarlyEd) Inc.
John Forster, Noah's Ark Inc.
Dr. Susan Foster-Cohen, University of Canterbury
Alanna Jinks, Lifestart
Dr. Christine Johnston, Western Sydney University
Dr. Coral Kemp, Macquarie University
Helen Lunn, Mission Australia
Sylvana Mahmic, Plumtree
Dr. Tim Moore, Royal Children's Hospital
Elmarie Snyman, Early Childhood Intervention Australia
Kerry Staples, Western Sydney University
Dr. Hanan Sukkar, Holmesglen Institute
Nicole Walker, Early Childhood Intervention Australia

ISEI Coordinating Committee



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



Eva Björck-Åkesson, PhD
Sweden



James Blackman, MD, MPH
U.S.A.



Mary Beth Bruder, PhD
U.S.A.



Barry Carpenter, PhD
United Kingdom



Pilar Gutiez Cuevas, PhD
Spain



Ibrahim Halil Diken, PhD
Turkey



Susana Gavidia-Payne, PhD
Australia



Climent Giné Giné, PhD
Spain



Coral Kemp, PhD
Australia



Elena Kozhevnikova, PhD
Russia



Michael Lewis, PhD
U.S.A.



Malka Margalit, PhD
Israel



Franz Peterander, PhD
Germany



Manfred Pretis, PhD
Austria



Ana Maria Serrano, PhD
Portugal



Rune Simeonsson, PhD, MSPH
U.S.A.



Shih-Heng Sun, PhD
Taiwan



Thanks to Our Sponsors



ISEI Conference Special Events

Welcome Reception: Tuesday, June 25, 5:00 – 7:00 pm



Take this opportunity to begin the conference by gathering with colleagues from the International Early Intervention community. A great way to begin the exciting and stimulating three days ahead.

Poster Session: Wednesday, June 26, 5:40 – 7:00 pm

Join your colleagues and fellow delegates spending some time at the poster presentations networking in a relaxed and casual manner. Talk to the authors and find out more about their research and presentation.



Australian National Maritime Museum: Thursday, June 27, 7:00 – 11:00 pm



The Australian National Maritime Museum is Australia's national centre for maritime collections, exhibitions, research, and archaeology. Enjoy an evening of fine food and great company along with a browse through the exhibition and maybe even a tour on one of the marine vessels.

Closing Session: Friday, June 28, 3:45 - 4:30 pm



In this final session, a summary focusing on the research to practice theme emphasizing inclusive community-based early intervention programs will be presented. This will be followed by the ISEI business meeting to provide an opportunity for participants to discuss ISEI partnership plans and to suggest future ISEI conference themes and presentation strategies.

Australian National Maritime Museum Information

The Museum is located at 2 Murray Street

Going to the Museum from the Convention Centre

The Australian National Maritime Museum is 500m North of the International Convention Centre. This can be walked along Darling Drive (yellow dotted line) or the Darling Harbour footway (orange dotted line).

Public Transportation

Bus 389 from Bondi Junction stops at the front door.

Or you can catch the spectacular F4 ferry route from Circular Quay to Pyrmont Bay Wharf, right at the museum.

Alternatively the L1 light rail from Central Station, or from Dulwich Hill through the inner west, stops at Pyrmont Bay, right across the road from the museum.

Parking

Museum visitors get \$15 all day validated parking at Harbourside Car Park, 100 Murray Street, Pyrmont. Remember to get your parking ticket stamped at the museum reception.

Accessibility

Getting Around the Museum

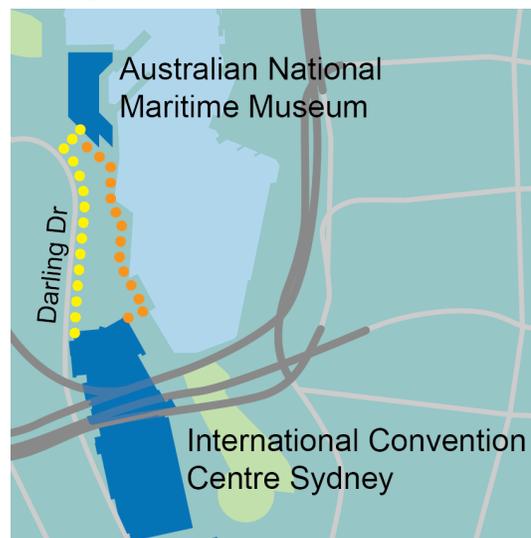
- There is ramp access into the main museum building via the main entrance.
- There is lift or ramp access to all exhibition spaces within the main building, and to wharves and the viewing platform outside the museum.
- Courtesy wheelchairs are available with a photo ID. Pre-booking a wheelchair is essential; please phone 9298 3777.
- Unfortunately due to the vessel design and walkways on the vessels, wheelchair access is not available.
- Accessible toilets are located on the museum lower level (accessible by lift and walkway) and in the ground level entry foyer.

Accessible Parking

Two dedicated accessible parking spaces are located outside the main entry to the museum. To pre-book parking, please call 9298 3777.

Hearing and Vision Impaired Services

Audio-induction loops are available in the theatre, main ticket areas and museum meeting rooms. Interactive displays are located throughout the museum.



Museum Location from Convention Centre



Welcome to Country

Protocols for welcoming visitors to Country have been a part of Aboriginal cultures for thousands of years. Despite the absence of fences or visible borders, Aboriginal groups had clear boundaries separating their Country from that of other groups. Crossing into another group's Country required a request for permission to enter. When permission was granted, the hosting group would welcome the visitors, offering them safe passage and protection of their spiritual being during the journey. While visitors were provided with a safe passage, they also had to respect the protocols and rules of the land owner group while on their Country. Today, obviously much has changed, and these protocols have been adapted to contemporary circumstances.

However, the essential elements of welcoming visitors and offering safe passage remain in place. A Welcome to Country occurs at the beginning of a formal event and can take many forms including singing, dancing, smoking ceremonies or a speech in traditional language or English. A Welcome to Country is delivered by Traditional Owners or Aboriginal people who have been given permission from Traditional Owners, to welcome visitors to their Country.

The history of dispossession and colonisation lies at the heart of the disparity between Aboriginal and non-Indigenous Australians today. Including recognition of Aboriginal people in events is one part of ending the exclusion that has been so damaging and recognises Aboriginal peoples as the First Australians and Traditional Custodians of land. It promotes an ongoing connection to place of Aboriginal Australians and shows respect for Traditional Owners.

ICC Sydney stands on Tumbalong, the land of the Gadigal clan of the Eora Nation. In recognising First Nations protocols, we warmly acknowledge the custodians of Gadigal country and show our respect to the Elders past, present and future, honouring the traditional laws, culture and country of the First Peoples of this land.



Plenary Sessions

Wednesday, June 26, 2019 - 11:00 am to noon
Pymont Theater

Research Informing Practice in Early Intervention: How Hard Can It Be?

Coral Kemp, PhD



The adoption of interventions for infants and young children with disabilities/delays or at risk of disability/delay is likely to be influenced by sources other than research evidence. Where the available research evidence does influence the choice of intervention, there may be difficulties with translating research that has been implemented in a controlled environment, to an intervention that can be successfully applied in natural settings such as the family home and community settings, including early childhood education and care centres. Incentives for the use of evidence-based interventions in early intervention include improved outcomes for infants and young children, service credibility, and program accountability. Barriers to using evidence-based practice (EBP) in natural settings include difficulties with identifying EBP and in reliably implementing evidence-based interventions. Lack of quality professional training and absence of support from competent coaches/mentors can also compromise the adoption and effective implementation of EBP. Collaborative partnerships between researchers and practitioners, where the goals of both parties have equal value, may assist with bridging the research-to-practice gap. Incentives, barriers, and opportunities for EBP will be explored in this presentation.

Thursday, June 27, 2019 - 9:00 to 10:00 am
Pymont Theater

Newborn Screening for Fragile X Syndrome and Other Developmental Disabilities

Don Bailey, PhD



Most, if not all, attendees at this meeting believe that early intervention (EI) is essential to improving outcomes for children with intellectual and developmental disabilities (IDD) and their families. But how early is “early?” Should screening identify newborns with IDD, even before symptoms appear? Is there value in “pre-symptomatic” EI for children or families? Are pre-symptomatic treatments powerful enough to alter developmental trajectories in meaningful ways? Using fragile X syndrome to exemplify these issues, this presentation describes Early Check, a research program in which screening newborns for several disorders is offered to 120,000 families per year. I discuss the rationale and processes underlying Early Check, report results after eight months, and describe an EI study to test the benefits of early detection. Many other causes of IDD could be detected through newborn screening. Do we need to prove the benefits of newborn screening and EI for each condition separately? When (if ever) will we have enough data to argue that the benefits of EI have been sufficiently demonstrated across IDD conditions, to warrant newborn screening for all? These questions are at the heart of policy decisions and pose a significant challenge for EI researchers in the coming decade.

Friday, June 28, 2019 - 9:00 to 10:00 am
Plymouth Theater

Surviving & Thriving: Early Intervention for Children with Developmental Disability in Africa

Cally Tann, DTMH, PhD



How can we support children with developmental disabilities and their families in Africa?

The Global Strategy for Women's, Children's and Adolescents' Health recognises the importance of supporting every child to not only 'survive' but also to 'thrive'. Over the last decade, reducing childhood mortality has been recognised as a global public health priority, however less focus has been placed on longer-term outcomes for children at high-risk of developmental disability. Childhood developmental disability has a major impact on families in any part of the world, and this is often most marked in low-income countries where resources are limited, and support services often few.

Whilst evidence exists to support early developmental intervention for at-risk infants, few studies to date have examined the impacts of early detection and intervention programmes in low resource settings, and how this might be integrated into existing community health programmes. A sustained and coordinated approach to early detection and intervention is clearly needed to improve the life chances of thousands of affected children and their families. Since 2010, our research team has been investigating risk factors, outcomes, experiences and interventions for children at high-risk of developmental disability in Uganda. In this keynote lecture, I will share the experiences of my team developing and implementing an early intervention programme for young children with developmental disability in Africa, reflecting on the important role of gender, inclusion, and family empowerment to promote child and family well-being and quality of life.

Master Lecturers

Thursday, June 27, 2019—1:15 to 2:35 pm
Room C3.3



Master Lecture: Workforce Development in ECI: Past, Present and Future Approaches

Mary Beth Bruder, PhD
United States

The professional development needs of early childhood intervention personnel from multiple disciplines continue to grow exponentially as the needs of the infants, young children and families continue to grow in diversity, complexity and urgency. While there are effective personnel preparation models at both the preservice and professional development in-service level, the need for well-trained personnel is outpacing the capacity of local, state and national ECI systems to recruit and retain competent ECI interventionists. Additionally, preservice and professional development in-service systems are also experiencing challenges in hiring and supporting qualified faculty and other personnel development specialists to deliver evidenced based training and education to ECI interventionists across disciplines. This is especially apparent when examining the needs of personnel to be able to provide effective and inclusive services using evidenced based practices with fluency and fidelity in collaboration with families and colleagues from different disciplines. This lecture will address these issues, along with recommendations for system level planning to remedy some of the challenges in the preparation and continuing education of the ECI workforce. In particular, the alignment of personnel competencies, standards, and practices across disciplines will be presented with an emphasis on the delivery of high-quality and effective service delivery in inclusive programs.

While it is clear that the federal and state focus on EC and the resulting increases in EC programs will continue, it is less clear how EC systems will meet the need for well-trained personnel, representing different disciplines, educational backgrounds, and learning styles.

