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### Publications in peer-reviewed journals and books

- \*Champion, P.R. (2005).** "The At-Risk Infant – Approaches to Intervention", in *Early Childhood Intervention, International perspectives, national initiatives and regional practice*, Carpenter, B & Egerton, J. (eds.) West Midlands SEN Regional Partnership. 39-52
- \*Champion, P. R. (2000).** Infant/maternal interactive social/emotional learning where the infant has a disability or is at risk for a disability. *Infants & Young Children*, 12(3), 10-16.
- Champion, P. R. (1999).** Die Begleitung sehr früh geborener Kinder von der Intensivstation durch das erste Lebensjahr. *Autonomie und Dialog. Kleine Kinder in der Frühförderung. Ernst Reinhardt Verlag: München*, 87-95.
- Champion, P. R., & Lawson, R. (1996).** Developmental competence in children with Down Syndrome: a two part study. *The British Journal of Development Disabilities*, 42(83), 112-124.
- Champion, P. R., Lawson, R., & Sinclair, S. (1992).** Plastic surgery for macroglossia in Downs syndrome: reported satisfaction of parents, immediate and three months postsurgery. *The New Zealand Medical Journal*, 105(937), 268-269.
- \*Champion, P. R. (1987).** An investigation of the sensorimotor development of down's syndrome infants involved in an ecologically based early intervention programme: a longitudinal study. *The British Journal of Mental Subnormality*, 33(65), 88-99. [The version in the folder is an earlier report of this research.]
- \*Chesney, A. R., & Champion, P. R. (2008).** Understanding the dynamics between preterm infants and their families. *Support for Learning*, 23(3), 144-151.
- Foster-Cohen, S. (2017).** "Making the most of MOGUL: Reflections on interlanguage in childhood language disorders." *International Review of Applied Linguistics in Language Teaching* 55.4 (2017): 349-364.
- Foster-Cohen, S. (2011).** "Acquisition of pragmatic competence" *The Cambridge Encyclopedia of the Languages Sciences*, edited by Patrick Hogan, pp 643-646. (Cambridge University Press).
- Foster-Cohen, S. (2004).** "Communicative competence: linguistic aspects" in *International Encyclopedia of the Social and Behavioral Sciences* Elsevier Science. Editors-in-Chief: Neil J. Smelser & Paul B. Baltes. Pages 2319-2323
- \*Foster-Cohen, S., van Bysterveldt, A. K. & Papp, V. (2020).** "The roles of language use and vocabulary size in the emergence of word-combining in children with complex neurodevelopmental disabilities." *Journal of Child Language*.
- Foster-Cohen, S. & van Bysterveldt, A.K.** (in press) "Pragmatic competence in Down syndrome". To appear in *Handbook of Developmental and Clinical Pragmatics*, De Gruyter Mouton.
- \*Foster-Cohen, S. & Wong, T.P. (2017).** "Early intervention at the interface: Semantic-Pragmatic Strategies for facilitating conversation with children with developmental disabilities" in I. Depraetere & R. Salkie (eds) *Semantics and Pragmatics: Drawing a Line. Logic, Argumentation and Reasoning* 11. P.163-181. Springer International Publishing Switzerland.
- \*Foster-Cohen & van Bysterveldt, A. K. (2016).** Assessing the communication development of children with language delay through parent multi-questionnaire reporting. *Speech, Language and*

Hearing. 19:2, 79-86, DOI: 10.1080/2050571X.2015.1108067

**\*Foster-Cohen, S. & van Bysterveldt, A. K. (2016)** Early Childhood Inclusion in Aotearoa New Zealand. *Infants and Young Children*, 29(3), 214-222.

