2019 ISEI CONFERENCE POSTERS

How Does Goal Quality Affect Parents' Perceptions of Child Functioning? Kerry Bull - Noah's Ark Inc. Australia Assessment Scale of Self-Efficacy Beliefs for Working with Children and Parents in the Early Intervention System Allegra Cornaglia - West Virginia University United States Assessment Structured Observation of Children's Play with the Teacher Impression Scale: A Test Among Swedish Preschool Teachers Maria Gladh - Stockholm University Department Of Special Education Sweden Assessment Progress Toward a Technically Sound Early Social Indicator for Infants and Charles Greenwood - Juniper Gardens Children's Project United States Assessment 5 Direct Video-Recorded Observations: The Process of Adapting an Existing Coding Scheme for Measuring Parent-Child Interactions Jasmine Love - La Trobe University Australia Assessment 6 Starting Early to Go Far: Language and Early Literacy Assessment for Threeyear-olds Scott McConnell - University Of Minnesota **United States** Assessment 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 Sawako Sasaki - Teikyo University Japan Assessment

8

Utility, Validity and Reliability of Infant-Toddler Individual Growth and Development Indicators for Screening and Progress Monitoring

Dale Walker - University Of Kansas, Juniper Gardens Children's Project United States

Assessment

q

Action Research on Transition for a Six-year-old Child with Autism

Hsiu-Chen Lin - National University Of Tainan

Taiwan

Autism

10

<u>Transition, Functional Communication, and Joint Attention Interventions for Children with Autism</u>

Gina Monheit - N/a

Australia

Autism

11

Supporting Transitions for Children with an Autism Spectrum Disorder in the Early Childhood Setting

Sarah Rawlins - Fit Kidz Foundation

Australia

Autism

12

<u>Predicting Neurodevelopmental Disorders in Infants Utilizing Video-Based</u> <u>Fidgety Movements Analysis with Machine Learning Algorithm</u>

Chao-ying Chen - The Hong Kong Polytechnic University

Hong Kong

Cerebral Palsy

13

CECHE Model of Early Intervention for Children with Cerebral Palsy in Low Resourced Settings. A Pilot Program in Rwanda

Joseph Munyandamutsa - CECHE Foundation

Rwanda

Cerebral Palsy

1 /

<u>The Longitudinal Tracking of the Development of Babbling in 4 Infants with Cerebral Palsy</u>

Roslyn Ward - Curtin/pmh

Australia

Cerebral Palsy

15

<u>Culturally Responsive Teaching Efficacy of Preschool Inclusive Teachers in Taiwan</u>

Szu-yin Chu - Department Of Special Education, National Tsing Hua University

Taiwan

Cultural Issues

16

Family Contexts and Caregiving Practices as Predictors of Toddler Development in Diverse Families of Ecuador

Eduardo Ortiz - Usu

United States

Developmental Processes

17

<u>Growth in Expressive Communication from 6-42 Months of Age: Comparisons Between American and Australian Children</u>

Jay Buzhardt - University Of Kansas

United States

Environmental Risks

18

<u>Social Impact Bonds for Preschool-Aged Children at risk for School Failure:</u>
<u>Longitudinal Data Examining Prevention of Special Education Placement</u>

Mark Innocenti - Utah State University

United States

Environmental Risks

19

Using Critical Questions to Drive System Improvement in Early Intervention

Kathleen Hebbeler - SRI International

United States

Evaluation and Accountability

20

<u>Using Family Survey Data to Measure and Improve Early Intervention Systems and Services</u>

Christina Kasprzak - FPG Child Development Institute

United States

Evaluation and Accountability

21

<u>Development of Quality Indicators of Community-Based Early Intervention in</u> Taiwan

Rachel Pei-fang Wu - National Taichung University Of Education , Taiwan Taiwan

Evaluation and Accountability

22

How Early Childhood Intervention Professionals Can Support Families of Young Children with Disability to Exercise the Policy Constructs of Choice and Control

Jackie Brien - Department Of Education And Training Australia

Families

23

<u>Family Experiences Survey: Predictors of Stress in Families of Children Born with Orofacial Clefts in Florida.</u>

OluYemisi Falope - University of South Florida

United States

Families

24

Family Resilience and Parental Stress Among Mothers of Children Who Have Autism Spectrum Disorder

Melok Kinanthi - Yarsi

Indonesia

Families

25

<u>Practitioners' and Caregivers' Perceptions of Family-Centredness in Two Early Intervention Settings: In-person and Telepractice</u>

Melissa Mccarthy - University Of Newcastle

Australia

Families

26

<u>Building an Inclusive Support Service Model for Children with Disabilities in the Community</u>

Chiou-Shiue Ko - Department of Special Education, National Taipei University Of Education