Thursday, June 27, 2019—1:15 to 2:35 pm
Room C3.2



Master Lecture: Autism and Girls: New Voices - New Perspectives

Barry Carpenter, PhD
United Kingdom

Girls with autism are often overlooked for support because their identifying behaviours can be different to that of boys. Without a diagnosis, girls on the autism spectrum can struggle with extreme stress, leading to mental health issues, problem behaviours, school refusal or other outcomes that impact on their quality of life.

Traditionally, professionals have worked to a 1 girl to 4 boys ratio. However, through emerging research, evidence has shown that the diagnostic instruments used are 'blunt', male orientated, and do not adequately illuminate the female profile of autism. Collaborative work across a range of disciplines (education, psychology, neuroscience, etc.) with families, and with girls and women with autism has captured new information, which has strengthened the support and interventions we are now able to offer to girls with autism.

What are the implications of these new findings for evidence based-practice in Early Childhood Intervention? How can practitioners improve their observations and enhance engagement, leading to earlier identification of girls with autism?

Wednesday, June 26, 2019—1:00 to 2:20 pm
Room C3.3

Master Lecture: Bridging the Word Gap: All Hands on Deck to Prevent Children's Language Delays By Enriching Their Language Learning Environments

Judith Carta, PhD
United States



The science is clear: Too many children from low-income families enter school with a serious learning disadvantage that emerges in their earliest years - substantially smaller vocabularies than peers from higher income backgrounds. These delays in children's vocabulary are often related to significantly less exposure to talk and limited interactions between children and their parents and other caregivers. This language exposure difference or "Word Gap" can often lead to later delays in reading and academic success. However, considerable research exists showing that the word gap is preventable. Numerous evidence-based practices exist for enriching children's early language experience and reducing the likelihood of language delays. This presentation will highlight the evidence for the word gap, the research illustrating how the word gap can be prevented, and practice initiatives taking place across multiple sectors in the U.S. to enrich children's language learning environments and promote children's growth in vocabulary and early literacy.

Thursday, June 27, 2019—2:45 to 3:45 pm
Room C3.3

Master Lecture: Routine, Activity and Transition-Based Naturalistic Instruction at Centers

Ibrahim Diken, PhD
Turkey



In this master lecture, different models of naturalistic instruction for young children with developmental disabilities such as routine-based intervention, transition-based intervention, activity-based intervention, relationship-based practices, enhanced milieu teaching, embedded teaching, etc., will be introduced and how they differ or share similarities will be discussed. At the end of the presentation, a new model called "Routine, Activity and Transition-Based Naturalistic Instruction at Centers (RAT-NIC)", its effectiveness on child outcomes and parental opinions on the model will be shared. Presentation will be supported with practical videos of the RAT-NIC Model in Turkey.

Wednesday, June 26, 2019—2:30 to 3:50 pm
Room C3.3

Master Lectures:

Impact of FASD on Learning, Behaviour and Educational Outcome: the Lililwan Project

*Elizabeth Elliott, AM, MD
Australia*



A Human Rights Approach to FASD

*June Oscar, PhD
Australia*



Alcohol use in pregnancy and FASD are common in some Aboriginal communities where people have experienced historic and intergenerational trauma and face continuing societal and economic inequalities. The context in which FASD occurs cannot be separated from social injustices, human rights violations and multiple forms of discrimination.

To achieve social justice, the response to FASD demands a human rights-based approach. FASD is the most common preventable cause of developmental and learning problems, which impact behaviour and performance in school and disrupt the passage of traditional language and cultural practices through generations. We will present findings from the Lililwan FASD prevalence study, led by the Indigenous community of the Fitzroy Valley in far north Western Australia. The presenters have diverse experiences and expertise. They will discuss their learnings using film, music, art and case examples from very remote settings to demonstrate the community response to FASD including addressing complex behaviours at home and school. They will discuss an approach to education that includes early intervention with trauma-informed, therapeutic responses for children and families.

Participants will gain understanding of the social, economic and historical context of high levels of drinking and a human rights-based approach to addressing the impacts of FASD through community-led responses in the classroom, home and community.

Thursday, June 27, 2019—2:45 to 3:45 pm
Room C3.2

Master Lecture: The Smoking Gun in Early Intervention for Children with Visual Impairment

*Kay Alicyn Ferrell, PhD
United States*



What do we know and when did we know it? This session examines the history of early intervention practice for children with visual impairments and places it in the context of today's research evidence. Vision loss was once believed to create an extreme developmental disadvantage that families were unable to address on their own, and professional mediation was considered necessary. Studies conducted in the 1940s and 1950s demonstrated that children with vision loss followed a developmental trajectory much like that of typically developing children, and that any gaps in development were due more to a lack of experience/exposure than to vision loss itself. Later studies attributed developmental delays directly to blindness or to the presence of additional disabilities. Researchers have documented large variability among subjects, suggesting that poorer vision, including total blindness, is not necessarily associated with poorer outcomes, while multiple disabilities in addition to visual impairment appear to have a greater impact than vision loss itself. Using standards of evidence, the session addresses the current status of research in visual impairment and the inherent difficulties in conducting research involving young children with low-prevalence disabilities.

Wednesday, June 26, 2019—4:20 to 5:40 pm
Room C3.2

Master Lecture: Research Into Everyday Early Childhood Intervention: Understanding What It Takes to Implement and Sustain Good Practice

Susana Gavidia-Payne, PhD
Australia



While a growing emphasis on knowledge translation across several fields is evident, the 'research-practice' gap remains in early childhood intervention (ECI). This presentation examines the development of a service practice and evaluation framework designed to assist an ECI program address this gap. Using a participatory action research methodology over a period of five years, a partnership of an ECI service and two university researchers engaged in an iterative process involving data sources such as bi-monthly meetings, staff and family surveys, presentations and observations. A framework targeting key concepts, practices and methodologies were identified which in turn informed: (1) the development of studies focussing on service priorities regarding the implementation of evidence-practices, child and family outcomes; and (2) translation of study findings to daily ECI practice. Implications for, and threats to the sustainability of research and practice efforts will be discussed in the context of policy imperatives.

Wednesday, June 26, 2019—4:20 to 5:40 pm
Room C3.3

Master Lecture: Supporting the Implementation of the Pyramid Model for Promoting the Social Emotional Competence of Infants and Young Children in Early Care and Education Settings

Mary Louise Hemmeter, PhD
United States



The Pyramid Model is designed to address the social, emotional and behavioral needs of all children in early childhood contexts. In two efficacy trials of the Pyramid Model practices, changes in early childhood educators' implementation of the practices and children's resultant social and behavioral outcomes were observed (Hemmeter, Snyder, Fox, & Algina, 2016). In both of these efficacy studies, educators received a comprehensive professional development intervention that included training, implementation materials and 16 weeks of practice-based coaching. A challenge to the widespread use of the Pyramid Model is the need for implementation supports including extensive, ongoing professional development. This session will focus on the following: a) a summary of the research findings on the Pyramid Model; b) a description and evaluation of a framework for supporting the implementation of the Pyramid Model in authentic educational delivery settings, specifically, community-based early childhood programs; and c) implications for both practice and research.

Thursday, June 27, 2019—4:15 to 5:35 pm
Room C2.4

Master Lecture: Participation: Moving from Attendance to Involvement in the Presence of Physical Impairment

Christine Imms, PhD
Australia



Children with physical impairments, such as cerebral palsy, are known to have restricted participation in a range of activities outside school in comparison to their peers. Longitudinal evidence suggests that patterns of participation that are present in middle childhood are sustained through adolescence and into early adulthood. This evidence reinforces the need to support families who have children with physical impairments in establishing and sustaining healthy patterns of participation while the children are young. In this presentation, the family of Participation Related Constructs will be used as a theoretical framework for shifting our focus from developing activity competence as the prime mechanism for optimising participation outcomes to understanding and enhancing involvement while attending. While most young children with physical impairments can attend a range of activities with their parents or family members, the extent to which they are involved varies and often reduces with age. Within this masterclass, consideration will be given to both enhancing and measuring participation involvement.

Thursday, June 27, 2019—4:15 to 5:35 pm
Room C3.2

Master Lecture: Looking in the Rearview Mirror While Driving Forward: a Reflection on the Nature of Change in Early Intervention

Mark Innocenti, PhD
United States



When I began my career, early intervention was engaged in a debate about the effectiveness of intervention. Our research focus was on programmatic factors that could influence outcomes; How intensive were services? When should services begin? What worked best for whom? Clear answers to these questions were not identified but the zeitgeist was to better understand how intervention works. Since that time, the field, especially in the U.S., has become more bureaucratic in implementation, limited in frequency, with national program indicators whose veracity have been questioned. During this time our colleagues in early childhood focused on at-risk populations and infant mental health have been forced to ask the same questions about what works and have carried on a diverse portfolio of research on interventions and outcomes. Through these efforts, the importance of relationships as a primary driver of intervention has been recognized. This has been recognized more in principal than in practice in early intervention. In this talk, I will discuss this history and contrast it with current relationship-based approaches with my current focus on improving the way in which we work with families and those who provide services.

Friday, June 28, 2019—10:30 to 11:50 am
Room C2.1

Master Lecture: Evidence in Early Intervention: Using Single Case Design in Practice

Jennifer Ledford, PhD
United States



The research-to-practice gap is a well-established problem. Although the field has identified some evidence-based practices, practitioners continue to use those practices relatively infrequently, to use non-evidence practices instead, and to report inability to implement practices that are likely to improve outcomes for young children they serve. To complicate matters further, a number of evidence-based practices exist, but none have resulted in entirely positive outcomes. That is, there are examples of non-response to every evidence-based practice and no single practice is likely to improve outcomes for all children, behaviors, and contexts. The purpose of this lecture is to discuss the need for practitioners who serve young children to rely on evidence, including evidence they establish, to carefully assess the impact of interventions on young children's acquisition of adaptive behaviors. Use of single case design logic, including using children's own baseline data as a relevant comparison, will be discussed.

Thursday, June 27, 2019—10:30 to 11:50 am
Room C3.2

Master Lecture: Lessons Learned from Developing and Evaluating Relationship Based Interventions for Young Children with Developmental Challenges

Gerald Mahoney, PhD
United States



This presentation discusses six practical lessons learned from developing and evaluating relationship-based interventions for young children with disabilities and developmental risks that focus on encouraging parents to engage in highly responsive interactions with their children. First, Responsive Interaction Strategies (RISs) are highly effective at helping parents modify their interactions. Second, child development improvements depend upon parents acquiring five components of responsive interaction including: Reciprocity, Contingency, Non-Directiveness, Affect, and Interactive Match. Third, helping parents modify their style of interaction with their children is a sensitive process that takes time. Fourth, interventionists must provide follow-through instructions to encourage parents' use of RIS. Fifth, child development outcomes that are promoted through relationship-based interventions are mediated by the impact of parental responsiveness on children's engagement and assimilative learning. Sixth, Relationship-based Interventions are highly compatible with the themes encompassed in the Division for Early Childhood (DEC) Recommended Family Practices.

Wednesday, June 26, 2019—1:00 to 2:20 pm
Room C3.2

Master Lecture: How a Basketball Film Is Related to Early Intervention: Consultation to Caregivers

Robin McWilliam, PhD
United States



Early interventionists are too helpful! A caregiver (parent, teacher, etc.) barely begins describing a problem before we're bursting with ideas, suggestions, recommendations. We have years of experience with many children, families, and classrooms. We can't wait to help. The fact that this makes us look intelligent and useful doesn't hurt...until we don't. This master lecture will address the importance of early interventionists' practicing self-regulation when they consult with caregivers. It will introduce the Hoosier's Rule, describing how it is now part of an international model used in Australasia, Asia, Europe, South America, and North America.