**\*Foster-Cohen, S. & Mirfin-Veitch, B. (2015).** Evidence for the effectiveness of visual supports in helping children with disabilities access the mainstream primary school curriculum. *Journal of Research in Special Educational Needs*. (March 2015) DOI: 10.1111/1471-3802.12105

**\*Foster-Cohen, S., Friesen, M., Champion, P. & Woodward, L. (2010).** High prevalence/low severity language delay in preschool children born very preterm" *Journal of Developmental and Behavioral Pediatrics* 31(8) 1-10

**\*Foster-Cohen, S. Edgin, J., Champion, P. & Woodward, L. (2007).** 'Early Delayed Language Development in Very Preterm Infants: Evidence from the MacArthur-Bates CDI'. *Journal of Child Language* 34, 655-675.

**\*Jones, K. M., Champion, P. R., & Woodward, L. J. (2013).** Social competence of preschool children born very preterm. *Early human development*, 89(10), 795-802.

**\*Logan, N. (2005)** "Rock-a-bye blues: music as a tool for parents", *PMLD-Link* 16(3), 37-39

**Porter, L., van Heugten, K. & Champion, P. R.,** "The risk of low risk: First time motherhood, premature birth and dyadic connection." (*Infant Mental Health Journal*), June 2020.

**\*Pritchard, V. E., Clark, C. A., Liberty, K., Champion, P. R., Wilson, K., & Woodward, L. J. (2009).** Early school-based learning difficulties in children born very preterm. *Early human development*, 85(4), 215-224.

**Couper, L. & Rietveld, C.M. (2019).** Transitions from Early Childhood to Primary School Playgrounds. In L. Couper & D. Sutherland (Eds.), *Learning and connecting in school playgrounds: Using the playground as a curriculum resource*. Taylor & Francis.

**Rietveld, C.M. (2019).** Quality of 'Belonging' and its Relationship to Learning: Case Studies of Three New Entrant Children and a 12-year old with Down Syndrome. In *Belonging: Rethinking inclusive practices to support well-being and identity*. T. McMenamin & A. Guerin (Eds.), Sense Publications, 122-134.

**Rietveld, C.M. (2014).** Challenging Early Childhood Socio-Cultural Contexts: The Inclusion of Children with Down Syndrome. *Early Years*, 56, 18-21.

**Morton, M., Rietveld, C.M., Guerin, A., McIlroy, A. & Duke, J. (2012).** Curriculum, assessment, teaching and learning for all. In S. Carrington and J. MacArthur (Ed.), *Teaching in Inclusive School Communities*: 270-293. Brisbane: John Wiley & Sons.

**Rietveld, C.M. (2012).** "Facilitative inclusion" in early childhood and new entrant classrooms: Lived realities for children with Down Syndrome. In B. Kaur (Ed.), *Understanding Teaching and Learning: Classroom research revisited*: 201-212. Rotterdam: Sense Publishers.

**Rietveld, C. M. (2010).** Early Childhood Inclusion: The Hidden Curriculum of Peer Relationships. *New Zealand Journal of Educational Studies*, 45(1): 17-32.

**Higgins, N., MacArthur, J., & Rietveld, C.M. (2006).** Higgledy – Piggledy Policy: Confusion about Inclusion. *Children's Issues*, 10(1), 30-36.

**Rietveld, C.M. (2005).** Classroom learning experiences of mathematics by new entrant children with Down Syndrome. *Journal of Intellectual Disability and Development*, 30(3), 127- 138).

**Alton-Lee, A., Rietveld, C.M., Klenner, L., Dalton, N., Diggins, C. & Town, S. (2005)** Research Case Studies in Teaching, Learning and Inclusion. In Nind, M., Rix, J., Sheehy, K., & Simmons (Ed.), *Pedagogy in Inclusive Education; Values into Practice*. (98-118). London and New York: Routledge Farmer.

**Alton-Lee, A., Rietveld, C.M., Klenner, L., Dalton, N., Diggins, C., & Town, S. (2000).** Inclusive Practice within the lived Cultures of School Communities: Research Case Studies in Teaching, Learning and Inclusion. *International Journal of Inclusive Education*, 4(3), 179-210.

