



Program

June 19th, 2023

11:30 a.m.–12:00 p.m.	<i>Registration</i>
12:00–12:15 p.m.	<i>Welcome</i>
12:15–1:15 p.m.	<i>Keynote Address</i> Pauline Slot “Continuous professional development as pathway towards sustainable quality in early childhood education”
1:15–2:05 p.m.	Paper Session I
2:05–2:20 p.m.	COFFEE BREAK
2:20–3:20 p.m.	Poster Session I
3:20–4:45 p.m.	Paper Session II
4:45–5:00 p.m.	COFFEE BREAK
5:00–6:00 p.m.	Poster Session II
6:00–7:30 p.m.	Reception

June 20th, 2023

9:00 a.m.–10:25 a.m.	Paper Session III
10:25 a.m.–10:55 a.m.	COFFEE BREAK
10:55 a.m.–11:55 a.m.	<i>Keynote Address</i> Kathryn Hirsh-Pasek “Re-imagining education: Delivering high quality education through playful learning”
11:55 a.m.–12:00 p.m.	<i>Farewell</i>



Paper Session I

June 19th, 1:15–2:05 p.m.

Gleicher Zugang zur Kita? Benachteiligungsrisiken der Platzvergabe in Kindertageseinrichtungen

Antonia Scholz & Samuel Bader

Attribuierte soziale Benachteiligung als Einflussfaktor auf die Lernunterstützung in Fachkraft-Kind-Dyaden in der Kita

Heike Wadepohl, Lisa Keller, Theresa Johannsen, & Katja Mackowiak

Evaluating a taxonomy of visual-spatial abilities

Anna Meinhardt

Paper Session II

June 19th, 3:20–4:45 p.m.

Effects of two staffing models in the home visiting program Pro Kind: Follow-up of a randomized trial at age 7

Marie Schepan, Malte Sandner, Sören Kliem, & Tilman Brand

Effekte früher Bildung in psychosozial belasteten Familien im Schulalter: Ergebnisse aus der longitudinalen Studie ZEPPELIN

Isabelle Kalkusch, Simone Schaub, Erich Ramseier, Alex Neuhauser, Patsawee Rodcharoen, **Andrea Lanfranchi,** & Peter Klaver

A digital pedagogical component to increase family stimulation quality

Sarah K. Schröter, Franziska Cohen, Luisa Prokupek, Sabine Blaurock, & Yvonne Anders

Learning apps for disadvantaged families: Intervention results from the Learning4Kids study

Frank Niklas, Efsun Birtwistle, Astrid Wirth, Tina Schiele, & Anna Mues

Wie geht es Kindern mit erheblichen Lern- und Entwicklungsherausforderungen kurz vor dem Übergang in die Grundschule? Erste empirische Ergebnisse aus dem Projekt Ilea-Basis-T

Nicole Reichenbach, Lynn Kriegs, Maria Kranz, & Susanne Viernickel



Paper Session III

June 20th, 9:00–10:25 a.m.

Social disparities in early domain-specific cognitive precursor abilities

Maximilian Seitz

Development of an app-based narrative assessment: Examining parents' home literacy environment and children's language and narrative skills

Melike Yumus, Roberta Nicosia, Tabea Testa, Christina Stuhr, Marlene Meindl, & Tanja Jungmann

Social risk levels of families and their relation to facets of infant's home literacy environment

Sabine Blaurock, Theresia Hummel, Luisa Prokupek, & Yvonne Anders

Effects of socioeconomic factors on early maternal interaction quality: Results from the BRISE study

Dave Mówisch, Manja Attig, & Sabine Weinert

Media usage in the first year of life

Sebastian Then, Katrin Wolf, & Yvonne Anders



Poster Session I

June 19th, 2:20–3:20 p.m.

Betreuungsangebote aus unterschiedlichen Perspektiven – Herausforderungen und Entwicklungsbedarfe
Janette Buchmann, **Michael Müller**, Melina Preuß, Johanna Romefort, Lisa Ulrich, & Susanne Kuger

Screening developmental delays in early child care and education settings based on teacher observations
Irene Dittrich, Gerlind Grosse, Ruben Maué, Melanie Jung, Julia Schröder-Moritz, Lena Heilig, Gizem Samdan, Cecil Mata Lopez, & Sabina Pauen

Explore scientific inquiry
Eva Bühler, Bettina Grab, Markus Rehm, Hendrik Lohse-Bossenz, & Tim Billion-Kramer

Preschool teachers' noticing: A review of conceptualizations, operationalization, and empirical relations
Alexander Stiewe & Jan-Henning Ehm

Does entering into German early childhood education as a toddler reduce or amplify disparities in language and social development up into elementary school?
A propensity score analysis
Jessica A. Willard, Lars Burghardt, Katharina Kohl, & Yvonne Anders

Effects of the ethno-linguistic neighborhood composition on the majority language competence of preschool children with migration background
Stefan Zehentmayer

Investigating infant development throughout the first year of life: The role of maternal educational background
Gizem Samdan, Lena Heilig, & Sabina Pauen

Ready for school? The relation between preschool children's executive functioning, precursor skills, and home learning environment
Susanne Enke, Barbara Hench, Henrik Saalbach, & Catherine Gunzenhauser

Uncovering resilience: Why do some children develop exceptionally well despite existing developmental risks?
Thorsten Macha



Poster Session II

June 19th, 5:00–6:00 p.m.

Multiperspektivische Betrachtung der kindlichen Teilhabe: Die ERIK-Kinderbefragung 2022

Lisa Leßner, Theresia Pachner, Julian Maron, Magdalena Fichter, & Susanne Kuger

The costs and short-term effects of a home visiting program in BRISE - first steps for a cost-effectiveness analysis

Laura Schmitz, Mara Barschkett, Sophia Schmitz, & C. Katharina Spieß

Overview of child assessments in the longitudinal study BRISE

Robert Kayser, Ulrike Frischen, Robin Kemmerich, Birgit Mathes, & Annika S. Wienke

Associations between educational language acquisition and types of social skills in preschool children

Sonja Hasler

MONDEY 4: Evaluation of a new milestone selection to observe and document child development at 4 years of age

Sabina Pauen, Lena Heilig, **Gizem Samdan, & Clara Heilmann**

ESRC-Centre for Early Mathematics Learning at Loughborough University

Korbinian Moeller

EEG frequency tagging with unfamiliar stimuli: Reliability of responses in 7-month-old infants

Lilian Münch, Stefanie Peykarjou, & Sabina Pauen

Focused attention and distractibility at the age of 18 months – and its possible influence by previous media exposure

Annika S. Wienke, Hannah E. Zwad, & Birgit Mathes