Wednesday, June 26, 2019—2:30 to 3:50 pm
Room C3.2

Master Lecture: "I know what you are building. It is a train track with a ..."

Iona Novak, PhD
Australia



A child's first 1,000 days of life - the time between conception and their second birthday - is the brain's window of opportunity for intervention. Research has proven that children who receive intervention earlier and longer, have bigger gains long-term. Proven interventions for improving cognition and communication include: early childhood education, nutrition, and interactive reading. For children with a brain injury or brain abnormality (from either an acute injury or genetic abnormalities) the window is irrevocably altered, which is compounded by lost opportunity from late diagnosis, late rehabilitation and no existing brain repair treatments that cure. We are researching whether early neuroplasticity and regenerative medicine treatments such as motor training and stem cells treatments might optimise children's learning and even potentially repair brain damage. This presentation will describe findings from new clinical trials, explained through the words of a 5-year old who elegantly summarised our neuroscience.

Master Lecture: Stem Cells for Cerebral Palsy - What is the Evidence?

Dinah Reddihough, MD
Australia



Stem cells have provoked considerable interest as a potential therapy for cerebral palsy. However, research in this area is at an early stage with many unanswered questions including the type of stem cell to be used, the optimal dose and timing of administration and the best assessment tools, as it remains uncertain whether any gains are in motor function or in other domains. This presentation will focus on the most commonly used stem cell type, umbilical cord blood cells, the current evidence that is available and our small safety study nearing completion. The primary objective of this multi-site study is to gain preliminary information on the safety of fully matched sibling umbilical cord blood infusions in children with cerebral palsy aged between one and 15 years. Secondary aims are to gather data on the treatment effect to inform a larger study and to understand the length of time that the infused cells remain within recipients.

Wednesday, June 26, 2019—2:30 to 3:50 pm
Room C3.3

A Human Rights Approach to FASD

*June Oscar, PhD
Australia*

Co-Presenting with
Elizabeth Elliott AM, MD

Friday, June 28, 2019—10:30 to 11:50 am
Room C3.3

Master Lecture: Developing ECI systems in Europe and the Shift Towards a Capacity-Building Family-Centered Paradigm

*Ana Serrano, PhD
Portugal*



Developmental science has been demonstrating the importance of adopting a dialectical perspective emphasizing the interconnectedness of the individual and context to interpret child development. The contemporary conceptualization of Early Childhood Intervention (ECI) services and practices is based on an ecological, systemic, and family-centered perspective. This perspective requires a paradigm shift in practices and professional competences with implications at several levels. Europe has had a history of segregated and rehabilitative, clinical perspective concerning the education of children with special needs. The signing and ratifying of the Convention on the Rights of Persons with Disabilities (CRPD) was an important starting point for the required paradigm shift in many European countries. Eurllyaid is a European association, based in Luxembourg, founded in 1989, with the main goals of increasing the quality of life of families and children with special needs, through ECI and inclusion, as well as stimulating the growth and development of quality ECI systems on a European level. In this Master Lecture, the findings of European Projects supporting the development of the family systems ECI model, conducted with Eurllyaid in cooperation with other European partner countries, will be presented.

Thursday, June 27, 2019—10:30 to 11:50 am
Room C3.3

Master Lecture: Development and Implementation of Family Service Indicators of Early Intervention in Taiwan

*Shih-Heng (Luke) Sun, PhD
Taiwan*



Currently, Taiwan advocates the implementation of a family-centered early intervention model. However, it is unclear how this model is to be implemented in Taiwan. Following a literature review, a survey, meetings of experts, and focus group discussions, family service indicators and a service manual were developed to promote family-centered early intervention. Five service indicators were developed and questions were designed for each indicator. During meetings to plan individualized family services, staff discussed these questions with parents and asked them to rate each from 1 to 7 indicating their perceptions of each indicator. Based on these data, staff modified the individualized family service plan in consultation with parents. The service manual now provides details about how to discuss each indicator with parents in order to recommend program modifications to conform with the family service indicators and thereby promote family-centered early intervention.

Wednesday, June 26, 2019—2:30 to 3:50 pm
Room C2.1

Master Lecture: Focusing on What's Most Important: Is the Level of Maternal Education a Proxy for the Relationship of Parent Talk and Language Outcomes of Children Who are Deaf or Hard of Hearing?



Christine-Yoshinaga-Itano, PhD
United States

Information about the predictors of language outcome at 84 months and language growth from 4 to 7 years in a longitudinal study of 146 children who are deaf or hard of hearing will be presented. The impact of unmodifiable variables such as degree of hearing loss, non-verbal cognitive scores, and mothers' level of education on vocabulary development at 84 months of age as well as modifiable variables such as the impact of teaching parents how to better communicate with their infants/toddlers as measured through the amount of parent words per minute, meeting 1-2-3 (screen by 1 month, identify by 2 months, and in intervention by 3 months) in the Earlier Hearing Detection and Intervention program and expressive language outcomes in early childhood will be discussed. The relationships among predictor variables as well as the independence of each variable were examined through hierarchical linear modeling analyses.

Map of the International Convention Centre



Schedule: General Overview

Wednesday, June 26	
Time	Conference Activities
8:00 - 8:45	Registration
8:45 - 9:00	Begin Seating in Auditorium
9:00 - 10:30	Welcome / Introductions / Morning Program
10:30 - 11:00	Break (Beverages, pastries)
11:00 - 12:00	Keynote Address – KEMP
12:00 - 1:00	Lunch and Roundtables
1:00 - 2:20	Breakout Sessions
2:30 - 3:50	Breakout Sessions
3:50 - 4:20	Break (Beverages, pastries)
4:20 - 5:40	Breakout Sessions
5:40 - 7:00	Poster Session

Thursday, June 27	
Time	Conference Activities
8:00 - 9:00	Registration
9:00 - 10:00	Keynote Address – BAILEY
10:00 - 10:30	Break (Beverages, pastries)
10:30 - 11:50	Breakout Sessions
11:50 - 1:15	Lunch and Roundtables
1:15 - 2:35	Breakout Sessions
2:45 - 3:45	Breakout Sessions
3:45 - 4:15	Break (Beverages, pastries)
4:15 - 5:35	Breakout Sessions

Friday, June 28	
Time	Conference Activities
8:00 - 9:00	Registration
9:00 - 10:00	Keynote Address – TANN
10:00 - 10:30	Break (Beverages, pastries)
10:30 - 11:50	Breakout Sessions
11:50 - 1:15	Lunch and Roundtables
1:15 - 2:30	Breakout Sessions
2:45 - 3:25	Breakout Sessions
3:25 - 3:45	Break and Transition to Auditorium
3:45 - 4:30	ISEI Closing – GURALNICK

Conference Opening

Wednesday Morning, June 26, 2019

International Conference Centre Pyrmont Theatre

8:00 – 8:45 AM **Registration** Level 2 Foyer Coffee/Tea Available 

8:45 – 9:00 AM **Pyrmont Theater Seating**

9:00 – 10:30 AM **Opening and Cultural Event – “Welcome to Country”**

Introductory Presentations



Michael Guralnick, PhD
 Chair, ISEI
Tribute to Giorgio Albertini, MD



Coral Kemp, PhD
 Chair,
 Scientific
 Program
 Committee



Denise Luscombe,
 MPhty(PaedS)
 Chair, Local
 Organizing
 Committee



The Hon. Sarah Mitchell, MLC
 Minister for Education and
 Early Childhood Learning



Susana Gavidia-Payne, PhD
 RMIT University,
 Melbourne
“Australia’s National Disability Insurance Scheme: Promises, Potentials and Challenges”

10:30 – 11:00 AM **Break – Coffee/Tea and Pastries** 

11:00 – Noon **Keynote Presentation**



Coral Kemp, PhD
“Research Informing Practice in Early Intervention: How Hard Can It Be?”



Conference Schedule at a Glance

Day 1 -- Wednesday, June 26									
Time	Conference Activities								
8:00 - 8:45	Registration								
8:45 - 9:00	Begin Seating in Auditorium								
9:00 - 10:30	Welcome / Introductions / Morning Program								
10:30 - 11:00	Break (Beverages, pastries)								
11:00 - 12:00	Keynote Address – KEMP								
12:00 - 1:00	Lunch and Roundtables								
Time	Breakout Sessions by Topic								
1:00 - 2:20	Social Emotional Development	Children's Rights	Mental Health	Inclusion	Home Visiting	Global Issues	Professional Development*	Environmental Risk*	
2:30 - 3:50	Hearing Impairment*	Autism	Innovative Practices	Families	Trauma, Abuse, and Neglect	Language & Communication	Cerebral Palsy*	FASD	
3:50 - 4:20	Break (Beverages, pastries)								
4:20 - 5:40	Service Delivery Models	Assessment	Families	Inclusion	Professional Development	Intervention Outcomes	Innovative Practices*	Social Emotional Development*	
5:40 - 7:00	Poster Session and Reception								

Day 2 -- Thursday, June 27									
Time	Conference Activities								
8:00 - 9:00	Registration								
9:00 - 10:00	Keynote Address – BAILEY								
10:00 - 10:30	Break (Beverages, pastries)								
Time	Breakout Sessions by Topic								
10:30 - 11:50	Policy Development	Environmental Risk	Language & Communication	Preterm Children	Professional Development	Policy Development	Developmental Processes*	Families*	
11:50 - 1:15	Lunch and Roundtables								
1:15 - 2:35	Service Delivery Models	Hearing Impairment	Inclusion	Motor Disorders	Assessment	Global Issues	Autism*	Professional Development*	
2:45 - 3:45	Innovative Practices	Language & Communication	Social Emotional Development	Autism	Cultural Issues	Professional Development	Visual Impairment*	Service Delivery Models*	
3:45 - 4:15	Break (Beverages, pastries)								
4:15 - 5:35	Social Emotional Development	Assessment	Fragile X Syndrome	Inclusion	Families	Service Delivery Models*	Home Visiting*	Innovative Practices	

Day 3 -- Friday, June 28									
Time	Conference Activities								
8:00 - 9:00	Registration								
9:00 - 10:00	Keynote Address – TANN								
10:00 - 10:30	Break (Beverages, pastries)								
Time	Breakout Sessions by Topic								
10:30 - 11:50	Innovative Practices*	Assessment	Inclusion	Professional Development	Service Delivery Models	Policy Development	Language & Communication	Families*	
11:50 - 1:15	Lunch and Roundtables								
1:15 - 2:30	Environmental Risk	Hearing Impairment	Families	Inclusion	Evaluation and Accountability	Policy Development	Home Visiting	Families	
2:45 - 3:25	Service Delivery Models	Attachment	Hearing Impairment	Cultural Issues	Inclusion				
3:25 - 3:45	Break and Transition to Auditorium								
3:45 - 4:30	ISEI Closing – GURALNICK								

Symposium

*Includes Master Lectures

Roundtables

Wednesday, June 26, 2019—12:00 to 1:00 pm

Building Systems to Support ECI in Low - and Middle-Income Countries

Leaders: Kate Milner and Fleur Smith

Participatory Approaches to Service Design, Implementation and Evaluation: The Role of Children and Parents as Key Service Stakeholders

Leader: Rebekah Grace

Let's Not Allow Funding to Get in the Way of a Good Early Childhood Intervention Program

Leaders: Anoo Bhojti and Sylvana Mahmic

Thursday, June 27, 2019—11:50 am to 1:15 pm

The Use and Interpretation of Big Data, Anecdote and Evidence in Clinical Practice

Leader: Katie Neal

The Risks and Benefits of Pre-Natal and New-Born Screening for Genetic Diagnoses Associated with Neurodevelopmental Problems

Leader: Don Bailey

Early Childhood Intervention vs Intensive Therapy: Complementary or Counter-Productive?

