



15th Biennial

GRIEI 2026

Conference on Research
Innovations in Early
Intervention

FEBRUARY 19-21, 2026
SAN DIEGO, CALIFORNIA

CRIEI 2026 Planning Committee

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University of Oregon

Rashida Banerjee (Co-Chair)
University of Denver

Elizabeth Steed (Past Chair)
University of Colorado Denver

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Hailey Love
University of Wisconsin Madison

Hedda Meadan
University of North Carolina Charlotte

Linda Watson
University of North Carolina at Chapel Hill

LAND ACKNOWLEDGEMENT

We stand upon a land that carries the footsteps of millennia of Kumeyaay people. They are a people whose traditional lifeways intertwine with a worldview of earth and sky in a community of living beings. This land is part of a relationship that has nourished, healed, protected and embraced the Kumeyaay people to the present day. It is part of a world view founded in the harmony of the cycles of the sky and balance in the forces of life. For the Kumeyaay, red and black represent the balance of those forces that provide for harmony within our bodies as well as the world around us.



Aerin Scalco, M.A. (Kumeyaay)

Welcome!

CRIEI 2026 lands at a historic moment when long held assumptions about human rights, due process, and justice are in question as we bear witness to the unprecedented and unfettered actions of those in power. The values of empathy, integrity, and humility need to be nurtured and they have always been central to the mission of CRIEI. The spirit of CRIEI over the last 30 years has been grounded in a commitment to research that enhances the quality of life for ALL children and families nationally and globally. Given the nature of our shared efforts, this moment calls for courage and action through research that makes a difference. This year's conference theme, Innovative Research to Create and Sustain Equitable Futures: Challenging Systems and Building Communities provides a counternarrative that is desperately needed to challenge current systems that are in fact dismantling communities. The time is now to reimagine systems that foster a world in which the rights and needs of ALL young children are recognized as central to the strength and well-being of any society. At the core of CRIEI is a long-standing research community that is unwavering in its commitment to pursue academic interests that meaningfully and unapologetically contribute to the benefit of society.

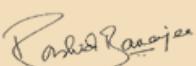
We are proud to host this year's keynote speaker, Dr. Shantel Meek. She is currently the Executive Director of the Children's Equity Project (CEP) at Arizona State University. She is the granddaughter of Mexican immigrants and her personal experiences as a Latina from a small border town authentically ground her work and fuel her passion for supporting children from historically marginalized communities. We are grateful for her willingness to share her expertise, and her insights could not come at a more fortuitous time when voices like hers should be elevated.

CRIEI 2026 would not be possible without the contributions of many people and organizations. First, a special thanks to Paul H. Brookes Publishers for their unwavering and generous support of the CRIEI conference over many years. Gratitude to Angel Fettig and the staff at the University of Washington's Haring Center and the College of Education for their dedication to the fiscal and logistical management of the conference. We are also deeply grateful to the CRIEI Executive Committee, Ann Kaiser, Linda Watson, James Lee, Rebecca Landa, Hedda Meadan, Lauren Cycyk, Elizabeth Steed, and Hailey Love, as well as this year's Co-Chair Rashida Banerjee who have consistently offered their expertise and wisdom. Our doctoral student representative Kelli-Anne Brown Campbell has contributed her tireless efforts behind the scenes to manage the many details of conference planning. And last, but certainly not least, we thank Judy Carta and Scott McConnell. We stand on your shoulders and appreciate your vision in creating CRIEI to foster community-building and scholarship.

As chair I invite your investment in CRIEI. The longevity of this conference will not be possible without your dedication to this community. We ALL belong here, and we value you! Welcome to CRIEI 2026. Let's reinvent this world together.

Lillian Durán

Rashida Banerjee



Keynote Speaker

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Preserving the Rights of Children with Disabilities through Research, Practice and Policy

**Friday, February 20
5:45PM - 7:15P
Bayview Ballroom**



Dr. Shantel E. Meek is Executive Director of the Children's Equity Project and a Professor of Practice at Arizona State University. A former senior policy advisor in the Obama Administration and consultant at the Bipartisan Policy Center, she has led federal early childhood and equity initiatives, advised policymakers, and published in major outlets. Her work is grounded in lived experience as a Latina and first-generation college graduate.

AGENDA AT A GLANCE

THURSDAY, FEBRUARY 19

Pre Conference Sessions 1:00 - 4:00 pm

Mission II	Innovation to Impact: Methodologies to Advance Early Intervention for Real-World Implementations
Bayview III	Making Meaning and Maintaining Rigor with Mixed Methods Research in ECSE
4:00 - 5:00 pm	Registration & Poster Setup (Bayview Ballroom)
5:00 - 5:30 pm	Welcome & Opening Remarks (Bayview Ballroom)
5:30 - 7:30 pm	Opening Night Poster Symposium (Regatta Pavilion) & Reception (Bayview Terrace)

FRIDAY, FEBRUARY 20

7:00 - 8:00 am	Continental Breakfast Buffet (Bayview Terrace)
Concurrent Sessions 8:00 - 10:00 am	
Bayview I	Using Diverse Methods to Resist, Reform, and Unite Against Exclusionary Discipline
Bayview II	Leveraging Culturally and Linguistically Responsive Practices to Support Language Learners with Disabilities
Bayview III	Partnering to Advance Implementation and Improve Equity in Early Childhood Intervention Systems
Mission II	Challenges and Opportunities for Increasing Access to NDBIs in Community Systems
Mission III	Roundtable Discussion: Centering Survivance: A Framework for Community-Engaged Early Intervention Research
10:00 - 10:30 am	Coffee Break (Bayview Terrace)
Concurrent Sessions 10:30 am - 12:30 pm	
Bayview I	Driving Equitable Outcomes Using Early Childhood Educational Technology: New Innovations
Bayview II	Iterative Adaptation in Intervention Programs: Balancing Effectiveness and Implementation
Bayview III	Student Methodology Poster Session
Mission II	Defining and Supporting Systemic Change in Early Childhood Classrooms
Mission III	Roundtable Discussion: Using Open Science to Bolster Impact and Accessibility of Early Intervention Research
12:30 - 4:00 pm	Networking Time & Poster Setup
12:45 - 1:45 pm	Doctoral Student & Post-Doctoral Scholar Luncheon (Sunset Terrace)
1:00 - 2:00 pm	Social Activity: POWER Meet Up (Providing Opportunities for Women in Research) (Meet in hotel lobby)
2:00 - 3:00 pm	Virtual Session: Preparing for Your Academic Job Search: Insider Insights for Early Career Scholars
4:00 - 5:30 pm	Poster Session (Regatta Pavillion)
5:45 - 7:15 pm	Keynote: Dr. Shantel Meek (Bayview Ballroom)
7:30 - 10:00 pm	Dance Party! Silent Auction, Food trucks and a DJ