**Rietveld, C.M. (1999).** "Just leave him out!" Inclusion in the junior classroom. What is involved? *Set*, 1, 1-8.

- Rietveld, C. M. (1994).** "From inclusion to exclusion: Educational placements of children with Down syndrome." *Australasian Journal of Special Education* 18.2: 28-35.
- Rietveld, C. M. (1988).**, Adjusting to school: eight children with Down's Syndrome, *Set*, 1.2: 1-8.
- Rietveld, C. M. (1986).** "The adjustment to school of eight children with Down's Syndrome from an early intervention program." *Australia and New Zealand Journal of Developmental Disabilities* 12.3: 159-175.
- Rietveld, C. M. (1983).** "The Training of Choice Behaviours in Down's Syndrome and Nonretarded Preschool Children." *Australia and New Zealand Journal of Developmental Disabilities*, 9.2: 75-83.
- Rietveld, C. M. (1981).**"Effects of Contingent Reinforcement for Peer Imitation on a Preschool Downs Syndrome Child." *Australasian Journal of Special Education*, 5.2: 30-33.
- Wylie, J. (2006).** The holistic learning outcomes of musical play for children with special needs. *The First Years: Ngā Tau Tuatahi. New Zealand Journal of Education* 5.2 : 30-33.
- \*van Bysterveldt, A., Gillon, G. & Foster-Cohen, S. (2014).** A phonological awareness intervention case study of a child with Down syndrome. *Speech, Language, and Hearing* 17(1): 25-36.
- \*van Bysterveldt, A., Foster-Cohen, S. & Gillon, G.T. (2013).** Engaging Families in Promoting Emerging Literacy for Children with Down Syndrome. In H. Kreider, M. Caspe, & D.B. Hiatt-Michael (Ed.), *Promising Practices for Engaging Families in Literacy*: 29-41. Charlotte, NC: Information Age Publishing.
- \*Van Bysterveldt, A. K., Westerveld, M. K., Gillon, G. & Foster-Cohen, S. (2012).** Personal narrative skills of school-aged children with Down syndrome. *International Journal of Language and Communication Disorders*. 47 (1), 95-105.
- \*van Bysterveldt, A., Gillon, G., & Foster-Cohen, S. (2010).** Integrated speech and phonological awareness intervention for pre-school children with Down syndrome. *International Journal of Language and Communication Disorders*, 45(3), 320-335.
- \*van Bysterveldt, A., Gillon, G., & Foster-Cohen, S. (2010).** Literacy environments for children with Down syndrome: What's happening at home? *Down Syndrome Research and Practice*, 12(2);98-102. <https://library.down-syndrome.org/en-us/research-practice/12/2/literacy-environments-down-syndrome-home/>
- \*van Bysterveldt, A.K., Gillon, G.T. & Moran, C. (2006).** "Enhancing phonological awareness and letter knowledge in preschool children with Down syndrome". *International Journal of Disability, Development and Education* 53(3), 301-329.
- \*Wong, T.P., Moran, C. & Foster-Cohen, S. (2012).** The effects of expansions, questions and cloze procedures on children's conversational skills. *Clinical Linguistics and Phonetics* 26(3), 273-287
- \*Woodward, L.J., Moor, S., Hood, K., Champion, P.R., Inder, T.E., Foster-Cohen, S., & Austin, N. (2009)** Four year neurodevelopmental outcomes of children born very preterm: Does comorbidity matter? *Archives of the Diseases of Childhood*. 94: 339-344.
- \*Woodward L., Edgin J. & Champion P. (2006).** The preterm infant: an example of early developmental risk. In Low J; Jose P (Ed.), *Lifespan Infant and Toddler Education*. 8(1), 29-33.
- Wylie, J. (2006).** The holistic learning outcomes of musical play for children with Down syndrome. *Down Syndrome News and Update* 5(2), 54-58. [https://assets.cdn.down-syndrome.org/pubs/a/practice-360.pdf?\\_ga=2.46522727.1520986549.1592946296-1202808732.1592946296](https://assets.cdn.down-syndrome.org/pubs/a/practice-360.pdf?_ga=2.46522727.1520986549.1592946296-1202808732.1592946296)
- Wylie, J. (1998).** " Music is the key." *Sound Ideas: Music and Learning*. 2(2), 42-45.
- Wylie, J., & S. Foster-Cohen (2007).** "Music, the brain and wellbeing." *Sound Arts* 3.1 (2007): 13-14.
- \*Wylie, J. & Foster-Cohen, S. (2013).** Musical play as therapy in an early intervention programme. *Approaches: Music Therapy and Special Music Education* 5(1) 34-42.