Leaders: Tim Moore and Robin McWilliam

The Challenges of Challenging Behaviour - Let's Talk Practice!

Leader: Mary Louise Hemmeter

Friday, June 28, 2019—11:50 to 1:15 pm

Focus on Practice: Increasing Parent Participation Through Parent-Child Interaction

Leaders: Mark Innocenti and Gerald Mahoney

Using Single Case Research to Validate Practice: The Why and The How

Leader: Jennifer Ledford

Recruiting and Retaining Early Interventionists Able to Support Evidence Based Practice in Inclusive Environments: Recognising and Addressing the Need

Leader: Mary Beth Bruder

Research to Practice in Early Childhood Intervention: Fostering Practitioner-Researcher-Family Collaborations

Leaders: Susana Gavidia Payne and Kerry Bull

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 1:00 PM to 2:20 PM

Session 1.10 --- Social Emotional Development --- Symposium --- Meeting Room C2.1

Tiered Supports for Parents and Their Young Children to Improve Social-Emotional Outcomes: Meeting Families Where They Are
Symposium Organizer - Kathleen Baggett, PhD

Mobile Internet-Based Parenting Support to Improve Social-Emotional Outcomes of Very Low Birth Weight Infants: A Randomized Controlled Trial - (United States)

Kathleen Baggett, PhD

Reducing the Risk of Child Maltreatment Perpetration Among Marginalized Fathers of Young Children: Lessons Learned from the Safecare Dads to Kids Efficacy Trial - (United States)

Shannon Self-Brown, PhD

Treating Maternal PTSD to Enhance Parenting and Reduce Maltreatment Recidivism: an Open Trial - (United States)

Claude Chemtob, PhD; Michael Lindsey, PhD

Session 1.20 --- Children's Rights --- Paper Session --- Meeting Room C2.2

The Role of the Health Sector in a Cross Sectoral System of Early Childhood Intervention in Portugal - (Portugal)

José Boavida, MD

Early Intervention: Universal Rights to Environments - (United States)

Rune Simeonsson, PhD, MSPH

Enacting the Rights of Young Children with Disability to Be Heard: The Nexus Between Policy, Research and Practice - (Australia)

Jackie Brien, BA, GDCD

Session 1.30 --- Mental Health --- Paper Session --- Meeting Room C2.3

The Florida Early Childhood Court Programs: Qualitative Results from a State-Wide Evaluation - (United States)

Joanna Mackie, PhD Candidate; Jennifer Marshall, PhD, MPH; Destiny Singleton, BA; Ngozi Agu, PhD Candidate; Tara Foti, PhD Candidate

The Child and Parent Emotion Study: Prospective Cohort Study Informing Early Intervention Development - (Australia)

Elizabeth Westrupp, PhD; Jacqui Macdonald, PhD; George Youssef, PhD; Clair Bennett, PhD; Sophie Havighurst, PhD; Christiane Kehoe, PhD

Improving Treatment Delivery and Outcomes for Infants and Toddlers in Early Intervention By Focusing on Maternal Mental Health - (United States)

Anne Wheeler, PhD; Katherine Okoniewski, PhD; Dore LaForett, PhD; Marcia Mandel, PhD; Rebecca Salomon; Julee Waldrop, PhD; Maureen Baker, PhD; Linda Beeber, PhD

Session 1.40 --- Inclusion --- Symposium --- Meeting Room C2.5

Inclusion in Australia, Greece and Malaysia: Access to Services, Programs and Learning
Symposium Organizer - John Forster

Early Childhood Inclusion in Australia - (Australia)

John Forster, BA

Early Childhood Inclusion in Malaysia - (Malaysia)

Lai Thin Ng

Early Childhood Inclusion in Greece - (United Kingdom)

Elena Soukakou, PhD

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 1:00 PM to 2:20 PM

Session 1.50 --- Home Visiting --- Symposium --- Meeting Room C2.6

Designing, Testing and implementing a Sustainable Nurse Home Visiting Program
Symposium Organizer - Lynn Kemp, PhD

Home Visiting: Partnerships for Facilitating Rapid Transition from High Quality Research to Sustainable, At-Scale, High Quality Implementation - (Australia)

Diana Harris, BA; Lynn Kemp, PhD; Susan Perlen, PhD; Tracey Bruce, MHSM; Sharon Goldfeld, PhD

Home Visiting: Embedding Both Fidelity and Flexibility in Program Design, Implementation and Evaluation - (Australia)

Lynn Kemp, PhD; Diana Harris, BA; Susan Perlen, PhD; Tracey Bruce, MHSM; Sharon Goldfeld, PhD

Home Visiting: Conducting Research in the 'Real World', and Processes for Doing This Well - (Australia)

Sharon Goldfeld, PhD; Diana Harris, BA; Susan Perlen, PhD; Tracey Bruce, MHSM; Lynn Kemp, PhD

Session 1.60 --- Global Issues --- Symposium --- Meeting Room C2.4

What works for early intervention implementation in diverse low resource settings? Experiences from Bangladesh, India and Uganda
Symposium Organizer - Cally Tann, PhD

Outcome of Community-Based Parent Led Early Intervention for Children with Cerebral Palsy in Rural Bangladesh - A Quasi-Experimental Study - (Australia)

Tasneem Karim, PhD Candidate; Mohammad Muhit, PhD; Israt Jahan, MPH; Claire Galea, MSc; Hayley Smithers-Sheedy, PhD; Nadia Badawi, PhD; Gulam Khandaker, PhD

Mechanisms for Change in a Community-Based Parent Delivered Early Intervention Program in West Bengal India - (United Kingdom)

Nataya Branjerdporn, PhD Candidate; Kath Benfer, PhD; Iona Novak, PhD; Cathy Morgan, PhD; Koa Whittingham, PhD; A Ghosh; Leanne Sakzewski, PhD; Jenny Ziviani, PhD, OT; Roslyn Boyd, PhD

Implementing an Early Intervention Programme for Young Children with Developmental Disability in Uganda: Understanding Feasibility, Acceptability and Scale-Up - (United Kingdom)

Margaret Nampijja, PhD; Ruth Nalugya; James Nyonyintono, MMed; Emily Webb, PhD; Heidi Nakamura, RN; Brooke Magnusson, MA; Anita Muhumuza, MMed; Cathy Morgan, PhD; Janet Seeley, PhD; Cally Tann, PhD

Session 1.70 --- Professional Development --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: Title - How a Basketball Film Is Related to Early Intervention: Consultation to Caregivers - (United States)

Robin McWilliam, PhD

Are We Ready? Assessing and Monitoring Childcare Services to Deliver Early Intervention for Autistic Children - (Australia)

Kathryn Fordyce, SLP; Damhnat McCann, PhD; Ceridwen Owen, PhD; Colleen Cheek, MEd; Miranda Stephens, MPsych; Penny Allen, PhD; Lyndsay Quarmby, PhD; Marilyn Cross, PhD; Wendy Roberts; Karen Herne

Session 1.80 --- Environmental Risk --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Bridging the Word Gap: All Hands on Deck to Prevent Children's Language Delays By Enriching Their Language Learning Environments - (United States)

Judith Carta, PhD

Transforming Practice: Early Educators Connecting to Families in High Poverty Areas - (Australia)

Christine Woodrow, PhD

Using a Mixed Method Design to Evaluate an Ecological Early Intervention Model Serving Children from Low Income Backgrounds in Singapore - (Singapore)

Huichao Xie, PhD; Kenneth Poon, PhD; Heidi Layne, PhD

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 2:30 PM to 3:50 PM

Session 2.10 --- Hearing Impairment --- Master Lecture Session --- Meeting Room C2.1

Master Lecture: Focusing on What's Most Important: Is the level of Maternal Education a Proxy for the Relationship of Parent Talk and Language Outcomes of Children Who are Deaf or Hard of Hearing? - (United States)

Christine-Yoshinaga-Itano, PhD

Impact of Graphical Feedback on Verbal Interactions Between Caregivers and Children with Hearing Loss: Implications for Research to Practice - (Australia)

Yuriko Kishida, PhD; Coral Kemp, PhD

A Comparison of Practitioner and Caregiver Behaviours in Two Family-Centred Early Intervention Settings for Children Who Are Deaf or Hard-Of-Hearing: In-Person and Telepractice - (Australia)

Melissa McCarthy, PhD Candidate; Greg Leigh, PhD; Michael Arthur-Kelly, PhD

Session 2.20 --- Autism --- Paper Session --- Meeting Room C2.2

Addressing Service Gaps for Families and Providers of Individuals with Autism Spectrum Disorders in Rural Communities: Is Telehealth the Solution? - (United States)

Alacia Stainbrook, PhD; Pablo Juárez; Amy Weitlauf, PhD; Zachary Warren, PhD

Intervention Decision-Making of Parents of Young Children with ASD - (Australia)

Sarah Carlon, PhD; Mark Carter, PhD; Jennifer Stephenson, PhD

Predictors of Treatment Response in Autism: Can We Tell for Whom and Why? - (Australia)

Valsamma Eapen, PhD

The Impact of a Parent-implemented, Naturalistic Instruction Intervention to Promote Social Communication Skills in Preschoolers with Autism: A Training Plus Coaching Approach. - (New Zealand)

Estelle Pretorius, SLP; Sally Clendon, PhD; Tara McLaughlin, PhD

Session 2.30 --- Innovative Practices --- Paper Session --- Meeting Room C2.3

Effect of a Family-Centered Intervention Program on Neurobehavioral Outcomes At a Corrected Age of 24 Months and Its Relationship with Early Neurophysiological Function in Preterm Infants - (Taiwan)

Hsiao-Yuan Lee; Suh-Fang Jeng, PhD

Supporting Practice Shifts in the Real World: the Story of People Embracing New Ways of Working - (New Zealand)

Katherine Reilly; Julia Woodward, MEd

Enhancement of Listening Skills in Young Children Using Assistive Hearing Technology: An Exploratory Study - (Singapore)

Sunitha Sendhilnathan, SLP; Laveena Gladson; Khairiah Sidik

Healthy Mothers Healthy Families: Co-designed and Co-delivered By Mothers of Children with a Disability. - (Australia)

Helen Bourke-Taylor, PhD

Session 2.40 --- Families --- Paper Session --- Meeting Room C2.5

Doing My Best: A Theory of Confident Championing Following a Child's Diagnosis of Developmental Challenge - (Ireland)

Anne O'Connor, MA

Impacts of a Community of Family-Centered Practice for Home Visiting Practitioners: Quantitative and Qualitative Lessons Learned - (United States)

Lori Roggman, PhD; Mark Innocenti, PhD

Family Quality of Life When There Is a Child With Disability in India: A Mixed Methods Study - (India)

Shabnam Rangwala, PhD

Family-led Peer Network Formation: Translating Knowledge Across Cultures - (New Zealand)

Trisha Bengel, NZROT

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 2:30 PM to 3:50 PM

Session 2.50 --- Trauma, Abuse, and Neglect --- Symposium --- Meeting Room C2.6

Families Facing Unique Situations: Understanding What Barriers They Face and Strategies to Build Relationships
Symposium Organizer - Rosa Milagros Santos, PhD

Opportunities and Resources to Support Families and their Young Children with Disabilities who have Experienced Trauma - (United States)

Nicole Adams, M.Ed

Enhancing Early Intervention Professionals' Understanding of Families who Experience Challenging Circumstances - (United States)

Catherine Corr, PhD

Serving Those Who Serve: Effectively Supporting Military Families in Early Intervention - (United States)

Michaelene Ostrosky, PhD; Robyn DiPietro-Wells

Session 2.60 --- Language & Communication --- Paper Session --- Meeting Room C2.4