SATURDAY, FEBRUARY 21

7:00 - 8:00 am	Continental Breakfast Buffet (Bayview Terrace)
Concurrent Sessions 8:00 - 10:00 am	
Bayview I	Advancing Measurement in Autism Research: Opportunities and Challenges in Technology Integration
Bayview II	Moving Past Participants: Engaging Underserved Communities in Adapting Early Language Interventions
Bayview III	Navigating Complex Issues in Early Intervention: Roles of Systems and Researchers
Mission II	Training, Fidelity, and Adaptation: Implementing Caregiver Coaching in Part C Early Intervention
Mission III	Roundtable Discussion: Adapting and Navigating Shifting Priorities and Evolving Academic Challenges
10:00 - 10:30 am	Coffee Break 10:00 - 10:30 am (Bayview Terrace)
Concurrent Sessions 10:30 am - 12:30 pm	
Bayview I	Tools or Trouble? Preserving Rigor in a World of Bots and AI
Bayview II	Scaling Up Supports for Children's Interfering Behaviors in Early Intervention
Bayview III	Building Capacity to Deliver and Sustain Early Interventions Within Culturally Diverse Systems
Mission II	Exploring Intervention Timing, Dose, and Early Detection Guidelines for Extreme Preterm Infants
Mission III	Roundtable Discussion: Navigating the Uncertainty: Current Challenges to Higher Education
12:30 - 4:00 pm	Networking Time & Poster Setup
12:45 - 3:30 pm	Social Activity: Lunch + Beach (Meet in hotel lobby)
1:00 - 2:00 pm	Virtual Session: Finding and Securing Private Foundation Funding
4:00 - 4:45 pm	Discussion About the Future of CRIEI (Mission I)
4:45 - 6:15 pm	Poster Session (Regatta Pavillion)

PRE CONFERENCE SESSION

THURSDAY, FEBRUARY 19

1:00 - 4:00 pm

Innovation to Impact: Methodologies to Advance Early Intervention for Real-World Implementations

James Lee, Lauren Hampton, Jason Chow, Katherine Pichard, Kaori Terol, Veronica Kang, Gospel Kim

This interactive, hands-on pre-conference methodology session introduces a continuum of rigorous, equity-centered approaches designed to enhance early intervention (EI) impact in real-world settings. Attendees will learn about methods, such as cultural adaptation, adaptive intervention designs (e.g., SMART, modular approach), implementation mapping, and hybrid effectiveness implementation trials.

Through case-based learning and small-group workshopping, participants will examine how these research approaches can be applied to co-design, tailor, scale, and sustain interventions that meet the needs of diverse young children and families in their own work. The session emphasizes innovative intervention research strategies and supports early-stage investigators, doctoral students, and translational EI researchers.

Room: Mission II

Making Meaning and Maintaining Rigor with Mixed Methods Research in ECSE

Angel Fettig, Hailey Love, Elizabeth Steed

Mixed methods research is increasingly common and is encouraged by several funding bodies. Come and learn about the basics of using mixed methods research designs to understand complex research questions in the field of early childhood special education. This session provides an opportunity for researchers in EI/ECSE to: (a) Understand what MMR is and its purpose; (b) Understand and develop research questions that are suitable for MMR; (c) Learn how to incorporate theoretical frameworks into their MMR research; (d) Understand the core designs of mixed methods research; and (e) Discuss strategies for conducting a MMR study for dissertation and early career projects.

Room: Bayview III

WELCOME & OPENING REMARKS

THURSDAY, FEBRUARY 19

5:00 - 5:30 pm

BAYVIEW BALLROOM

OPENING NIGHT THEME POSTER SYMPOSIUM

THURSDAY, FEBRUARY 19

5:30 - 7:30 pm @ REGATTA PAVILLION

Innovative Research to Create and Sustain Equitable Futures: Challenging Systems and Building Communities

Discussants: Joshua Allison-Burbank & Amy Santos

- 1. Parent-Child and Family Parameters in Children with ADHD: A Multidimensional Pathway Analysis**
MD Shahinuzzaman
- 2. Using WhatsApp in Refugee Research: Key Recommendations from a Scoping Review**
Nicole Adams, Lori Meyer
- 3. Journey Mapping to Understand Autistic Family Engagement in ECE**
Christina Ihnen
- 4. Alignment of the Core Concepts of Disability Policy and the TAGPEC**
Sarah Garrity, Sascha Longstreth
- 5. Engagement of Families of Students with IEPs: Program Models and Parent Impressions**
Gretchen Grundon, Laura Hall
- 6. Examining Gaps in Psychological Services for Students with Autism Receiving Behavioral Interventions**
Ricardo Hernandez, Connie Kasari, Ya-Chih Chang
- 7. Diversity and Inclusion in Early Childhood Job-Embedded Coaching: A Systematic Review**
Asha Yadav, Tessa Kranski, Selena Killin, Elizabeth Steed
- 8. Bridging Family and Provider Perspectives: Family-Centered and Evidence-Based Practices in Early Intervention**
Rebecca Molinini, Christine Spence, Nicole Adams, Ann Mickelson, Stacey Dusing, Shaaron Brown
- 9. Listening to Families and Providers: A Metasynthesis of Early Intervention Transitions**
Ruby Batz, Maiko Hata, Lauren Cycyk, Gauri Bharadwaj, Veronica Underwood Carrasco, Sam Lim, Katherine Zuckerman, Ben Sanders
- 10. Cultural Adaptation of a Telehealth Developmental Evaluation for Infants from Spanish-speaking Families**
Adriana Kaori Terol, Lourdes Marizcal Gonzalez, Walter Cervantes, Meagan Talbott
- 11. Understanding Educators' Attitudes of Communication/AAC Practices: A Mixed Methods Study**
Chi Baik, Angel Fettig, Yiqing Watkins-Xu, Yuanchen Kuo, Evelyn Ayay, Stephenie Barr



- 12. Using a Health Equity Framework to Understand (In)Equity in Early Intervention**
Catherine Corr, Kelly Fulton, Abby Hardy
- 13. Lessons from Engaging a Community Insight Consortium With Instead On**
Rebecca Nathan, Franky Martinez Leon, Erica Gunsch, Alisha Wackerle-Hollman, Lillian Durán
- 14. From Data to Action: Advancing Equitable Developmental Screening Through Research-Practice Partnerships**
Tamela Mannes, Sondra Stegenga, Jane Squires
- 15. Disrupting Systemic and Structural Early Intervention Barriers Post-NICU: A Randomized Controlled Trial**
Kathleen Baggett, Betsy Davis, Ava Shivar, Laura Saddi, Edward Feil
- 16. Lenguaje en Acción: Relating Yucatec Maya Parent Beliefs and Preschool Narrative Development**
Graciela Knudsen, Amanda Silber, Amy Pace
- 17. Advocating Early: Centering Mothers' Advocacy in Early Childhood Special Education**
Evelyn Ayay, Stephenie Barr, Yuanchen Kuo, Yiqing Watkins-Xu, Chi Baik, Angel Fettig
- 18. Workforce Readiness for Inclusive EI/ECSE: A Multi-Institutional Mixed-Methods Research Study**
Chelsea Morris, Sarah Wiegand, Cathy Qi
- 19. Barriers and Facilitators of SLP-Interpreter Collaboration in EI Speech Therapy**
Hannah Feiner, Jordan Lee, Megan Roberts
- 20. Bridging School and Community: An Interconnected System to Supporting Indigenous Children's Wellbeing**
Jingjing Sun, Anisa Goforth, Deborah Ith
- 21. Foundations for Belonging: Faculty Perspectives on Supporting EC Pathways at Community Colleges**
Paul Luelmo, Laura Hall, Sarah Garrity, Camille Catlett
- 22. Reimagining Single-Case-Design Research Through Equity-Centered Lenses**
Zhe An, Yunxuan Sun
- 23. Co-Designing Professional Development with Early Head Start Teachers: A Community-Engaged Participatory Approach**
Ashley Sellers, Diana Abarca Sasser, Donna Hines, Mollie Romano
- 24. Comparing Universal Reading Screening in English and Spanish in Kindergarten**
Lillian Durán, Monica Zegers, Julian Siebert, Maria Luisa Gorno-Tempini
- 25. Honoring Community Wisdom: Integrating[1] Funds of Knowledge into Quantitative EI Research Methods**
Elisaeth Malone, Kathleen Tuck, Ana Dueñas

