

INTERNATIONAL SOCIETY FOR EARLY INTERVENTION - ISEI

<http://depts.washington.edu/isei/index.html>

- Which is the current work by ISEI in the area of ECEC/PPE ? and what are the plans for the future?

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The growing need for effective early intervention programs

- Providing effective early intervention programs for **vulnerable children and their families** constitutes one of the most important challenges for contemporary societies.
- State-of-the-art intervention requires the contributions of **specialists from many disciplines**, the construction of programs that are firmly rooted in biomedical and behavioral research.
- Incorporating **emerging research findings**.
- Advocates to ensure that **funding personnel, and related resources and policies are available and consistent with the knowledge base and goals of early intervention**.

ISEI - International Society on Early Intervention

- The primary purpose of the ISEI is to provide a framework and forum for professionals from **around the world** to communicate about advances in the field of early intervention.
- The membership of ISEI is composed of **basic and clinical researchers** relevant to the field of early intervention representing a diverse array of biomedical and behavioral disciplines, as well as **clinicians and policy-makers** in leadership positions.
- As such, **linkages** between basic science and applied research, interdisciplinary collaborations, and connections between research and practice are emphasized.

Developmental Systems Model (Guralnick, 2001)

Principles of early intervention relevant to the Developmental Systems Model

- *A developmental framework* informs all components of the early intervention system and *centers on families*.
- *Integration and coordination* at all levels is apparent. This includes interdisciplinary assessments, assessments for program planning, developing and implementing comprehensive intervention plans, and systems level integration.
- The *inclusion* and participation of children and families in typical community programs and activities are maximized.
- *Early detection and identification* procedures are in place.
- *Surveillance and monitoring* are an integral part of the system.
- *All parts of the system are individualized*.
- *A strong evaluation and feedback* process is evident.
- It is recognized that true *partnerships with families* cannot occur without *sensitivity to cultural differences* and an *understanding* of their *developmental implications*.
- There is a belief that recommendations to families and practices must be *evidence-based*. A *systems perspective* is maintained, recognizing interrelationships among all components.

ISEI - International Society on Early Intervention

- To foster communication and research collaborations, the ISEI **sponsors or co-sponsors international conferences**, provides information about conferences relevant to the field of early intervention, publishes a **membership directory**, and has established an **information exchange** mechanism through the Internet.
- ISEI publish books or reprint journal articles of special interest to its members. A **Book Series** has been established with Brookes Publishing
- A special international section has been reserved for ISEI in the interdisciplinary journal, ***Infants and Young Children***

INFANTS AND YOUNG CHILDREN

- ARTICLES examples
 - Vicki D. Stayton. *Preparation of Early Childhood Special Educators for Inclusive and Interdisciplinary Settings*
 - Song, Zheng; Giannotti, Tierney; Reichow, Brian. *Resources and Services for Children With Autism Spectrum Disorders and Their Families in China*
 - Msall, Michael E; Tremont, Michelle R; Ottenbacher, Kenneth J. *Functional Assessments of Preschool Children: Optimizing Developmental and Family Supports in Early Intervention.*
 - Aguiar, Cecília; Moiteiro, Ana Rita; Pimentel, Júlia Serpa. *Classroom Quality and Social Acceptance of Preschoolers With Disabilities*
 - Sukkar, Hanan. *Early Childhood Intervention: An Australian Perspective*
 - Shavega, Theresia Julius; van Tuijl, Cathy; Brugman, Daniel. *Teachers' Perception of Children's Behavioral Adjustment in Tanzanian Preprimary Schools and Their Relationship to Teachers' Cultural Beliefs Regarding Obedience, Cooperation, and Play.*
 - Carpenter, Barry; Campbell, Lesley Mphil. *The Changing Landscape of Early Childhood Intervention in the United Kingdom: Strategy, Policy, and Practice*
 - Giné, Climent; Vilaseca; Gràcia, Marta; García-Dié, Maria Teresa. *Early Intervention in Spain: Some Directions for Future Development*
 - Björck-Akesson, Eva; Granlund, Mats. *Changing perspectives for early childhood intervention in Sweden.*

ISEI conference in New York, 2010

Themes

- Models of service delivery (home visiting)
- Outcomes of interventions (child / family)
- Peer relationships (social skills)
- Capacity-Building Family Practices
- Inclusion
- Learning to read and write
- Children at risk (biologic – fetal alcoholic syndrome - and social)
- Autism spectrum disorder
- Specific disorders (cerebral palsy; fragile X syndrome)
- Working with families
- Staff training
- Evidence-based Practices
- Policy

ISEI - International Society on Early Intervention

**International Society on Early Intervention
Conference, June 8 – 10, 2016**

“Children’s Rights and Early Intervention”

Held in conjunction with Stockholm University

Conference location: Stockholm, Sweden

Conference Theme

Early intervention - a basic right of all vulnerable children

THEMES

- Access, equity, quality, and accountability
- Strengthening families
- Training professional personnel
- Promoting social-emotional development
- Conducting reliable, valid, and culturally appropriate assessments
- Exploring issues related to institutional care and deinstitutionalization
- Examining the impact, prevention, and treatment of trauma, abuse, and neglect
- Testing and evaluating new strategies and techniques to promote a child's development to the fullest
- Developing approaches to enhance social inclusion
- The development and evaluation of policies in individual countries or regions within countries to ensure that early intervention is among the rights of young children