Describing the Transition from Sign to Word in the Early Vocabularies of Young Children with Down Syndrome - (New Zealand)

Anne van Bysterveldt, PhD; Susan Foster-Cohen, PhD; Viktoria Papp, PhD

Let the Children Dance: the Effects of Music, Dance, Movement and Creative Arts Language Programs in a Migrant and Refugee Transition

Class - (Australia)

Margie Rogers, PhD

Giving Every Child a Voice: Parent-Child Interaction Skill Coaching to Advance Augmentative and Alternative Communication Use -

(Canada)

Veronica Smith, PhD; Barb Reid, MS; Jennifer Schulmeister, MS; Chantal Labonte, MEd

Session 2.70 --- Cerebral Palsy --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: "I know what you are building. It is a train track with a ..." - (Australia)

Iona Novak, PhD

Master Lecture: Stem Cells for Cerebral Palsy - What is the Evidence? - (Australia)

Dinah Reddihough, MD

Session 2.80 --- FASD --- Master Symposium --- Meeting Room C3.3

A Human Rights Approach to FASD - (Australia)

June Oscar, PhD

Impact of FASD on Learning, Behaviour and Educational Outcome: the Lililwan Project - (Australia)

Elizabeth Elliott AM, MD

FASD in Remote Aboriginal Communities: Personal Perspective - (Australia)

Davies, Jadnah

FASD and Complex Trauma: an Approach for Educators - (Australia)

Thomas, Sue

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 4:20 PM to 5:40 PM

Session 3.10 --- Service Delivery Models --- Symposium --- Meeting Room C2.1

Developing Research in Special Education Directed Towards Early Interventions in Childhood Education in a Swedish Context
Symposium Organizer - Mara Allodi Westling, PhD

Discussing Projects in Special Education Directed Towards Early Interventions in Childhood Education in the Swedish Context - (Sweden)

Mara Allodi Westling, PhD; Sven Bölte, PhD; Henrik Danielsson, PhD; Mats Granlund, PhD; Jenny Wilder, PhD

Formal and Informal Support to Children with Behavioral Problems in Swedish Preschools. What Increases the Odds for Receiving Support; Do Formal or Informal Support Form Matter? - (Sweden)

Mats Granlund, PhD; Lena Almqvist, PhD; Jenny Wilder, PhD; Mara Allodi Westling, PhD; Sven Bölte, PhD; Henrik Danielsson, PhD

A Systematic Review of Early Intervention for Education in Scandinavia - (Sweden)

Henrik Danielsson, PhD; Sven Bölte, PhD; Jenny Wilder, PhD; Mats Granlund, PhD; Mara Allodi Westling, PhD

Session 3.20 --- Assessment --- Paper Session --- Meeting Room C2.2

Play: A Play-Based Approach for Assessment of Young Children: Why and How - (United States)

Toni Linder, EdD

Evidencing Engagement: Developing an Evidence Gathering App for Observing Engagement in Early Childhood Settings - (United Kingdom)

Barry Carpenter, OBE, PhD

Detecting Developmental Delays in Infants from a Low-Income South African Community: Comparing the Outcome of the Bayley Scales of Infant and Toddler Development and PEDS Tools - (South Africa)

Shabnam Abdoola, MA; Jeannie Van der Linde, PhD; De Wet Swanepoel, PhD

Session 3.30 --- Families --- Paper Session --- Meeting Room C2.3

Family Quality of Life When There is a Child with Disability: A Mixed Methods Study in the Australian Context - (Australia)

Anoo Bhopti, PhD; Shobha Sachdev

Parental Experiences of Early Intervention: Themes and Considerations for Practice - (Australia)

Bea Staley, PhD

Teachable Moments - (Singapore)

Yean Kwan Loo, MEd; Vincent Raj Ferida; Priyanka Awasthi, MSW; Rathi Dev Balachandran, MEd

Building Caregiver Capacity and Improving Parental Satisfaction - (Singapore)

Vincent Raj Ferida

Session 3.40 --- Inclusion --- Paper Session --- Meeting Room C2.5

My Name is Indiane, I Want to Play with You. I Am a Child with Profound Multiple Learning Disabilities. - (Norway)

Ena Heimdahl, MA; Helene Fulland, PhD

Characteristics of Swedish Inclusive Preschools Where Children with Special Support Needs Are Highly Engaged - (Sweden)

Frida Åström, MSc

Preschool Adjustment of Two-Year-Old Children with Special Needs in Regular Classes: Supporting Parent Engagement with Preschool Classroom Educators and Parent Cooperation - (Taiwan)

Chiou-Shiue Ko, PhD

Schedule: Sessions by Day & Time

Wednesday, June 26, 2019 --- 4:20 PM to 5:40 PM

Session 3.50 --- Open --- Paper Session --- Open

Open - (Open)

Open

Session 3.60 --- Intervention Outcomes --- Symposium --- Meeting Room C2.4

Early Intervention in Singapore for Young Children with Developmental Concerns: Child, Family, and Transition Outcomes Symposium Organizer - Kenneth Poon, PhD

Early Intervention in Singapore for Young Children with Developmental Concerns - (Singapore)

Mo Chen, PhD; Huichao Xie, PhD; Nicolette Waschl, PhD; Rebecca Bull, PhD; Kenneth Poon, PhD

One-year Family Outcomes of Early Intervention for Children with Developmental Concerns - (Singapore)

Huichao Xie, PhD; Mo Chen, PhD; Nicolette Waschl, PhD; Rebecca Bull, PhD; Kenneth Poon, PhD

Parent Report of Transition Practices from Early Childhood Intervention to Primary/Special Education - (Singapore)

Kenneth Poon, PhD; Mo Chen, PhD; Huichao Xie, PhD; Nicolette Waschl, PhD

Session 3.70 --- Innovative Practices --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: Research Into Everyday Early Childhood Intervention: Understanding What It Takes to Implement and Sustain Good Practice - (Australia)

Susana Gavidia-Payne, PhD

Experiential Training in Novel 'participatory' Engagement Mechanisms - Early Intervention Practitioners Share Their Learning - (New Zealand)

Gareth Williams, MSc; Annick Janson, PhD

Session 3.80 --- Social Emotional Development --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Supporting the Implementation of the Pyramid Model for Promoting the Social Emotional Competence of Infants and Young Children in Early Care and Education Settings - (United States)

Mary Louise Hemmeter, PhD

Access, Supports and Participation (ASaP) Continuum Project: Scaling Up and Sustainability - (Canada)

Barb Reid, MS; Veronica Smith, PhD; Michaela Jelen, MEd

Fostering Social and Emotional Learning in the Preschool Years: A Systematic Review and Meta-Analysis of Universal Curriculum-Based Interventions - (Australia)

Claire Blewitt, PhD Candidate; Helen Skouteris, PhD

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 10:30 AM to 11:50 AM

Session 4.10 --- Policy Development --- Paper Session --- Meeting Room C2.1

Fixing the Systems – Modern Trends in Early Intervention Development in Russia - (Russian Federation)

Elena Starobina, Elena Kozhevnikova, PhD

Allied Health Students in the Early Childhood Intervention Sector in NSW - (Australia)

Kim Bulkeley, PhD; Sue McAllister, PhD; Gillian Nisbet, PhD

Sustainability of Intensive Autism-Specific Centre-Based Services - Insights from the Aselccs - (Australia)

Kristy Capes; Kathryn Fordyce, SLP; Katherine Pye, MAppSc.; Grace Frost

Implementation of the NDIS in the Early Childhood Intervention Sector - (Australia)

Karen Fisher, PhD; Christiane Purcal, PhD

Session 4.20 --- Environmental Risk --- Paper Session --- Meeting Room C2.2

School Readiness and Television Viewing in Preschool Children from Economically Disadvantaged Homes: Evidence from India - (India)

Prahbjot Malhi, PhD; Bhavneet Bharti, PhD

Facebook Tracing as a Tool to Minimise Selective Attrition: Findings from the Follow-Up of a Randomised Controlled Trial - (Australia)

Shannon Bennetts, PhD; Jasmine Love, BA; Naomi Hackworth, PhD; Jan Nicholson, PhD

Exploring Positive Deviance: How At-Risk Families Are Successfully Navigating Through Early Intervention and Early Education - (Singapore)

Juliet Tanuwira; Wan Har Chong, PhD; Nandita Nalawala; Shi Ning Wong

Session 4.30 --- Language & Communication --- Symposium --- Meeting Room C2.3

Supporting Caregivers' Communicative Engagement with Young Children to Promote Language Outcomes: Promising Interventions from Three Countries

Symposium Organizer - Judith Carta, PhD

Supporting Caregivers' Communicative Engagement with Young Children to Promote Language Outcomes: Promising Interventions from Three Countries - (United States)

Judith Carta, PhD; Rebekah Grace, PhD; Dale Walker, PhD; Elizabeth Schaugency, PhD

Bulundidi Gudaga: Supporting Positive Parent-child Interaction and Language Development in an Australian Aboriginal Community - (Australia)

Rebekah Grace, PhD; Kate Short, MA; Lynn Kemp, PhD; Patricia Eadie, PhD

Using Quality Early Child Care and Home Visiting Programs to Address the Word Gap - (United States)

Dale Walker, PhD; Kathy Bigelow, PhD; As Guerrero, PhD; Amy Turcotte; Fan Jia, PhD

Supported Professional Development Targeting Oral Language Interactions in Home-Based Education and Care: Benefits for Educator-Child Shared Reading Interactions - (New Zealand)

Sarah Timperley, PhD (Student); Elizabeth Schaugency, PhD; Isabella Crawford; Jane Carroll, PhD; Dione Healey, PhD; Elaine Reese, PhD

Session 4.40 --- Preterm Children --- Paper Session --- Meeting Room C2.5

Longitudinal Study of Executive Function in Children Born Low Birth Weight and Preterm - (United States)

Patricia Blasco, PhD

The Development of a Post-discharge Intervention Program in Sweden for Extremely Preterm Infants and Their Caregivers, Through Home Visits During Their First Year of Life - (Sweden)

Erika Baraldi, PhD Candidate; Ulrika Adén, MD; Kristina Lowing, PhD; Ann-Charlotte Smedler, PhD; Bjorn Westrup, PhD, MD; Mara Westling Allodi, PhD

Engaging Mothers in an iPhone-Based App to Strengthen Parenting Practices for Improving Social-Emotional Outcomes of Low Birth Weight Infants: A Randomized Controlled Trial - (United States)

Kathleen Baggett, PhD

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 10:30 AM to 11:50 AM

Session 4.50 --- Professional Development --- Paper Session --- Meeting Room C2.6

Families as Mentors: Preparing Teachers to Engage in Family-Centered Practices - (United States)

Susan Sandall, PhD

A Systemic Review of the Personnel Preparation of Early Childhood Intervention Professionals in Teaming - (United States)

Ching-I Chen, PhD; Patricia McCollum, PhD

Lessons Learned Co-Planning, Delivering, and Evaluating International Professional Development for Rural ECE Teachers - (United States)

Lea Ann Christenson, PhD

Session 4.60 --- Policy Development --- Paper Session --- Meeting Room C2.4

Tales from the Road: Community Building Capacity in Early Childhood Early Intervention - (Australia)

Angela de Silva

Unexpected Opportunities: Australia's National Disability Insurance Scheme (NDIS) as a Vehicle for Extending Best Practice in Preschools and Schools - (Australia)

Christine Johnston, PhD; Kerry Staples, MEd

Implementing Best Practice in a Changed Policy Environment: Australia's National Disability Insurance Scheme and the Early Childhood Early Intervention Approach - (Australia)