CONCURRENT SESSIONS

FRIDAY, FEBRUARY 20

8:00 -10:00 am

Using Diverse Methods to Resist, Reform, and Unite Against Exclusionary Discipline

Zhe Gigi An, Courtney O'Grady, Mia Chudzik, Songtian Zeng

Exclusionary discipline disrupts early care and education (ECE) and is disproportionately used against children from marginalized backgrounds, including children with disabilities. Despite research over the past two decades, we argue that meaningful and sustainable systems change requires centering the voices of those most affected - children and their families - through innovative methods. The first study centers young children's experiences and perspectives on exclusionary discipline. The second study explores caregivers' experiences with expulsion for their child with a disability through journey mapping. The third study invites caregivers whose child with a disability had been expelled from ECEC to create a vision board that represents the ideal ECEC experience for them and their child. Drawing on our experiences, findings, and reflections, we aim to engage the CRIEI audience in a discussion about reimagining possibilities for ECSE research on exclusionary practices.

Facilitator: Elizabeth Steed

Room: Bayview I

Leveraging Culturally and Linguistically Responsive Practices to Support Language Learners with Disabilities

Shana Cohen, Ana Dueñas, Tatiana Paredo, Serena Liu, Lauren Cycyck

This panel explores how culturally responsive practices support parent engagement among immigrant families participating in EI/ECSE. The first paper examines the relationship between culturally responsive coaching and parent engagement in Latine families. Culturally responsive coaching practices in autism services and parent calm authority (respeto) in language intervention both significantly predicted positive outcomes for Latine families, with cultural responsiveness enhancing parent engagement and respeto-based parenting predicting children's vocabulary growth. Building on this, the second study focuses on Spanish-speaking mothers and compares book reading practices across non-autistic and autistic children. Results underscore how families use complex language, emphasizing the linguistic strengths of autistic children. The third paper extends this inquiry to Mandarin-English speaking families, revealing how beliefs about bilingualism and service access shape shared reading behaviors. All mothers reported a lack of capacity-building opportunities. Together, our studies emphasize the need for family-centered, culturally sustaining EI/ECSE practices.

Facilitator: Lillian Durán

Room: Bayview II

Partnering to Advance Implementation and Improve Equity in Early Childhood Intervention Systems

Sondra Stegenga, Tami Mannes, Erin Kinavey Wennerstrom, Alysse Loomis, Sloan Storie

Implementation science frameworks are critical to have as foundations for all facets of work and research in early intervention and early childhood special education if we are to promote and enhance equity of participation and access across a range of key settings. This panel session will highlight three distinct projects across a range of settings in early childhood intervention and how implementation science frameworks help to advance implementation and enhance equity in these initiatives. Specifically, this panel will include: 1) an Office of Special Education Programs funded preservice project that utilized frameworks in implementation science for both planning and sustainability as well as preservice activities with students, 2) a local research practice partnership that is innovating to improve equity and access to early developmental screening across a range of communities and practices, 3) a statewide policy-driven initiative to adopt, scale, and sustain infant and early childhood mental health consultation services.

Facilitator: Ann Kaiser

Room: Bayview III

Challenges and Opportunities for Increasing Access to NDBIs in Community Systems

Katherine Pickard, Kyle Frost, Diondra Straiton, Sophia D'Agostino

Autistic children are served across diverse community settings, including Part C Early Intervention systems, early childhood programs, and Applied Behavior Analysis (ABA) settings. For minoritized children, these health and educational systems are a safety net and often the sole access point to services. While it is important to increase access to evidence-based care within these community settings, many early childhood, early intervention, and ABA providers do not know about or use autism evidence-based practices, including naturalistic developmental behavioral interventions (NDBIs). To increase access to care, we need to more effectively disseminate NDBIs to an expansive and diverse workforce and encourage their widespread uptake and use. This panel focuses on three projects situated within distinct service systems and the strategies necessary to support providers in knowing about and using NDBI.

Facilitator: Linda Watson

Room: Mission II

Roundtable Discussion: Centering Survivance: A Framework for Community-Engaged Early Intervention Research

This session introduces a two-layered framework for community-engaged research in early intervention, grounded in long-term partnerships with Indigenous and immigrant communities. Participants will explore the boundaries, opportunities, and challenges of conducting research that centers community voice, cultural strength, and collective agency. Through the lens of survivance, the roundtable will provide an opportunity to reposition families and communities as co-designers in identifying systemic barriers and creating sustainable solutions.

Facilitator: Jingjing Sun and Soojin Oh Park

Room: Mission III

CONCURRENT SESSIONS

FRIDAY, FEBRUARY 20

10:30 am-12:30 Pm

Driving Equitable Outcomes Using Early Childhood Educational Technology: New Innovations

Alisha Wackerle-Hollman, Doug Clements, Megan McClelland, Claire Cameron, Lillian Durán

Educational technology has grown significantly in the early childhood space, with the last decade producing significant expansion in software and hardware tools that can be used with preschool age children (Su, et al., 2024). Given capitalistic and consumer drivers, many approaches to ed tech have not considered how to address or include evidence-based practice, rigor, and principles of equity and inclusion in go-to-market products. This panel focuses on presenting three new resources that have positioned their work to challenge current normative practices in ed tech and address considerations for marginalized students, while simultaneously engaging and collaborating with educators and families as part of the process. This interdisciplinary panel will share the design process and outcomes of three ed tech tools: the Technology-enhanced, Research-based, Instruction, Assessment, and professional Development (TRIAD), the HTKS-Kids self-regulation assessment, and the Interactive Storybook Platform for the Equitable Assessment of Knowledge (I-SPEAK).

Facilitator: Lauren Cycyk

Room: Bayview I

Iterative Adaptation in Intervention Programs: Balancing Effectiveness and Implementation

Ann Kaiser, Kathryn Bailey, Eon-Joo Jang, Howard Goldstein, Elizabeth Kelley, Lindsey Peters-Sanders, Aubyn Stahmer, Emily Quinn, Sarah Rieth, Jessica Suhrheinrich, Janice Chan, Sarah Dufek

Intervention research often prioritizes intervention fidelity, however, adaptations may be the key to achieving effective interventions that can be broadly implemented. This panel will draw on programs of research in language and autism intervention to share examples of why and how iterative adaptations have resulted in improved fidelity, access, and real-world feasibility. The panel will discuss the variety of reasons for adaptation and strategies for testing these variations. The discussion will focus on how to balance fidelity and adaptation in ways that are responsive to data and the voices of the communities involved as implementers, recipients, and consumers.