## National and International Conference Presentations

**Carpenter, S. (2017).** "The use of Augmentative Alternative Communication (AAC) in Early Intervention, within a multi-disciplinary setting, to support children and families to find their 'voice' and live positively with Developmental Dyspraxia/DCD." Presentation to the 7th National Dyspraxia Conference, Christchurch, October 2017.

**Carpenter, S. & Carpenter, B. (2017).** "A mother and daughter's reflection on the journey of adoption, disability and finding a voice with AAC." In Focus, Issue 42, Volume 1, 8-11.

**Champion, P. R. (2013).** "Prematurity and the Development of the Social Brain," Institute of Neuroscience S.A.A.T. Conference, London, U.K. and University of Presentation at NUI Galway, Galway, Ireland 4th July 2017. Limerick, Ireland.

**Champion, P.R. (2012).** "Walking the Walk and Talking the Talk," Clergy School Dioceses of Waikato and Taranaki, Hamilton, N.Z.

**Champion, P.R. (2012).** "Premature Infants: Their Past Their Present and Their Future," International Complex Learning Difficulties and Disabilities Conference, Hamilton N.Z.

**Champion, P.R. (2012).** "From the Babe in Arms to the Brain in School – Consideration from Neuroscience for Teaching," Infant Mental Health Association Conference, Wellington, N.Z.

**Champion, P.R. (2009).** "From the Babe in Arms to the Brain in School – Consideration from Neuroscience for Teaching," Specialist Schools and Academies Trust, Peterborough, U.K.

**Champion, P. R. (2007).** "The preterm infant – implications for practice" MNC Conference, Madras, India.

**Champion, P. R. (2007).** "Disability and infant mental health – issue for clinical practice" Disabilities Conference, Trinity College, Dublin, Ireland

**Champion, P. R. (2007).** "The Down syndrome infant." UK Down Syndrome Association Annual Conference, London

**Champion, P. R. (2007).** "From fracture to repair – an intervention approach for preterm infants and their caregivers" EAEI Conference, Graz, Austria

**Champion, P. R. (2005).** "The at risk infant – approaches to intervention, the Champion Model" Earlyaid development Conference, Birmingham UK

**Champion, P. R. (2004).** "The infant with Down syndrome". IASSID Conference, Montpellier, France

**Champion, P. R. (2002).** "Early intervention: reflections over 25 years. What was important then? What is important now?" NZASSID Conference, Christchurch, NZ

**Champion, P. R. (2000).** "From fracture to repair – the preterm infant". European Union Clinical Seminars on Early Intervention, Graz, Austria

**Champion, P. R. (1998).** "Infant maternal interactive social-emotional learning where the infant has a disability or is at risk of a disability" 4th European Symposium on Early Intervention, Butgenbach, Belgium

**\*Champion, P. R. (1998).** "The care and management from a multi-disciplinary point of view of the very premature infant" 4th European Symposium on Early Intervention, Butgenbach, Belgium.

**Champion, P.R (1997).** "Feeding difficulties and the management of oesophageal atresia (a case study). Australasian Paediatric Society Annual Conference, Christchurch, New Zealand.

**Champion, P.R. (1992).** "Premature babies – the need for early intervention" . Department of Psychology, University of Warwick, United Kingdom.

**Davie-Gray, A. Moor, S.,& Woodward, L. (2019)** "The Early Social Communication Skills in Toddlers Prenatally Exposed to Methadone." Presentation to the 2019 New Zealand Psychological Society Annual Conference.