Vanessa Robinson, Jennifer Kemp, BAppSc

Do Behaviors in Kindergarten Predict Future Economic Outcomes? - (Canada)

Francis Vergunst, PhD; Richard Tremblay, PhD; Daniel Nagin, PhD; Frank Vitaro, PhD; Sylvana Côté, PhD

Session 4.70 --- Developmental Processes --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: Lessons Learned from Developing and Evaluating Relationship Based Interventions for Young Children with Developmental Challenges - (United States)

Gerald Mahoney, PhD

The Power of Moments in the Process of Intervention - (Germany)

Franz Peterander, PhD

The Impact of Positive Parenting and Other Parental Variables on the Development of Young Children with Cognitive Delay - (Spain)

Fina Ferrer, PhD; Rosa Vilaseca, PhD; Magda Rivero, PhD; Rosa Bersabé, PhD; María-José Cantero, PhD; Esperanza Navarro-Pardo, PhD; Clara Valls-Vidal, PhD

Session 4.80 --- Families --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Development and Implementation of Family Service Indicators of Early Intervention in Taiwan - (Taiwan)

Shih-Heng (Luke) Sun, PhD

Empowering Parents to Be More Effective in Early Intervention - (New Zealand)

Suzanne Kok, MS; Sydney Davies, PhD

Supporting Family Centred Practices in Early Intervention: What Families Want Other Families to Know - (Australia)

Kerry Dominish, BS; Rosemary Morrison

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 1:15 PM to 2:35 PM

Session 5.10 --- Service Delivery Models --- Symposium --- Meeting Room C2.1

Focus on Functioning and Families: International Implementation of the Routines-Based Model
Symposium Organizer - Robin McWilliam, PhD

Leadership and Artists in Residence - (United States)

Robin McWilliam, PhD

Challenges and Adaptations to Implementation of the Model in Natural Environments - (United States)

Margarita Cañadas Pérez, PhD

International Research on the Model and Implications for Fidelity - (Taiwan)

Ai-Wen Hwang, PhD

Session 5.20 --- Hearing Impairment --- Symposium --- Meeting Room C2.2

What is Success? Optimising Outcomes Beyond Language for Children with Hearing Loss in Early Intervention
Symposium Organizer - Aleisha Davis, MSLP

Communication That Leads to Successful Social Inclusion: Are Excellent Speech and Language Skills Sufficient? - (Australia)

Anne Fulcher, PhD; Tracy Hopkins, MSLP; Aleisha Davis, MSLP

Does How Clearly I Speak Impact How Well I Read? The Relationship Between Speech and Early Literacy Outcomes in Children with Hearing Loss - (Australia)

Tracy Hopkins, MSLP; Anne Fulcher, PhD; Aleisha Davis, MSLP

Language is Caught Not Taught: Applying Functional Listening Skills to Guide Communication Development and Intervention - (Australia)

Aleisha Davis, MSLP; Anne Fulcher, PhD; Tracy Hopkins, MSLP; Elisabeth Harrison, PhD; Robert Cowan, PhD

Session 5.30 --- Inclusion --- Symposium --- Meeting Room C2.3

Systems Indicators of High-Quality Inclusion
Symposium Organizer - Grace Kelley, MSW

Developing State Systems Indicators of High-Quality Inclusion - (United States)

Megan Vinh, PhD

Supporting Local Programs with Implementing High-Quality Inclusion - (United States)

Christina Kasprzak, BS

Using the Inclusion Indicators: Examples of Implementation in States - (United States)

Kathleen Hebbeler, PhD

Session 5.40 --- Motor Disorders --- Paper Session --- Meeting Room C2.5

Cognitive Strategy Use in Children with Unilateral Cerebral Palsy - (Australia)

Kelsey Jamieson, MOT; Christine Chapparo, MA, PhD, DipOT

Before Two: Minimising Communication Impairment - (Australia)

Roslyn Ward, PhD; Elizabeth Barty, MA; Linda Orton, PhD Candidate; Catherine Elliott, PhD; Jane Valentine, MD

Feasibility and Acceptability of a New Clinic Model for Early Diagnosis of Cerebral Palsy - (Australia)

Prue Golland, MPH, BAppSc.; Anna te Velde, PhD Candidate; Iona Novak, PhD; Esther Tantsis, PhD; Jane Berry; Johanna Korkalainen, BAppSc; Cathy Morgan, PhD; Robyn McMurdo;

Ronda Shehata, BS

Early Powered Mobility and the Influence on Social, Cognitive and Daily Living Skills in Children Under 5 Years with Mobility Limitations - (Australia)

Nicole Henderson; Jo Shugg

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 1:15 PM to 2:35 PM

Session 5.50 --- Assessment --- Symposium --- Meeting Room C2.6

Screening and Assessment of Young Children with Developmental Concerns in Cross-Cultural Settings: The Case of Singapore
Symposium Organizer - Huichao Xie, PhD

The Adaptation and Norming of Developmental Screening Measures for Young Children in Singapore - (Singapore)

Huichao Xie, PhD; Mo Chen, PhD; Kenneth Poon, PhD; Yong Hwee Nah, PhD

The Adaptation and Norming of Standardized Tests Understanding the Development of Young Children in Singapore - (Singapore)

Nicolette Waschl, PhD; Kenneth Poon, PhD; Mo Chen, PhD; Huichao Xie, PhD; Yong Hwee Nah, PhD

The Development of a Survey of Adaptive Behavior Skills Among Children in Singapore - (Singapore)

Mo Chen, PhD; Kenneth Poon, PhD; Huichao Xie, PhD; Nicolette Waschl, PhD; Yong Hwee Nah, PhD

Session 5.60 --- Global Issues --- Symposium --- Meeting Room C2.4

Early Intervention Across Boundaries - International Collaboration in Research and Education
Symposium Organizer - Eva Björck-Åkesson, Ph.D

International Collaboration - Added Value - (Sweden)

Rune Simeonsson, PhD, MSPH; Eva Björck-Åkesson, PhD; Pedro Lopes dos Santos, PhD

Central Aspects for Developing and Continuing Collaboration - (Sweden)

Eva Björck-Åkesson, PhD; Franz Peterander, PhD

The Growth of International Collaboration: Addressing Critical Issues - (Sweden)

Eva Björck-Åkesson, PhD; Mats Granlund, PhD; Markku Leskinen, EdD

Session 5.70 --- Autism --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: Autism and Girls: New Voices - New Perspectives - (United Kingdom)

Barry Carpenter, PhD

Intervention Outcomes Through Continuity of Quality Special Education Services Provided to Children Zero to Three Received At Children's Primary Educational Settings - (United States)

Piret Leonetti, PhD

Early Foundations: An Innovative Program for Building Skills for Children with Autism Prior to Preschool - (Australia)

Sarah Rawlins

Session 5.80 --- Professional Development --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Workforce Development in ECI: Past, Present and Future Approaches - (United States)

Mary Beth Bruder, PhD

Establishing an Evidence Base for Families as Peer Workers: Innovating ECI Service Delivery to Build Family Capacity - (Australia)

Melanie Heyworth, PhD; Sylvana Mahmic, MEd

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 2:45 PM to 3:45 PM

Session 6.10 --- Innovative Practices --- Paper Session --- Meeting Room C2.1

Telepractice Delivery of an Autism Early Intervention Program to Parent Groups: Parent and Child Outcomes - (Australia)

Robyn Garnett, GDipSLP; Bronwyn Davidson, PhD; Patricia Eadie, PhD

Building Tots Early Childhood Screening and Transition to Preschool Program - (Australia)

Genevieve Johnsson

Reaching Children in Remote Australian Communities with Responsive Allied Health Supports - (Australia)

Kim Bulkeley, PhD; Corrie Taylor, MSc

Session 6.20 --- Language & Communication --- Symposium --- Meeting Room C2.2

Let's Chat: A Pilot for Enhancing Early Oral Literacy in At-Risk Communities

Symposium Organizer - Lou Ambrosy, OT

Let's Chat: The Implementation of a Program to Enhance Early Oral Literacy in an Entire Region of Melbourne, Australia - (Australia)

Emma Boag, BA

Let's Chat: A Pilot for Enhancing Early Oral Literacy in At-Risk Communities Evaluation Phase - (Australia)

Alison Webster, BA, ECE

Let's Chat: The Co-Design of a Program to Enhance Early Oral Literacy in At Risk Communities - (Australia)

Lou Ambrosy, OT; Christine Ironside; Emma Boag, BA

Session 6.30 --- Autism --- Symposium --- Meeting Room C2.3

Way to Play: Meeting the Challenge of Supporting Play for Kids with Autism

Symposium Organizer - Julia Woodward, MEd

Way to Play: Children with Autism Just Want to Have Fun! - (New Zealand)

Neil Stuart; Tanya Blakey

Way to Play: Collaborative Approach to Sustained Implementation - (New Zealand)

Julia Woodward, MEd; Dervla Beaumont, MA

Session 6.40 --- Social Emotional Development --- Paper Session --- Meeting Room C2.5

Self-Management Strategies for Young Children Who Display Challenging Behaviors - (United States)

Samantha Riggleman, MAT

Victoria Preschool Educators' Responses to Implementation of the Pyramid Model for Young Children's Social-Emotional Development - (Australia)

Janene Swalwell, MEd

Transactional Processes Between Children's Hyperactivity, Engagement and Social Interactions in Swedish Preschools - (Sweden)

Madeleine Sjöman, PhD

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 2:45 PM to 3:45 PM

Session 6.50 --- Cultural Issues --- Paper Session --- Meeting Room C2.6

Evidence-Based Practice for Early Intervention with Australian Aboriginal Children and Families - (Australia)

Gwendalyn Webb, PhD

A Relational Reframing of Early Intervention: Fostering Family Wellbeing and Child Health Equity - (Canada)

Alison Gerlach, PhD

Increasing CALD Communities' Participation in NDIS Early Childhood Early Intervention Supports. - (Australia)

Susan Hall, MOT

Session 6.60 --- Professional Development --- Symposium --- Meeting Room C2.4

The Early Childhood Personnel Center: From Exploration to the Implementation of a Comprehensive and Integrated System of Early Childhood Personnel Development in Early Childhood Intervention

Symposium Organizer - Mary Beth Bruder, PhD

The Early Childhood Personnel Center: From Exploration to the Implementation of a Comprehensive and Integrated System of Early Childhood Personnel Development in Early Childhood Intervention - (United States)

Mary Beth Bruder, PhD

The Early Childhood Personnel Center: From Exploration to the Implementation of a Comprehensive and Integrated System of Early Childhood Personnel Development in Early Childhood Intervention - (United States)

Vicki Stayton, PhD

Session 6.70 --- Visual Impairment --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: The Smoking Gun in Early Intervention for Children with Visual Impairment - (United States)

Kay Alicyn Ferrell, PhD

Results from an Intervention for Infants and Toddlers with Visual Impairment: Independence Through the Mealtime Routines Model - (United States)

Catherine Smyth, PhD

Session 6.80 --- Service Delivery Models --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Routine, Activity and Transition-Based Naturalistic Instruction at Centers - (Turkey)

Ibrahim Diken, PhD

Growing Supports for Young Children in Remote Australian Communities - (Australia)

Kim Bulkeley, PhD; Rebecca Barton, PhD; Marina Linke

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 4:15 PM to 5:35 PM

Session 7.10 --- Social Emotional Development --- Symposium --- Meeting Room C2.1

The Pyramid Model for Promoting Young Children's Social Emotional Competence: Supporting Early Educators to Implement the Model with Fidelity

Symposium Organizer - Mary Louise Hemmeter, PhD

Using Practice-Based Coaching to Support Early Educators' Use of Evidence-Based Practices. - (United States)