Facilitator: Hedda Meadan

Room: Bayview II

Student Methodology Poster Session

1. Automating Transcript-Based Research Using Natural Language Processing

Mary Rodgers, Ann Kaiser

2. Demographic Factors and Neurodevelopmental Risk in a Community Sample of Infants

Savannah Gluck, Julia Lisle, Kat Hayes, Grace Baranek

3. Methodology for Engaging Young Children with and Without Disabilities Sharing Their Perspectives

Kristen Witzling

4. Supporting a Rural Caregiver through eCoaching in Early Intervention

Inga Siler, Heather Coleman

5. Analyzing Interactions Between Parents and Toddlers with Autism Using Conversation Analysis

Lucy Zook, Jessica Nina Lester, Hannah Schertz

Discussants:

James Lee, Elizabeth Steed, & Carol Davis

Room: Bayview III

6. Special Interest Generative AI Stories for Autistic Children's Narrative Retell and Engagement

Peter Marti, Veronica Fleury

7. Decolonizing Theoretical Frameworks in Special Education Research: A Culturally Grounded Approach

Yunxuan Sun, Zhe An, Yufei Xiao

8. Designing and Implementing Applied Single-Case Research on a Budget

Zhenying Jiang, Justin Lane

9. Examining Access to Childcare for Infants-Toddlers with Disabilities: An Instrumental Case Study

Turia Penkalski, Jenna Weglarz-Ward

Defining and Supporting Systemic Change in Early Childhood Classrooms

Laura Hall, Bryan Dale, Darielle Blevins, Melina Melgarejo

This panel will describe three studies focused on educator's use of those culturally responsive and sustaining practices in schools and classrooms. Results from the use of an evaluation tool completed by classroom mentors and graduating candidates from one special education program on the use of eight culturally responsive practices from Muniz (2019), including recognizing and redressing biases in the system, will be described. The results of another study focused on educators' ability to identify and address potential biases by young children through the use of responses to scenarios will be summarized. Examples from a scoping review of culturally responsive and sustaining practices that resulted in student outcomes will be used to stimulate the discussion about the strategies used by educators to influence systems change in schools and classrooms. The panel presentations and discussion will focus on how we define and best prepare early childhood educators to advocate for systemic change.

Facilitator: Hailey Love

Room: Mission II

Roundtable Discussion: Using Open Science to Bolster Impact and Accessibility of Early Intervention Research

Open science (OS) has the potential to enhance transparency, accessibility, and reproducibility of early intervention research. OS practices, including preregistration, open data with management plans, and self-archiving. During this roundtable we will provide practical tools that support participants in identifying what, when, where, and how to begin incorporating OS practices. Participants will discuss and reflect on their real-world successes, challenges, and opportunities to build a culture of openness, collaboration, and impact in early childhood research.

Facilitators: Andrea Ford, Danika Pfeiffer, and Helen Long

Room: Mission III

DOCTORAL STUDENT & POST-DOCTORAL SCHOLAR LUNCHEON

12:45 - 1:45 PM @ SUNSET TERRACE

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OPTIONAL SOCIAL ACTIVITY 1:00 - 2:00 PM

POWER Meet Up (Providing Opportunities for Women in Research): All welcome! Walk with Lillian Durán to the beach and learn more about POWER or just connect with old and new friends! (Meet in hotel lobby)

OPTIONAL VIRTUAL SESSION 2:00 - 3:00 PM

Preparing for Your Academic Job Search: Insider Insights for Early Career Scholars with Lindsey G. Mirielli, Jessica Rodrigues, and Emily L. Singell

Zoom Link: <https://kansas.zoom.us/j/87318754956?from=addon>
Meeting ID: 873 1875 4956 Passcode: 071936



POSTER SYMPOSIUM

FRIDAY, FEBRUARY 20

4:00 - 5:30 pm @ REGATTA PAVILLION

TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

- 1. An Innovative Virtual Video-Guided Screener for Communication and Autism in Toddlers**
Rebecca Landa, Cara McComish, Jacqueline Anderson, Vini Singh
- 2. Advancing Speech Technologies for Analyzing Preschool Language Interactions: From Micro to Macro**
John Hansen, Xie Jiamin, Dwight Irwin, Elizabeth Hadley
- 3. Iterative Co-Design of a Collaborative Family-School Software Application**
Maria Fernanda Ibarra, Scott Spaulding
- 4. Dissemination of a Digital Intervention Tailored for Head Start**
Kendra Guinness, Ed Feil, Betsy Davis, Kathleen Baggett
- 5. Human-Centered Design and Artificial Intelligence to Support Data Integration and Use**
Scott McConnell, Sheryl Cababa, Luke Crowley, Kat Ward, Amanda Frobes, Amanda Di Dio
- 6. Development of an Application-Based Early Childhood Universal Screener: English and Spanish Forms**
Qunshan Zheng, Nathaniel von der Embse

EARLY INTERVENTION

- 7. Elevated BASC-3-PRS F indices and caregiver distress: The Impact of Early Intervention**
Nicole Kesner, Rachel Greene
- 8. A Blended Caregiver-Implemented Intervention for Social-Communication and Social-Emotional Development for Autistic Toddlers**
Gospel Kim, Ariana Murphy, Hali Johns, Katie Malone, Lisa Sanchez, Ana Paula Martinez Cueto
- 9. Resources For Early Interventionists to Apply Evidence-Based Practices: Development and User Data**
Jessica Amsbary, Ann Sam
- 10. Service Coordinator Supervisors' Role and Responsibilities**
Kelly Fulton, Michaelene Ostrosky, Catherine Corr, Abby Hardy
- 11. Pilot Testing of the Toddler Talk Intervention Model in Infant-Toddler Childcare Programs**
Jennifer Baumingham, Ann Kaiser, Mary Louise Hemmeter, Kathleen Meeker, Qiao Cui, Mary Rodgers

DIVERSITY, EQUITY, AND CULTURALLY RESPONSIVE PRACTICES

12. **Preparing Teachers for Dual Language Learners with Disabilities: An Equity-Centered Scoping Review**
Serena Jinxiu Liu, Melinda Ledo, Laura Gomez

13. **Early Childhood Teachers' Perspectives on Including Multilingual Learners with Disabilities**
Yiqing Watkins-Xu, Zhe (Gigi) An, Angel Fettig

14. **Centering Teacher Identity and Culture in Practice-Based Coaching: A Systematic Literature Review**
Ankita Bhattacharji, Gospel Kim, Jun Ai

15. **Culturally Responsive Parent Coaching: Supporting Mandarin-English Bilingual Preschoolers with Developmental Language Disorder**
Laura Xiaoqian Guo, Amy Pace

16. **A Review of Cultural Considerations, Measurement, and Effectiveness in Autism Feeding Interventions**
Younghwa Noh, Annabel Garza, Lauren Hampton

17. **Mental Health Trajectories of Racial Minority ECE Workers During and After COVID-19**
Jun Ai, Songtian Zeng, Jia (Julia) Yan, Qingqing Yang

18. **Supporting Immigrant Families of Young Children: Strengthening Professionals' Awareness, Efficacy, and Outreach**
Nicole Edwards, Zeynep Isik-Ercan

19. **Culturally Adapted Embedded Instruction for Autistic Children in Preschool Classrooms in China**
Lin Zhu, Jun Ai, Yini Liao

LANGUAGE

20. **Examining Relationships Between Tier 1 Practices and Language Input in Early Childcare**
Eon-Joo Jang, Taydi Ray, Caroline Hiskey, Jennifer Baumingham, Ann Kaiser

