

INVITATION

WORKING CONFERENCE ON ENAGEMENT IN YOUNG CHILDREN



Why this working conference?

The time children spent engaged in everyday activities in their natural life environments is related to well-being and learning at present and in the future and can be described as one aspect of participation, with attending the activity (being there) as the second dimension. Engagement in everyday activities in family, preschool and health contexts is related both to child characteristics and environmental characteristics and certain environmental characteristics promote engaging experiences better than other both for children with typical development and children in need of special support. Children's natural environments differ in structural and interaction characteristics both between countries and within countries. Thus, every day environments may also promote participation/engagement to different degrees. This conference focus primarily, but not only, on the preschool environment since it

probably is the most influential environment outside the family. The following key research themes, regarding theories and research methods, will be addressed:

- *Development of theoretical models supported by empirical data to describe participation in children*
- *Methodology when studying environments, e.g family, preschool and health care settings, that children with and without a need for special support experience and how environmental characteristics affect children's participation?*
- *The relations between environmental factors and participation for children with typical development and children in need of special support, differences and similarities.*

The conference is a part of a strategic long term plan to further develop theoretical models supported by empirical data to describe participation in everyday activities of children in need of special support.

Organizers

The CHILD research environment is an interdisciplinary research group involving approximately 40 researchers from special education, disability research, social sciences and health sciences (see <https://ju.se/en/research/research-groups/child.html>). The research is focused on everyday functioning for children in need of special support because of impairments, long term health conditions or psycho-social risk. A specific focus in recent years has been functioning in everyday life for young children in need of special support in the family, preschool and in health care settings. How children's participation and everyday functioning in everyday activities is assessed and intervened with is a key issue, not only for preschool teachers and special education consultants but also for professionals in health services and social services.

Participants

Active researchers (PhD or doctoral students) from universities in Sweden and internationally. Ongoing research should primarily focus on young children's everyday function. Conference language is English and participants are expected to take active part in discussions and to bring one pp describing their research. Before the conference read: Imms,C., Granlund, M., Wilson, P., Steenbergen, B., Rosenbaum, P., & Gordon, A. (2017). Participation – both a means and an end. A conceptual analysis of processes and outcomes in childhood disability. *Developmental Medicine and Child Neurology* DOI: 10.1111/dmcn.13237

Conference program

The program is focused on engagement. The format is a working conference with plenary lectures followed by parallell themes. The key-note speakers provide reflections about specific topics based on their research about the child's inclusion, participation and engagement in preschool and/or health sector. The first day of the two day conference will focus on

conceptualizing and assessing engagement. The second day will focus on interventions aimed at increasing children's engagement in activities in the preschool, health care and home settings. Following introductory key-note lectures each day will contain three parallel themes where participants are expected to sign up to one theme per day dependent on area of interest. The participants are expected to present the research in the area using one pp (in paper form) to other theme participants using a speed dating format (each presentation 2 minutes). Following the speed dating key note presenters responsible for theme will provide a 30 minute in-depth lecture followed by group discussions. Discussions will be based on three questions/issues provided by key note presenter.

Engagement Conference at Jönköping University – 16 November 2017			
November 16	Time	Content	Lecturer
Coffee	9:00 – 9:30		
Introduction	9:30 – 9:45	Engagement – the Construct	Mats Granlund
Participation/Inclusion in an International Perspective	9:45 – 10:30	An International View on Inclusion Research	Rune Simeonsson
Preschool based Research USA	10:30 – 10:50	Vanderbilt Research on Preschool Environments	Dale Farran
Preschool based Research Portugal	10:50 – 11:10	Research on Engagement and Preschool Environments	Ana Pinto
Children's Rights	11:10 – 11:30	CCRC – Implementation in Preschool	Juan Bornman
Research Focus on the fPRC Framework	11:30 – 12:00	The Components and How They are Related	Christine Imms
LUNCH			
Three Parallell Themes	13:00 – 16:00 (incl. coffee break)	1. Engagement in Preschool 2. Children's Rights 3. Measuring Engagement	D Farran/A Pinto J. Bornman C. Imms
Dinner at Vy Sky bar	19:00 -	Eat and have fun	All participants

Engagement Conference at Jönköping University – 17 November 2017			
November 17	Time	Content	Lecturer
Individual Interventions in Preschool	9:00 – 9:30	Interventions Focused on Individual Children	Sam Odom
Interventions in Preschool – Unit Level	9:30 – 10:00	Interventions Focused on Preschool Units	Dale Farran
Coffee Break	10:00 – 10:15		
Interventions in Preschool – Unit Level	10:15 -10:45	Preschool Engagement Intervention	Ai-Wen Hwang
Interventions in Family and Health Care	10:45 – 11:15	Signs as a Means for Increasing Child Readability	Eric Hodges