Lise Fox, PhD; Mary Louise Hemmeter, PhD; Patricia Snyder, PhD

Supporting the Implementation of the Pyramid Model in Early Education Settings for Infants and Toddlers - (United States)

Kathy Bigelow, PhD; Judith Carta, PhD; Irvin Dwight, PhD; Mary Louise Hemmeter, PhD

Implementing the Pyramid Model in Preschool Settings: Issues Related to Supporting Early Educators and Measuring Fidelity - (United States)

Mary Louise Hemmeter, PhD; Lise Fox, PhD; Patricia Snyder, PhD

Session 7.20 --- Assessment --- Paper Session --- Meeting Room C2.2

Understanding Fidelity of Implementation of Assessment in Early Intervention Programs to Support Early Intervention Providers and Families - (United States)

Angi Stone-MacDonald, PhD; Lianna Pizzo, PhD

Integrating Initial Assessment with Progress Monitoring: Applied Developmental Research - (United States)

Toni Linder, EdD

Implementing Evidence-Based Developmental Surveillance in Health and Early Childhood Education Settings - (Australia)

Beth Mozolic-Staunton, MOT; Michelle Donnelly, PhD; Josephine Barbaro, PhD; Jacqui Yoxall, PhD

Session 7.30 --- Fragile X Syndrome --- Symposium --- Meeting Room C2.3

Design and Implementation of a Pilot Early Intervention Program for Infants with Fragile X Syndrome

Symposium Organizer - Melissa Raspa, PhD

A Pilot Early Intervention Program for Infants with Fragile X Syndrome: Overview of PiXi - (United States)

Melissa Raspa, PhD; Anne Wheeler, PhD; Lauren Turner-Brown, PhD

Modification and Implementation of the Intervention within British Austin Study of Infant Siblings-Video Feedback Intervention to Promote Positive Parenting (iBASIS-VIPP) for Infants with FXS - (United States)

Lauren Turner-Brown, PhD; Anne Wheeler, PhD; Melissa Raspa, PhD

Design and Early Implementation of PiXi: A Focus on Parent-Coaching and Understanding of FXS - (United States)

Anne Wheeler, PhD; Lauren Turner-Brown, PhD; Melissa Raspa, PhD

Session 7.40 --- Inclusion --- Symposium --- Meeting Room C2.5

A model of Inclusion for Children with Disabilities in NSW Preschools

Symposium Organizer - Tracey Quick, ECE

The Theory - So This is Inclusion: Says Who? Essential Factors for Inclusion in NSW Preschools from a Research and Theoretical Base - (Australia)

Tracey Quick, ECE

The Reality - What Do the Numbers Tell Us? The Landscape of Inclusion in NSW Preschools - (Australia)

Beth Flatley, ECE

The Role of Policy in Fostering Truly Inclusive NSW Preschool Environments - (Australia)

Lauren Shone, ECE

Schedule: Sessions by Day & Time

Thursday, June 27, 2019 --- 4:15 PM to 5:35 PM

Session 7.50 --- Families --- Symposium --- Meeting Room C2.6

Parental Rights and Advocacy in Early Intervention
Symposium Organizer - Christine Spence, PhD

Parental Rights and Advocacy in Early Intervention: Listening to Family Stories - (United States)

Christine Spence, PhD; Maria Kastanis, MS; Kristen Schraml-Block, PhD Candidate

Parental Rights: What Are Families Telling Us? - (United States)

Christine Spence, PhD; Maria Kastanis, MS; Kristen Schraml-Block, PhD Candidate

Advocacy: Parental Meanings and Experiences in Early Intervention - (United States)

Christine Spence, PhD; Maria Kastanis, MS; Kristen Schraml-Block, PhD Candidate

Session 7.60 --- Service Delivery Models --- Master Lecture Session --- Meeting Room C2.4

Master Lecture: Participation: Moving from Attendance to Involvement in the Presence of Physical Impairment - (Australia)

Christine Imms, PhD

Community-Based Early Intervention Services in Taiwan: A Different Pathway for Children with Special Needs and Families - (Taiwan)

Rachel Pei-fang Wu, PhD; Hsiu-Yu Chang, PhD; Chiou-Shiue Ko, PhD; Jui-Min Chen

Session 7.70 --- Home Visiting --- Master Lecture Session --- Meeting Room C3.2

Master Lecture: Looking in the Rearview Mirror While Driving Forward: A Reflection on the Nature of Change in Early Intervention - (United States)

Mark Innocenti, PhD

Is There a Role for Community Volunteers in Supporting Families of Children with High Support Needs? - (Australia)

Rebekah Grace, PhD; Kelly Baird, PhD; Emma Elcombe; Lynn Kemp, PhD; Jacqueline Barnes, PhD

Session 7.80 --- Innovative Practices --- Symposium --- Meeting Room C3.3

Embedding Best Practice in a State-Wide Early Childhood Intervention Service
Symposium Organizer - Kerry Bull, PhD

Becoming an Evidence-Informed Practitioner: The Roles of Practice, Feedback and Coaching - (Australia)

Tim Moore, PhD

Developing and Implementing a Practice Coaching Program - (Australia)

Kerry Bull, PhD

Evaluating the Effectiveness of a Practice Coaching Program - (Australia)

Claire Jennings; Maya Yaari, PhD; Tim Moore, PhD

Schedule: Sessions by Day & Time

Friday, June 28, 2019 --- 10:30 AM to 11:50 AM

Session 8.10 --- Innovative Practices --- Master Lecture Session --- Meeting Room C2.1

Master Lecture: Evidence in Early Intervention: Using Single Case Design in Practice - (United States)

Jennifer Ledford, PhD

Taking Coaching to New Levels: Using the Hanen Model to Help Parents Make Behaviour Changes That Stick! - (Australia)

Jo Bristow, BSc

Learn, Engage and Play (LEAP) Study: Evaluating the Effectiveness of a Therapeutic Playgroup for Children with Developmental Delay - (Australia)

Jodie Armstrong, PhD Candidate

Session 8.20 --- Assessment --- Paper Session --- Meeting Room C2.2

Accurate Assessment of Functional Abilities in Pre-Schoolers for Diagnostic and Funding Purposes - (Australia)

Susan Milne, PhD; Carolyn Cottier, PhD; Joanna Alexander, PhD; Lisa Campbell

Using Data Feedback to Improve Service Delivery in the Prevention of Developmental Delays - (Singapore)

Winnie Hs Goh, MD

ASQ: Extended TRAK - A Culturally Appropriate Tool for Monitoring Developmental Progress in Young Aboriginal Children - (Australia)

Anita D'Aprano, PhD; Jane Squires, PhD; Kimberly Murphy; Jantina Clifford, PhD

Early Identification of Autism: Screening and Diagnostic Classification Agreement in Georgia - (United States)

Hollie Hix-Small, PhD; Maia Gabunia, MD; Jason Small

Session 8.30 --- Inclusion --- Symposium --- Meeting Room C2.3

Learning from the Experts: Listening to the Stories of Young Children and Families Participating in Early Intervention Symposium Organizer - Rosa Milagros Santos, PhD

Photo-Elicitation Interviews: Supporting Collaboration By Empowering Families to Tell Their Story - (United States)

Kimberly Hile, PhD; Christine Spence, PhD; Loretta Hayslip, PhD Candidate

Family Outcomes and Experiences as a Result of Participating in Early Intervention - (United States)

Kimberly Hile, PhD; Christine Spence, PhD; Loretta Hayslip, PhD Candidate

Do I Belong?: Preschoolers' Perspectives of Inclusion - (United States)

Kimberly Hile, PhD; Michaelene Ostrosky, PhD; Christine Spence, PhD; Loretta Hayslip, PhD Candidate

Session 8.40 --- Professional Development --- Paper Session --- Meeting Room C2.5

The Development and Results of a Targeted Professional Development Program for Staff in Mainstream ECE and School Settings. - (Australia)

Elizabeth Aylward, MA

Writing Functional IFSP Outcomes - (United States)

Kristen Votava, Ph.D, CCC-SLP; Carol Johnson, Ph.D, CCC-SLP

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Chih-Ing Lim, PhD

Schedule: Sessions by Day & Time

Friday, June 28, 2019 --- 10:30 AM to 11:50 AM

Session 8.50 --- Service Delivery Models --- Paper Session --- Meeting Room C2.6

Difficulties Implementing Activity-Based Intervention in Japanese Preschools Focusing on the Difference of Conflict Between ECE Teachers - (Japan)

Ken Manabe, PhD

Functional Outcome Measurement System for Singapore Early Childhood Intervention - (Singapore)

Hong Huay Lim, MRCP, MScEpi, DLSHTM; Agatha Tan, BS; Hwee San Low, MA; Sok Bee Lim, MBBS; Louise Gerardine Marguerite Clarke

Using a Competency Based Model to Improve Prerequisites for Implementation of EIBI: Insights and Perspectives from Sweden - (Sweden)

Hampus Bejnö, PhD Candidate; Sven Bölte, PhD; Lise Roll-Pettersson, PhD

Response to Intervention: Integrated Early Childhood Service Delivery - (Australia)

Mariam Christodoulos, BA

Session 8.60 --- Policy Development --- Paper Session --- Meeting Room C2.4

Global Survey on Early Childhood Intervention and Inclusive Early Childhood Development: Major Findings - (United States)

Emily Vargas-Baron, PhD

Reimagine and Redesign: Responding to the Need for Innovative Practices - (Australia)

Alanna Jinks; Sarina Mahony

Individual Funding and Families of Young Children with Delays or Disabilities: An Australian Perspective - (Australia)

Sylvana Mahmic, MEd

Session 8.70 --- Language & Communication --- Paper Session --- Meeting Room C3.2

Non-Linear Communication Trajectories in Children with Multi-System Disabilities - (New Zealand)

Susan Foster-Cohen, PhD; Anne van Bysterveldt, PhD; Viktoria Papp, PhD

Outcomes of a Mobile Augmentative and Alternative Communication Service Across Victoria - (Australia)

Naomi Rezzani; Alison Heppell

Early Childhood Music as an Intervention for Children with Language Difficulties: Results of the Making Music Speak Study - (Australia)

Allison Cameron, PhD Candidate; Rose Dixon, PhD; Jane Warren, PhD; Irina Verenikina, PhD

Session 8.80 --- Families --- Master Lecture Session --- Meeting Room C3.3

Master Lecture: Developing ECI systems in Europe and the Shift Towards a Capacity-Building Family-Centered Paradigm - (Portugal)

Ana Maria Serrano, PhD

Family Supports for Children with Developmental Disabilities: Family Perspectives - A Case of Botswana - (Botswana)

Nelly Malatsi, EdD

Schedule: Sessions by Day & Time

Friday, June 28, 2019 --- 1:15 PM to 2:30 PM

Session 9.10 --- Environmental Risk --- Symposium --- Meeting Room C2.1

Evaluating the Long-Term Impact of the Early Home Learning Study (EHLS), an Early Childhood Parenting Intervention: The EHLS at School Study

Symposium Organizer - Donna Berthelsen, PhD

Evaluating the Long-term Impact of an Early Childhood Parenting Intervention: Are Initial Gains Sustained to School Age? - (Australia)

Jan Nicholson, PhD; Shannon Bennetts, PhD; Jasmine Love, BA; Elizabeth Westrupp, PhD; Naomi Hackworth, PhD; Donna Berthelsen, PhD

Re-engaging Families in a Longitudinal Study: Using a Multi-faceted Approach - (Australia)

Elizabeth Westrupp, PhD; Shannon Bennetts, PhD; Jan Nicholson, PhD; Naomi Hackworth, PhD; Donna Berthelsen, PhD; Jasmine Love, BA