21. **The Impact of Oral Language Development and Working Memory on Reading Comprehension**
Kyung Mi Min

22. **School-Based Augmentative and Alternative Communication Partner Training: A Systematic Review**
Jessica Bond, Jennifer Brown

23. **Strategies to Promote Language in Autistic Preschoolers: What Do the Experts Say?**
Andrea Ford, Danika Pfeiffer, Abby Foltz-Hottle, Reed Senter, Joney Artis, Audrey McMillion, Sara Peele



24. Cultural Adaptations in Early Language Intervention with Black Children: A Methodological Review

Taydi Ray, Eon-Joo Jang, Rachel Frampton, Jason Chow, Ann Kaiser

25. Instructional Quality and Early Language Outcomes in MSHS: A Secondary Data Analysis

Serra Acar, Hsiao-Wen Yang, Sarah Pedonti, Chin-I Chen

SOCIAL EMOTIONAL COMPETENCE AND TRAUMA-INFORMED PRACTICE

26. Early Childhood Educators' Perspectives on Challenging Behaviors: A Mixed Methods Study

Chi Baik, Isabel Grover, Rachel Stein, Elizabeth Steed

27. Mindset Matters: Shifting Pre-Service Educator Causal Attributions for Challenging Behavior

Kelsey Smith, Kathleen Tuck, Luisa Abellan-Pagnani

28. Caregiver Perspectives: A Survey Study of Behavioral Caregiver Training (BCT) Practices

Ana Paula Martinez Cueto, Maria L. Hugh, Erin Lawrence, Gregory Cheatham, Youme Kim, Luisa Abellan-Pagnani

29. Systematic Review of Preschool Teacher Self-Efficacy About Supporting Children Displaying Challenging Behavior

Luisa Abellan-Pagnani, Alana Schintz, Youme Kim, Erin Lawrence, Ana Paula Martinez

30. Trauma-Informed Early Childhood Special Education

Prince Estanislao, Maryssa Mitsch

INNOVATIONS IN RESEARCH METHODOLOGY

31. Which Children with Clinically Relevant Needs Receive Early Childhood Supports and Services?

Adrienne Woods, Ginger Elliott-Teague, Gullnar Syed

32. Controlled Efficacy vs. Contextual Relevance in Single-Case Research

Sally Shepley, Collin Shepley

33. Assent in Interventions: A Systematic Review of Assent in Applied Behavior Analysis

Stephenie Barr, Angel Fettig, Yuanchen Kuo, Yiqing Watkins-Xu, Evelyn Ayay, Chi Baik

34. Methodological Advancements in Utilizing the Alternating Treatments Design

Kathleen Tuck, Kelsey Smith

35. Moving the Needle on EI Research Partnerships: Challenges, Innovations, Commitments to Equity

Kathleen Baggett, Jennifer L. Stapel-Wax

36. Community-Engaged Research with Early Childhood Programs

Kathryn Bigelow



37. **Engaging Primary Care Clinics and Healthcare Teams in Clinical Trials to Advance Equity**
Brenda Salley, Sarah Behrens

TEAMING AND COLLABORATION

38. **Interagency Collaboration in Early Intervention and Early Childhood Special Education**
Erin Lawrence, Maria Hugh, Ana Paula Martinez, Luisa Abellan-Pagnani, Youme Kim

39. **Primary Service Provider Teaming: What Works? A Systematic Review of Outcomes**
Kyunghwa Kay Park, Judith Carta

40. **The Influence of Interprofessional Collaboration on Intervention Feasibility & Use**
Lauren Duvall, Brooke Ingersoll

41. **How BCAs Conceptualize and Implement Natural Environment Teaching**
Maeve Hasselman, Jennifer Ledford, Lori Throne

LITERACY AND SHARED BOOK READING

42. **Early Book Sharing for Spanish-Speaking Families and Their Toddlers**
Kelsey Dillehay, Taydi Owens Ray, Tatiana Peredo

43. **Parent-Implemented Shared Reading with Children using AAC: A Mixed Methods Investigation**
Kelly Whalon, Michelle Thieren, Denise Dennis, Alice Williams

44. **Teacher-Implemented Meaning-Related Emergent Literacy Intervention in Inclusive Prekindergarten Classrooms: Improving Equitable Futures**
Shaylee Woods, Ebony Holliday, Rebecca Landa, Emily Baker, Vini Singh

45. **Effects of Data-Informed Performance Feedback on Teachers' Use of Dialogic Reading Trials**
Qunshan Zeng, Taylor Ringler

46. **Preliminary Feasibility and Reliability of a Letter Writing Scale for Preschoolers**
Danika Pfeiffer, Alexander Choi-Tucci

ASSESSMENT AND MEASUREMENT

47. **Preliminary Psychometric Evaluation of the Teaching Pyramid Observation Tool (TPOT)**
Qiao Cui, Kathleen Artman Meeker, Angel Fettig

48. **Characterizing Speech Motor Control in Autistic Toddlers Using a Novel Observational Assessment**
Abigail Delehanty, Emma Granto, Michelle Catao

49. **A Psychometric Study of the ARTIC Scale Response to Culturally Diverse Populations**
Chelsea Morris

50. **Adaptation and Validation of Implementation Climate Scale for Early Intervention (ICS-EI)**
Sean Joo, James Lee, Kaori Terol, Sehee Jung, Katherine Pickard, Wendy Stone, Jill Locke

COACHING AND PROFESSIONAL DEVELOPMENT

51. **Virtual and In-person Coaching to Increase Teachers' use of BELLs Intervention**
Alana Schintz, Melanie Good, Luisa Abellan-Pagnani

52. **Exploring Coaches' Perspectives on Pyramid Model + Practice-Based Coaching Implementation and Sustainability**
Caroline Hiskey, Christen Park, Grace Lady, Mary Louise Hemmeter

53. **Coaching Practices to Promote Child Development: SLPs' Knowledge and Use Across Settings**
Jennifer Brown, Abigail Delehanty, Cierra Lorio, Mollie Romano

54. **Examining the Preparation of Inclusive Early Childhood Educators and Leaders**
Ritu Chopra, Julie Daniel, Rashida Banerjee, Andrea Laser

AUTISM

55. **Review of Global Parental Experiences with Children with Autism**
Youme Kim, Kathleen Tuck, Gregory Cheatham, Luisa Abellan-Pagnani, Ana Paula Martinez, Erin Lawrence

56. **Can Appropriately Targeted Early Intervention Help Toddlers With Severe Symptoms of Autism?**
Xinyue Liu, Hannah Schertz

57. **Enhancing Communication in Autistic Children Using Prompts in Nigeria.**
Osezusi Bolodeoku, Benedict Sama, Blessing Adeyanju

58. **Navigating Autism EI in Bolivia: Family and Professional Perspectives**
Michaela DuBay, Ibeth Lazarte, Suraia Dorado, Heydi Sanz, Patricia Sarmiento, Gabriela Cárdenas, Lourdes Saavedra

KEYNOTE PRESENTATION 5:45 - 7:15 PM @ BAYVIEW BALLROOM

DR. SHANTEL MEEK

Preserving the Rights of Children with Disabilities through Research, Practice and Policy

The Individuals with Disabilities Education Act (IDEA) is the nation's preeminent education civil rights law for children and youth with disabilities. It guarantees a free appropriate public education (FAPE) in the least restrictive environment (LRE) for students with disabilities and early intervention services for infants and toddlers. Prior to the passage of IDEA, many children and youth with disabilities were institutionalized in settings that risked their health, safety, learning, and fundamental human rights. Today, important strides have been made in ensuring access to education for children and youth with disabilities. But progress is not perfect, and major challenges continue to exist in special education systems across the nation; challenges that have been amplified for some communities under the current unpredictable and often volatile policy context. This keynote will hone in on the progress to date to ensure accessible and enriching systems for young children with disabilities, the challenges that lie ahead navigating the current policy context, and the key roles of research, practice, and policy to fulfill the promise of IDEA and beyond.