Taiwan

Inclusion

27

Working Together to Bring Inclusion to Reality

Jane Warren - University Of Wollongong

Australia

Inlcusion

28

Kopi Chat

Priyanka Awasthi - Awwa Early Intervention Centre

Singapore

Innovative Practices

29

<u>Analysis of a Proposal for Monitoring Child Development Based on the Family-centered Capacity Building Model in Brazil</u>

Patricia Della Barba - Universidade Federal De São Carlos

Brazil

Innovative Practices

30

<u>Factors Influencing the Benefits of Hydrotherapy for Children with Multiple Disabilities</u>

Hui Jun (Chloe) Kong - Awwa Ltd

Singapore

Innovative Practices

31

<u>Parent Education to Promote Early Language Development: A Community-Based Evaluation of LENA Start</u>

Scott McConnell - University Of Minnesota

United States

Innovative Practices

32

<u>Trialling Telehealth in an Autism Early Intervention Service Across Rural and Remote Western Australia</u>

Kathryn Nicholson - Department Of Communities

Australia

Innovative Practices

33

Twenty Essential Clinical Skills for Early Interventionists in a Multidisciplinary Setting

Jennifer Adams Oppenheimer - Speakjoy Center For Development United States

Innovative Practices

34

<u>Windmill, Powering Ability Together: Technology Enhanced Early Intervention</u> for Children with Disabilities in Rural and Remote Australia

Fiona Phipps - Royal Far West

Australia

Innovative Practices

35

Waterfall Effects: How Practices Cascade from Teams to Parent-child Relationships

Jacquie Simpson - Noah's Ark Inc.

Australia

Innovative Practices

36

Factors to Consider When Building Spaces for Early Intervention

Peng Chian Tan - Awwa Ltd

Singapore

Innovative Practices

37

Effects of Powered Mobility Training in Early Intervention Using Low-cost and Modified Toy Cars: A Case Study of Child with Global Development Delay.

Maya Thombre - Awwa Ltd

Singapore

Innovative Practices

38

<u>Using Visual Supports to Support a Child's Participation in Medical Procedures</u>

Lilly Wicks - Lifestart

Australia

Innovative Practices

39

<u>LENA Grow: Using Feedback and Coaching to Support Child Care Providers'</u>
Interactions to Promote Children's Early Language Outcomes

Judith Carta - Institute of Life Span Sciences University of Kansas, USA United States

Language and Communication

40

<u>Pivotal Response Training to Improve Communication Skills in a Child with Developmental Delays</u>

Yu-Hsuan Yen - Department Of Special Education, National Tsing Hua University

Taiwan

Language and Communication

41

The Use of Informed Clinical Opinions in Early Intervention Eligibility

Ching-i Chen - Kent State University

United States

Policy Development

42

Creating Effective Early Childhood Suspension and Expulsion Policies

Megan Vinh - Frank Porter Graham Child Development Insitute

United States

Policy Development

43

Evaluation of an Intervention Programme for Moderately Preterm Infants

Alison Gray - Champion Centre

New Zealand

Preterm Children

44

Is the Effect of Infant Massage Different Based on Gender?

Yolanda Lusane - It Takes A Village

United States

Preterm Children

45

Global Citizenship Capabilities for Early Intervention Practitioners

Carajane Millar - La Trobe University

Australia

Professional Development

46

Collaborative Approach to Early Intervention Professional Development

Kristen Votava - ND TA EI United States Professional Development

47

Autism Inclusion Course: Improving the Inclusion of Children with Autism Into Mainstream Early Childhood Education Settings Through Building the Capacity of Educators

Ellen Witzlsperger - Fit Kidz Foundation Ltd

Australia

Professional Development

48

Flexible and Responsive Support Options for Families of Babies with a Disability

Kerry Dally - University Of Newcastle

Australia

Service Delivery Models

49

<u>Early Intervention Model for Children Under Two Years with Developmental Delays</u>

Nalini Gunalan - Awwa Ltd

Singapore

Service Delivery Models

50

<u>Early Intervention in Fiji: An Example of Evidence-Based Practice in a Majority World Country</u>

Gwendalyn Webb - University Of Newcastle

Australia

Service Delivery Models

51

Supporting the Development of Young Children with Congenital Zika Syndrome in Brazil

Anne Wheeler - Rti International

United States

Service Delivery Models

52

A Qualitative Exploration of How Australian Early Childhood Educators Support Preschoolers' Social and Emotional Development

Claire Blewitt - Monash University

Australia

Social Emotional Development

53

Mental Health in ECE in the United States: Where We've Been and Where We Need to Go

Samantha Riggleman - Grand Valley State University

United States

Social Emotional Development

54
Implementing a Routines-Based Approach to Orientation and Mobility
Intervention with Children with Vision Impairment
Bronwen Scott - Independent Options For Mobility
Australia

Visual Impairment