Evaluation of the Smalltalk Parenting Program to Enhance Children's Early Home Learning: Promising Results but Questions Remain - (Australia)

Naomi Hackworth, PhD; Jan Nicholson, PhD; Elizabeth Westrupp, PhD; Donna Berthelsen, PhD; Shannon Bennetts, PhD; Jasmine Love, BA

Session 9.20 --- Hearing Impairment --- Symposium --- Meeting Room C2.2

Attending, Listening, Relating through Playful Interaction: How the Families of Children with Hearing Impairment and Additional Needs Transformed Our Methodology to Achieve Positive Outcomes

Symposium Organizer - Maree Rennie, MEd

Achieve Listening and Spoken Language: Single Case Study of a Child with Charge Syndrome. - (Australia)

Maree Rennie, MEd; Caren Mattews-Lane, BSc; Terry Meskin, BA

Attending, Listening, Relating Through Playful Interaction: Longitudinal Case Study of a Child with Cerebral Palsy and Profound Hearing Loss. - (Australia)

Maree Rennie, MEd; Caren Mattews-Lane, BSc; Terry Meskin, BA

Attending, Listening, Relating Through Playful Interaction: How the Families of Children with Hearing Impairment and Additional Needs Transformed Our Methodology to Achieve Positive Outcomes - (Australia)

Maree Rennie, MEd; Caren Mattews-Lane, BSc; Terry Meskin, BA

Session 9.30 --- Families --- Paper Session --- Meeting Room C2.3

Hope Theory and Happiness in Early Intervention - (Israel)

Malka Margalit, PhD

Early Childhood Intervention Practice and Family Outcomes: Understanding the Role of Parental Self-efficacy - (Australia)

Susana Gavidia-Payne, PhD; Carolyn Hughes-Scholes, PhD; Kate Davis, PhD

Evaluation of an Innovative Parent-led Program for Building Family Capacity - (Australia)

Tim Moore, PhD; Mogi Bayasgalan, MA; Sylvana Mahmic, MEd; Annick Janson, PhD

Session 9.40 --- Inclusion --- Symposium --- Meeting Room C2.5

Toward an Integrated Framework for Quality Inclusion: Linking Assessment, Practices, and Professional Development
Symposium Organizer - Camille Catlett, MA

The Inclusive Classroom Profile: A Tool for Promoting Quality - (United States)

Tracey West, PhD; Elena Soukakou, PhD

Professional Development Supports for Quality Inclusion - (United States)

Chih-Ing Lim, PhD

Schedule: Sessions by Day & Time

Friday, June 28, 2019 --- 1:15 PM to 2:30 PM

Session 9.50 --- Evaluation and Accountability --- Symposium --- Meeting Room C2.6

Data-driven Practices Using General Outcome Measures for Infants, Toddlers, and Preschool Children: Actionable Assessment for Intervention Planning and Evaluation

Symposium Organizer - Scott McConnell, PhD

Measuring Social-emotional Development - Challenges and Solutions - (United States)

Charles Greenwood, PhD; Judith Carta, PhD; Alana Schnitz, PhD; Jay Buzhardt, PhD; Dale Walker, PhD

Using General Outcome Measures to Put Data-Driven Decision Making Into Action - (United States)

Jay Buzhardt, PhD; Charles Greenwood, PhD; Dale Walker, PhD; Judith Carta, PhD

Adapting General Outcome Measurement to Modern Test Design - (United States)

Alisha Wackerle-Hollman, PhD; Scott McConnell, PhD; Michael Rodriguez, PhD; Anthony Albano, PhD; Erin Lease, PhD

Session 9.60 --- Policy Development --- Symposium --- Meeting Room C2.4

The Importance of a Strong Infrastructure in Providing Evidence-Based Early Intervention Practices
Symposium Organizer - Kathleen Hebbeler, PhD

Characteristics of a Strong Early Intervention Infrastructure - (United States)

Megan Vinh, PhD; Christina Kasprzak, BS

Improving Practices Through Changing the Infrastructure - (United States)

Grace Kelley, MSW

The Importance of a Strong Infrastructure in Providing Evidence-Based Early Intervention Practices - (United States)

Kathleen Hebbeler, PhD

Session 9.70 --- Home Visiting --- Symposium --- Meeting Room C3.2

Knocking Down the Door of Home Visiting: What Are We Doing in Families' Homes?
Symposium Organizer - Kere Hughes-Belding, PhD

Family Support in Home Visiting: Parent and Child Development in Relationship Contexts - (United States)

Lori Roggman, PhD

Family Consultation in Routines-Based Home Visits - (United States)

Robin McWilliam, PhD

Infant Mental Health: Relationships Matter - (United States)

Deborah Weatherston, PhD

Session 9.80 --- Families --- Paper Session --- Meeting Room C3.3

Assisting Families in Decision-making Regarding Questionable and Pseudoscientific Interventions - (Australia)

Mark Carter, PhD

Promoting Understanding or Uptake? Exploring Issues of Information Provision By Early Intervention Providers in Contemporary Contexts - (Australia)

Emily Kecman

The Role of Relationships in Functional and Family Gains: Findings from an Empirical Case Study in a Practice Based Setting - (Australia)

John Callanan, PhD Candidate

Schedule: Sessions by Day & Time

Friday, June 28, 2019 --- 2:45 PM to 3:25 PM

Session 10.10 --- Service Delivery Models --- Paper Session --- Meeting Room C2.1

Embedding and Evaluating Family-Centred Practices Across Early Intervention Services - (Australia)

Ellen Witzlsperger, MEd

The Potential of Stacking Early Childhood Interventions to Reduce Inequities in Learning Outcomes - (Australia)

Carly Molloy, PhD; Meredith O'Connor, PhD; Shajun Guo, PhD; Chris Harrop, MBA; Nick Perini; Caitlin Macmillan; Sharon Goldfeld, PhD

Session 10.20 --- Attachment --- Paper Session --- Meeting Room C2.2

Empathy in Young Children: Associations with Children's Attachment and Maternal Risk Factors - (United States)

Constance Jaramillo, MA; Carol George, PhD

How Can Early Childhood Intervention Professionals Improve the Attachment Security of Children with a Disability? - (Australia)

Stacey Alexander, PhD Candidate

Session 10.40 --- Hearing Impairment --- Paper Session --- Meeting Room C2.5

Young Children with Unilateral Hearing Loss: Is Monitoring Speech and Language Enough? - (Australia)

Inge Kaltenbrunn, CPSP; Charmaine Mercer-Moseley

Parent Use of the Ling 7-sound Test to Monitor Hearing in Young Children with Down Syndrome - (New Zealand)

Beth Rees, SLP; Anne van Bysterveldt, PhD; Susan Foster-Cohen, PhD; Paul Peryman; Alison Cook, PhD

Session 10.50 --- Cultural Issues --- Paper Session --- Meeting Room C2.6

The Cultural Practice Framework: a Tool to Support Practitioners to Engage and Explore a Family's Cultural Values - (New Zealand)

Esther Hoh, MA Student; Elizabeth Doell, PhD; Sally Clendon, PhD

Longitudinal Typical Patterns of Behaviour and Engagement of Children with Swedish or Other Ethnicity and the Impact of Special Support in Swedish Preschools - (Sweden)

Lena Almqvist, PhD; Mats Granlund, PhD; Henrik Danielsson, PhD

Session 10.60 --- Inclusion --- Paper Session --- Meeting Room C2.4

Improving the Social and Educational Experience of Children with Autism in Mainstream Early Childhood Educational Settings - (Australia)

Mitchell Byrne, PhD

Collaboration: Understanding What Matters - (Australia)

Kerry Staples, MEd

Friday, June 28, 2019 --- 3:45 PM to 4:15 PM



Closing Session --- Pyrmont Theatre

What to Implement in Community-Based Early Intervention Programs - (United States)

Michael Guralnick, PhD

Friday, June 28, 2019 --- 4:15 PM to 4:30 PM

Business Meeting --- Pyrmont Theatre

Poster Sessions

1 - How Does Goal Quality Affect Parents' Perceptions of Child Functioning? - (Australia)

Kerry Bull, PhD

2 - Scale of Self-Efficacy Beliefs for Working with Children and Parents in the Early Intervention System - (United States)

Allegra Cornaglia, MS

3 - Structured Observation of Children's Play with the Teacher Impression Scale: A Test Among Swedish Preschool Teachers - (Sweden)

Maria Gladh, MS; Mara Allodi Westling, PHD; Eva Siljehag, PHD; Samuel. L. Odom, PHD

4 - Progress Toward a Technically Sound Early Social Indicator for Infants and Toddlers - (United States)

Charles Greenwood, PhD; Judith Carta, PhD; Alana Schnitz, PhD; Jay Buzhardt, PhD; Dale Walker, PhD

5 - Direct Video-Recorded Observations: The Process of Adapting an Existing Coding Scheme for Measuring Parent-Child Interactions - (Australia)

Jasmine Love, BA; Shannon Bennetts, PhD; Penny Levickis, PhD; Jan Nicholson, PhD

6 - Starting Early to Go Far: Language and Early Literacy Assessment for Three-year-olds - (United States)

Scott McConnell, PhD; Erin Lease, PhD; Alisha Wackerle-Hollman, PhD; Marianne Elmquist, PhD Candidate; Kelsey Will; Anthony Albano, PhD

7 - Support Appropriate for the Sensory Characteristics of Infants: A Perspective on Support Based on Results Gained By Evaluating Sensory Profile of Parent and Preschool Teacher - (Japan)

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Van der Linde, Jeannie -(3.20)
Vargas-Baron, Emily -(8.60)

Ventura, Camila -(P-51)
Ventura, Liana -(P-51)
Verenikina, Irina -(8.70)
Vergunst, Francis -(4.60)
Vijaykumar, Nisha -(P-23)
Vilaseca, Rosa -(4.70)
Vinh, Megan -(5.30, 9.60, P-20, P-42)
Vitaro, Frank -(4.60)
Votava, Kristen -(8.40, P-46)
Wackerle-Hollman, Alisha -(9.50, P-6)
Waldrop, Julee -(1.30)
Walker, Dale -(4.30, 9.50, P-17, P-4, P-8)
Wallisch, Anna -(P-39)
Ward, Roslyn -(5.40, P-14)
Warren, Jane -(8.70, P-27)
Warren, Zachary -(2.20)
Waschl, Nicolette -(3.60, 5.50)
Weatherston, Deborah -(9.70)
Webb, Emily -(1.60)
Webb, Gwendalyn -(6.50, P-50)
Webster, Alison -(6.20)
Weitlauf, Amy -(2.20)
West, Tracey -(9.40)
Westling Allodi, Mara -(4.40)
Westrup, Bjorn -(4.40)
Westrupp, Elizabeth -(1.30, 9.10)
Wheeler, Anne -(1.30, 7.30, P-51)
Whittingham, Koa -(1.60)
Wicks, Lilly -(P-38)
Wilder, Jenny -(3.10)
Will, Kelsey -(P-6)
Williams, Gareth -(3.70)
Witzlsperger, Ellen -(10.10, P-47)
Wong, Shi Ning -(4.20)
Wong, Woan Yiing -(P-27)
Woodrow, Christine -(1.80)
Woodward, Julia -(2.30, 6.30)
Wu, Rachel Pei-fang -(7.60, P-21)
Xie, Huichao -(1.80, 3.60, 5.50)
Yaari, Maya -(7.80)
Yagi, Aiko -(P-7)
Yen, Yu-Hsuan -(P-40)
Yoshinago-Itano, Christine -(2.10)
Youssef, George -(1.30)
Yoxall, Jacqui -(7.20)
Ziviani, Jenny -(1.60)