**DANCE PARTY!
Silent Auction, Food Trucks,
and a DJ
7:30 - 10:00 PM
BAYVIEW BALLROOM**

Dancing will start around 8:00pm
when the Ballroom is ready.
\$20 suggested donation but
everyone is welcome.

CONCURRENT SESSIONS

SATURDAY, FEBRUARY 21

8:00 -10:00 am

Advancing Measurement in Autism Research: Opportunities and Challenges in Technology Integration

Brian Boyd, Anna Wallisch, Dwight Irvin, Jay Buzhardt

We are in a technological renaissance, with AI and related tools transforming how we work, live, and interact. Autism research is increasingly part of this shift, as digital technologies are being developed to support diagnosis, assessment, and intervention. Yet, with these advances come both opportunities and challenges in integrating technology into real-world contexts. This panel will highlight three innovative approaches that use technology to assess: (1) how autistic children acquire key developmental skills, (2) parent-child interaction during mealtime routines, and (3) the relationship between parental stress and language input. Presenters will discuss methodological considerations, implementation in naturalistic settings, and implications for research and practice. The session will also include opportunities for discussion and live demonstrations of select technologies.

Facilitator: James Lee

Room: Bayview I

Moving Past Participants: Engaging Underserved Communities in Adapting Early Language Interventions

Lauren Cycyk, Karen Zyskind, Stephanie De Anda, Camille Cioffi, Joshua Allison-Burbank, Elizabeth Kushman, Anna Kunz, Alyssa Rodriguez, Jessica Meese, Tatiana Peredo, Natalie Pak

Engaging end-users in intervention development and adaptation is increasingly recommended to strengthen intervention validity, implementation, and impact in real-world conditions (e.g., Taffere et al., 2024). Authentic and consistent engagement with underserved communities further offers the potential to overcome the long-standing exclusion of some populations in research, reduce biases, and build trust in the research process. Yet, robust community engagement of minoritized populations in the development and adaptation of early language interventions remains limited (Cycyk et al., 2021), despite the inextricable links between language and social identity. Thus, this panel presents examples of meaningful community engagement efforts undertaken across 3 early intervention adaptation projects supporting caregivers of children with early language delays from underserved communities.

Facilitator: Ann Kaiser

Room: Bayview II

Navigating Complex Issues in Early Intervention: Roles of Systems and Researchers

Crystal Williams, Mia Chudzik, Christine Spence, Jessica Hardy, Michaelene Ostrosky, Emily Holden, Grace Sawyer

We will share three qualitative research projects that explored early intervention (EI) services for families who experience marginalization. Each study had a different design (focus groups, interviews, case study) and population of interest (families experiencing vulnerability, families experiencing trauma, families of children with medical complexity). In all three studies, our findings highlight both systemic issues and individual biases that influence EI providers' beliefs and interactions with families. We will engage in discussion around (1) how the EI system can contribute to the marginalization of families and (2) the roles of qualitative researchers when collecting, analyzing, and disseminating research in which participants demonstrate biased perceptions about families, therefore potentially perpetuating negative discourse that exists in the EI system.

Facilitator: Elizabeth Steed

Room: Bayview III

Training, Fidelity, and Adaptation: Implementing Caregiver Coaching in Part C Early Intervention

Kyle Frost, Eric Shannon, Mehreen Hassan, Allison Wainer, Brooke Ingersoll, Sarah Edmunds, Sarabeth Broder-Fingert

We present findings from the Reciprocal Imitation and Social Engagement (RISE) study, a multisite RCT evaluating the implementation of Caregiver-Implemented Reciprocal Imitation Teaching (CI-RIT) within the Part C Early Intervention (EI) system. Conducted across four states, the study leveraged virtual training and consultation to reach a diverse network of EI providers and families, with an emphasis on equity and accessibility through telehealth. The first talk provides an overview of the study design, recruitment strategies, and the scalable CI-RIT provider training model. The second talk explores how provider characteristics relate to coaching fidelity, satisfaction, and long-term intent to use the intervention. The final talk presents a mixed-methods investigation of provider adaptations—what was modified, why, and with what implications for fidelity. Together, these presentations highlight lessons for scaling caregiver-implemented naturalistic interventions within EI, with relevance for tailoring training, supporting implementation, and promoting equitable access to autism-specific services.

Facilitator: Angel Fettig

Room: Mission II

Roundtable Discussion: Adapting and Navigating Shifting Priorities and Evolving Academic

Ever wondered what search committees really mean by "fit," or how to tell whether a job ad is your dream job? This interactive roundtable offers candid, collegial conversation about positioning for academic jobs, understanding how searches actually work, and what graduate students and faculty members can do to be ready when the right position opens. We'll unpack job ads, signals, and strategy, share lessons learned (and mistakes survived), and tackle the questions you're not sure you're allowed to ask. Expect practical insights and open discussion about a process we all endure, but rarely explain.

Facilitators: Amy Santos, Christian Google

Room: Mission III

CONCURRENT SESSIONS

SATURDAY, FEBRUARY 21

10:30 am -12:30 pm

Tools or Trouble? Preserving Rigor in a World of Bots and AI

Elizabeth Steed, Rachel Stein, John Nash, Evelyn Ayay, Angel Fettig, Beth Rous

How is the research process being reshaped and sometimes disrupted by the rise of artificial intelligence and automation? This panel explores cases where ECI researchers encountered challenges and opportunities from generative artificial intelligence (AI) and automated software programs (aka "bots"). Each case covers examples from the presenters' research where they faced challenges, tensions, and opportunities around these new technologies. We will present useful tips to address threats to our research integrity, such as taking on survey bots and the potential for using AI to support the research process, such as AI-assisted survey development. The discussion will focus on conceptual and epistemological questions regarding how our field can intentionally grapple with these technologies. As a field, we must contend with a world where AI tools are utilized in research so that we can preserve rigor and promote inclusion and equity for diverse populations of young children with disabilities and their families.

Facilitator: Hedda Meadan

Room: Bayview I

Scaling Up Supports for Children's Interfering Behaviors in Early Intervention

Hannah Fipp-Rosenfield, Megan Roberts, Lauren Hampton, Katy Bateman, Alayna Borowy, Sarah Edmunds

This panel examines young children's interfering behaviors (IB) within early intervention (EI), focusing on accurate assessment, equitable access to behavior-specific services, and dissemination of behavior support strategies. Specifically, we will explore how EI structures can be challenged to improve assessment and intervention for IB, identify strategies to better support providers, and assess ECHO (Extension for Community Healthcare Outcomes) as a potential scalable model for disseminating effective behavior support practices. Aligned with the CRIEI 2026 theme, our work reflects a commitment to equity and inclusion by critically evaluating the current EI system and exploring adaptive, community-centered approaches to provider training. In doing so, we also recognize that racially and linguistically minoritized children are often identified and treated disproportionately when it comes to IB (Gilliam et al., 2016), underscoring the urgent need for more equitable and culturally responsive practices in EI.