Interventions in Family and Health care	11:15-11:45	Increasing Children's Engagement in Therapeutic Interventions	Christine Imms
LUNCH incl. traditional Swedish nailing ceremony for PhD-to-be; Madeleine Sjöman			
Parallell Themes	12:45-15:15 (Incl. coffeebreak)	1. Individual Interventions 2. Unit Interventions 3. Health Care Interventions	S. Odom, Farran/Hwang E. Hodges
Ending Seminar	15:15 – 15:30	Summarizing Conference and The Way Forward	Mats Granlund

Keynote speakers

Juan Bornman – Professor in Augmentative and Alternative Communication. Director of the Centre for Augmentative and Alternative Communication (CAAC) at the University of Pretoria as well as a professor at University of Pretoria, South Africa. Her research focuses on AAC and severe disability. She has a special interest in the development of a functional approach towards disability and communication rehabilitation within a positivist, asset-based framework, particularly in the context of a developing country. Professor Bornman is involved in studies of children's rights and inclusive education.

Dale Farran - Professor, Specialty in Poverty and Intervention, Dept. of Psychology & Human Development, Antonio and Anita Gotto Chair, Dept. of Teaching & Learning, Interim Director, Peabody Research Institute, Vanderbilt University. Professor Farran has been involved in research and intervention for high-risk children and youth for all of her professional career with a focus on early intervention for children at risk for school failure due to poverty and/or disabilities, transition to school, observational methodologies, early language and mathematics development.

Eric Hodges - Dr. Hodges is an Associate Professor in the UNC School of Nursing, USA. His research focuses on the role of caregiver/infant-toddler dyadic responsiveness during feeding in the development of the young child's self-regulation of feeding, with a primary interest in the area of early childhood obesity prevention. The goal of his work is to understand developmental trajectories in this area from infancy through toddlerhood, with more recent research into influences of this period on later childhood. His studies have primarily involved longitudinal data. Dr. Hodges is also the Director of the Biobehavioral Lab (BBL) Core Facility at UNC School of Nursing, specializing in addressing the interface of biological and psychosocial factors that underlie individual responses to acute and chronic illnesses.

Ai-Wen Hwang – Dr Hwang is a registered physiotherapist and associate professor of Early Intervention at the Graduate Institute of Early Intervention at Chang Gung University, Taiwan. Her research focus on participation of young children with disabilities and their living environments, such family and preschool. Dr Hwnag has published extensively in refereed journals. Her current work includes applications of iCF-CY in planning and evaluating interventions, developing and testing assessment instrumnets focusing on participation and implementing avd evaluating preschool based interventions focused on

participation.

Christine Imms - Professor of Occupational Therapy, inaugural National Head of School of Allied Health and founding Director of the Centre for Disability and Development Research (CeDDR), Australia. Her research is aimed at optimising the participation of people with childhood onset disability in everyday life, with a primary focus on children and youth with cerebral palsy. Her current work includes being third CI on an Australian National Health and Medical Research Council (NHMRC) Centre for Research Excellence – Cerebral Palsy, and an NHMRC Partnership project aimed at improving the participation of youth with physical impairments in physical activity.

Samuel Odom – Samuel L. Odom, PhD, is Director of the Frank Porter Graham Child Development Institute and Professor in the UNC-Chapel Hill School of Education, USA. His

research has addressed topics related to early childhood inclusion and preschool readiness although most of his current research focuses on autism spectrum disorder (ASD). Recent research articles have addressed the efficacy of a variety of focused intervention approaches (e.g., peer-mediated interventions, sibling-mediated interventions, parent-mediated approach to promote children’s joint attention, independent work systems approach to promote learning) for children with ASD.

Ana Isabel Pinto - Professor in Psychology, University of Porto, Faculty of Psychology and Education, Portugal. Principal investigator of several national and international research projects in the areas of early child development, Early Childhood Intervention (ECI) and Special needs education, funded by the Foundation for Science and Technology and by the Gulbenkian Foundation. Professor Pinto leads an action-research project on ECI as part of the Portuguese National Early Childhood Intervention System (NECIS), implementing supervision, professional development and evaluation of practices. She has been collaborating in national and international research projects on child engagement and participation.

Rune J. Simeonsson - Professor of School Psychology and Applied Developmental Science and Special Education, University of North Carolina, USA.

Simeonsson’s scholarship addresses the role of developmental disabilities and disorders on children’s health, education and well-being. He is involved in international work with universities, UNICEF, and government ministries on issues related to children’s rights, assessment and classification of childhood disability and their implementation in policy and practice.

Scientific committee for Conference: professor Mats Granlund, associate professor Lena Almqvist, associate professor Margareta Adolfsson, associate professor Maria Björk (all members of the CHILD research environment).