Facilitator: Hailey Love

Room: Bayview II

Building Capacity to Deliver and Sustain Early Interventions Within Culturally Diverse Systems

Katherine Pickard, James Lee, Karen Guerra, Michaela DuBay

Well-documented service disparities significantly limit early intervention outcomes for children and families from minoritized backgrounds (Smith et al., 2020). While there has been growing interest in increasing equitable access to early intervention programs, the process to deliver early interventions within diverse and underinvested service systems is complex and wrought with implementation challenges. Research aimed at adapting early interventions and developing strategies to more effectively deliver and sustain them in underinvested contexts is critical. However, there is a dearth of research on how to improve community-based early interventions for use within these contexts. This panel leverages community-engaged research with partners across diverse delivery contexts to demonstrate the processes to adapt interventions and the strategies that have been used to help build capacity for delivery and sustained use.

Facilitator: Linda Watson

Room: Bayview III

Exploring Intervention Timing, Dose, and Early Detection Guidelines for Extreme Preterm Infants

Christine Spence, Stacey Dusing, Rebecca Molinini, Christiana Butera

Innovative strategies, early detection of developmental challenges, evidence-informed policy changes, and fully informed parental choice are needed for early intervention to reach its full potential. This session will highlight the results from an innovative 3-arm clinical trial comparing the same intervention delivered at 2 time points for extreme preterm infants. Infant developmental outcomes and parent-level outcomes will be shared with discussions of the implications for the timing, dose, and frequency of early therapeutic intervention. Implementation of international recommendations for early detection of cerebral palsy in the Los Angeles Department of Health Services will provide an example that evidence-informed quality improvement and policy change can change practice. Discussion of the need for innovative study methods to evaluate the complex interactions between timing, dose, our current policy structure is sure to be lively! Audience participation in the discussion will be encouraged.

Facilitator: Lauren Cycyk

Room: Mission II

Roundtable Discussion: Navigating the Uncertainty: Current Challenges to Higher Education

During this roundtable the facilitators will share ideas about how to launch and maintain your academic careers during these uncertain times. They will discuss strategies for developing your research agenda, maintaining productivity, and investing in your professional priorities. They will also foster a conversation that holds the tension of the current state of affairs along with the active resistance of hope and the optimism needed to continue striving for a more promising future and rigorous sustained research in our field.

Facilitators: Lillian Durán, Carol Davis

Room: Mission III

OPTIONAL SOCIAL ACTIVITY 1:00 - 2:00 PM

Lunch + Beach with Sarah Garrity and Elizabeth Steed (Meet in hotel lobby)

OPTIONAL VIRTUAL SESSION 2:00 - 3:00 PM

Finding and Securing Private Foundation Funding with Vidusha Devasthali, University of Oregon; Office of Research

Zoom Link: <https://uoregon.zoom.us/j/93777899288>



DISCUSSION ABOUT FUTURE OF CRIEI 4:00 - 4:45 PM

Join the business meeting and share your input about future of CRIEI. (Mission I)

POSTER SYMPOSIUM SATURDAY, FEBRUARY 21 4:45 - 6:15 pm @ REGATTA PAVILLION

TECHNOLOGY AND ARTIFICIAL INTELLIGENCE

1. **Exploring Social-Emotional Teacher Talk in Toddler Classrooms using Speech & Language Technology**
Satwik Datta, Jiamin Xie, Shruthigna Chandupatla, Kathryn Bigelow, Dwight Irwin, Yagmur Seven, Tony Albano, John Hansen
2. **Improving Access to Early Intervention through a Technology & Information Intervention**
Catherine Asher, Nicole Hamp, Zaiyi Jiang,
3. **Digital Dialogues: WhatsApp Focus Groups with Newcomer Chinese and Indian Caregivers**
Nicole Adams, Guofeng Shen, Ankita Bhattacharji, Lori Meyer
4. **“Nothing Can Replace Authentic Human Interaction”: EI/ECSE Providers’ Perception of AI**
Hedda Meadan, Rayan Alqunaysi, Sheena Jennings, Sarah Douglas, Alexandra Reilly
5. **Artificial Intelligence Use in Early Intervention Practice: An Interprofessional Inquiry**
Yaoying Xu, Chi-Ning Chang, Allison King, Michelle Thompson, Jiajia Liu, Phoebe Bilby, Terri Nelligan, Sara Miller, Soniyaa Khurana, Dana Childress

EARLY INTERVENTION

6. It's All About Congruence: Utilizing Contextual Fit to Improve Caregiver-Implemented Interventions

Stefan Horbanczuk, Yuanchen Kao, Yiqing Watkins-Xu, Chi Baik, Evelyn Ayay

7. Providers' Experiences Supporting Children with Medical Complexity in EI: An Interview Study

Crystal Williams, Julie Daniel, Renae Cuevas Dias

8. Caregiver and Child Characteristics Associated With Caregiver Strategy Use Prior to Intervention

Emily Harrington, Ann Kaiser, Pamela Hadley

9. Feasibility of a Remote Caregiver-Coaching Group Intervention for Infants with Down Syndrome

Miriam Kornelis, Lauren Thompson, Susan Loveall, Jennifer Davis, Sahasraara Hemanth, Linda Eng, Beate Peter, Lizbeth Finestack

10. Use of FN in EI Settings with Underserved Families: A Mixed-Methods Study

James Lee, Kathryn Pickard, Kaori Terol, Yeonhee Lee, Sehee Jung, Huilin Luo, Meghan Burke

11. From Translation to Retention: Advancing Equitable Inclusion of Spanish-Speaking Families in a Multistate Part C EI Trial

Dennis Sotelo Martinez, Karla Uroza, Anamiguel Pomales-Ramos, Alice S. Carter

12. Clinician-Reported Adaptations to a Parent-Mediated Intervention in the Part C EI System: Associations with Family Sociodemographic, Parent Engagement, and Coaching Fidelity

Anamiguel Pomales-Ramos, Hannah Tokish, Sarah R. Edmunds, Kyle M Frost, Brooke Ingersoll

DIVERSITY, EQUITY AND CULTURALLY RESPONSIVE PRACTICES

13. Community Assets and School Readiness Drive Conversations about Children in Diverse County

Rebecca Shearer, Casey Mullins, Elizabeth Campos, Ruby Natale

14. Educator Characteristics in Enhancing Young English Learners' Literacy through Culturally Responsive Teaching

Kyung Mi Min, Shahlo Mamedova, Morgan R Vanmoy

15. Cultural Considerations for Intervention for Spanish-speaking Families of Children with Developmental Disabilities

Melissa Miranda, Ambar Munoz Lavanderos, Megan Kunze

16. Learning from Innovative Research on a Multicultural Early Childhood Book Club

Elianne Rodriguez, Shujia Sun, Danielle Barreras, Patricia Leal, Natalia Zea, K. Lori Hanson

17. Voices of Early Educators to Support Emergent Bilinguals Without and With Disabilities

Jisun Oh, Gregory Cheatham, Youme Kim, Josh Hayes

18. Mirrors and Reflections: Examining Epistemic Possibilities for Justice in EI/ECSE Research
Ruby Batz, Courtney O'Grady, Megan Vinh, Asha Yadav

19. Principles for Engaging Diverse Community Stakeholders to Increase Cultural Relevance, Linguistic Appropriateness, Ecological, and Social Validity
Kathy Bigelow, Tracy Payne Jordan, Gabriela Guerrero

LANGUAGE

20. Educator Practices and Perspectives on Aided Language Modeling: A Mixed Methods Study
Jessica Bond, Jennifer Brown

21. Expert Consensus on Current SLP Practices in Early Intervention with Cerebral Palsy
Helen Long, Katie Michalski, Dana Anderson

22. Lexical Selection in Young Spanish-speaking Children with Developmental Language Delay
Elizabeth Alvarez-Montoya, Rachel Frampton, Tatiana Peredo

23. Capacity Building of SLPs and Caregivers: A Single-Case Research Study
Hedda Meadan, Sarah Douglas, Sarah Dunkel-Jackson, Sheena Jennings, Alexandra Reilly

24. Using LENAs to Measure Communication in Down Syndrome: A Generalizability Study
Marianne Elmquist, Andrea Ford, Claudia Schabes, Miriam Kornelis, Lizbeth Finestack, Audra Sterling

25. Principles for Expanding the Research Framework to Promote Equity in Language Learning Opportunities

Dale Walker, Alana G. Schnitz, Judith J. Carta, Charles Greenwood, Kathy Bigelow, the BWGRN Leadership, Joshua D. Allison-Burban, Natalie S. Pak, Jessica Meese

26. Principles for Strengths-Based Research Methods and Interventions that Recognize Language, Culture, and Development with Healthcare Clinicians
Jennifer L. Stapel-Wax, Susan N. Brasher, Ashley Darcy Mahoney, Melissa Baralt

SOCIAL EMOTIONAL COMPETENCE AND TRAUMA-INFORMED PRACTICE

27. Policy Focus: Adopting Cross-Sector Definitions of Suspension and Expulsion in Early Childhood
Heather Googe, Kate Ascetta, Jackie Viotto

28. Exploring Children's Perspectives on Friendship and Inclusion
Anna Hoepfner, Kellie-Anne Brown Campbell, Mary Louise Hemmeter

29. The Impact of Parenting Stress and Caregivers' Depression on Children's Behavioral Outcomes
Alexandra Davis, Cathy Huaqing QI, Chelsea Morris, Cara Streit

30. Perspectives about Early Intervention Providers' Roles in Trauma-Informed Care
Mia Chudzik, Crystal Williams, Emily Holden

INNOVATIONS IN RESEARCH METHODOLOGY

31. **Clarifying the Path: Early-Stage Qualitative Integration in Single Case Research**
Justin Lane, Angel Fettig, Zhenying Jiang

32. **Using a Probabilistic Approach to Link Siloed Data and Illuminate EI Disparities**
Tyson Barrett, Anne Larson, Lauren Cycyk, Katharine Zuckerman

33. **Systematic Review and Analysis: Intervention Research Conducted in Inclusive Early Childhood Classrooms**
Hannah Keene, Collin Shepley, Emily Webb

ASSESSMENT AND MEASUREMENT

34. **Progress Monitoring for Preschool Teachers**
Collin Shepley, Amanda Duncan, Emily Webb

35. **Multiple Appraisals of Progress (Infants, Toddlers, Preschoolers): Community-Wide Developmental Screening Implementation**
Tamela Mannes, Sondra Stegenga, Jane Squires

36. **Observational Assessment of Preschool Children's Peer Social Competence: Reliability and Validity**
Samuel Odom, Stephanie Reszka, Ann Sam, Claudia Dunn, Ximenna Franco-Jenkins, Brianne Tomaszewski, Thomas Leggett, Victoria Waters

37. **Validity of Examiner-Rated Autistic Traits in Young Children with Down Syndrome**
Claudia Schabes, Miriam Kornelis, Marianne Elmquist, Lizbeth Finestack, Audra Sterling

38. **Linking Developmental Screening Outcomes to Program Assessment Goal Development**
Yuyan Xia, Yaoying Xu, Diane Bricker, Jane Squires

FAMILY

39. **Building Partnerships Between Families, Childcare and EI providers to support IFSP's**
Martha Buell, Anamarie Whitaker, Annette Pic

40. **Family-Implemented NDBIs for Young Children with Disabilities: A Systematic Review**
Ciara Ousley, Veronica Kang

41. **Parent Voices: Parent Training Experiences and Impact on Family Quality of Life**
Yuanchen Kuo, Evelyn Ayay, Stephenie Barr, Yiqing Watkins-Xu, Chi Baik, Angel Fettig

42. **Raising Children Together: Building Inclusive Family-Teacher Relationships in Head Start Settings**
Wonkyung Jang, Kathleen Gallagher, Cara Kelly

COACHING AND PROFESSIONAL DEVELOPMENT

43. **Examining Group Coaching Quality in a Family Engagement and Mathematics Intervention**
Jessica Hardy, Ragan McLeod, Fatmanur Onder, Casey Kim



44. Coaching to Support Practice Implementation: Digging into the Data
Adrienne Golden, Caroline Hiskey, Grace Lady, Rachel Laribee, Suzanne Thompson, Lise Fox

45. Integrated Analysis of Infant-Toddler Coaching Sessions
Caroline Hiskey, Jennifer Buamingham, Eon-Joo Jang, Ann Kaiser, Mary Louise Hemmeter

46. Tailoring Coaching Strategies for Parents with Intellectual Disabilities or Mental Health Conditions
Sarah Wiegand, Nicole Edwards, Rebecca Lieberman-Betz

AUTISM

47. Research Support for Naturalistic Strategy Use for Young Autistic Children
Jennifer Ledford, Maeve Hasselman, Lori Thorne

48. Preschoolers with Autism Getting Engaged with Storybooks (PAGES): Evaluating Engagement
Veronica Fleury, Kelly Whalon, Beth Phillips, Jessica Logan

49. A Systematic Review of iOS-AAC for Children with Autism and Speech Impairments
Weili Yuan

50. From Evidence to Guidance: Aligning EBPs with Autistic Preschoolers' Characteristics and Contexts
Maria Hugh, Ana Paula Martinez Cueto, Andrea Ford, Lori Vincent, Kara Acosta, Kathleen King, Jessica Steinbrenner, Jenny Havlovick, Chavis Lickvar-Armstrong

51. Early Intervention Services for Transborder Families of Autistic Children: Facilitators and Barriers
Laura Gomez, Tatiana Ramos-Gallardo, Carmen Orendain, Ana Dueñas

ACCESS TO EARLY INTERVENTION

52. Intervention Access for Rural and Urban Preschool-Age Children with Down Syndrome
Miriam Kornelis, Claudia Schabes, Marianne Elmquist, Audra Sterling, Lizbeth Finestack

53. Barriers and Facilitators Across the Early Intervention Pipeline: A Rapid Literature Review
Karen Zyskind, Ruby Batz, Anne Larson, Sheresa Boone Blanchard, Margaret Gillis, Lauren Cycyk

54. Exploring Urban-rural Differences in Early Intervention Access: A Geographic Information Systems Approach
Matthew Zellner

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