**Foster-Cohen, S. (2017).** "Using parent observation in family-centred practice".

**Foster-Cohen, S. (2016).** "Parent and Professional Perceptions of Functional Development: Insights from the ABASII." Paper presented at the world congress of the International Society on Early Intervention, Stockholm, Sweden, June 2016.

**Foster-Cohen, S. (2009).** A survey of experiences of people with Down syndrome in New Zealand. Presented to the New Zealand Down Syndrome Association conference, Christchurch.

- Foster-Cohen, S., van Bysterveldt, A. & Papp, V. (2019).** "Non-linear communication trajectories in children with multi-system disabilities". Paper presented at the International Society on Early Intervention conference, Sydney, Australia 25-29th June 2019.
- Foster-Cohen, S., Papp, V. & van Bysterveldt, A.K. (2018).** "Unpacking Pragmatic Development in children with developmental disabilities" Paper presented to the Linguistic Society of New Zealand conference, Wellington, November 2018.
- Foster-Cohen, S. "Short and long-term impacts of prematurity" (2017).** Presentation at conference: Interdisciplinary perspectives on premature birth. Birmingham City University, 14th July 2017.
- Foster-Cohen, S. & van Bysterveldt, A. (2017).** "Using the LUI with children with multisystem disabilities". Symposium presentation at the International Association for the Study of Child Language, Lyon, France, 21st July 2017.
- Foster-Cohen, S. van Bysterveldt, A. & Papp, V. (2017).** "Identifying pragmatic triggers for multi-word expressions in children with complex developmental delays". Poster presentation at the International Association for the Study of Child Language, Lyon, France, 19th July 2017.
- Foster-Cohen, S. & Murphy, J. A (2016).** "Focus on Frequent Listening." Paper presented at the world congress of the International Association of Early Intervention, Stockholm Sweden, June 2016.
- Foster-Cohen, S., Anne van Bysterveldt, A.& Rees, B. (2016).** "Parent Observations of the Language Use of Preschool Children with Down Syndrome" paper presented to the International Association for the Scientific Study of Intellectual and Developmental Disabilities. Melbourne, August 2016
- Foster-Cohen, S. & van Bysterveldt, A. (2015).** "A challenge to hope: Uneven trajectories in children with developmental disabilities." Paper presented at the 11th Early Childhood Convention, Rotorua, October 2015. <https://ir.canterbury.ac.nz/handle/10092/11717>
- Gray, A. (2015).** "Assessment and Monitoring of Children Born Premature". Presentation to the national conference of the Infant mental Health Association of Aotearoa New Zealand (April 2015).
- Gray, A., Champion, P. R., McKenzie, J., Foster-Cohen, S. (2019).** "Evaluation of an Intervention Programme for Moderately Preterm Infants". Poster presented at the International Society on Early Intervention conference, Sydney, Australia 25-29th June 2019.
- Rees, B., Foster-Cohen, S. & van Bysterveldt, A. (2016).** "Partnering with parents to understand the language use of preschool children with Down syndrome. New Zealand Speech Therapy Association conference, Auckland, September 2016.
- Rietveld, C. M. (2016).** Quality of 'belonging' and its relationship to learning: Case Studies of 3 new entrant children and a 12-year old with Down Syndrome. Presented at The Inclusive Education Summit, University of Canterbury, New Zealand, 8-10 July 2016.
- Rietveld, C.M. (2013).** Inclusion into what? The impact of early childhood settings on the inclusion and learning of 3-year olds (with and without DS). At NZARE conference. Dunedin, New Zealand, November 2013.
- Rietveld, C.M. (2010).** Effective inclusion in early childhood and new entrant classrooms? Lived realities for children with Down Syndrome. Christchurch, New Zealand: Graham Nuthall Classroom Research Trust International Symposium, 16-18 August, 2010.
- Rietveld, C.M. (2009).** The hidden curriculum: Its impact of peer relationships on the quality of inclusion and learning experienced by children with and without Down Syndrome in early childhood settings. Wellington, New Zealand: IEAG and Standards Plus Making Inclusive Education Happen Conference, 28-30 Sep 2009.
- Rietveld, C.M. (2005).** Teacher responses to children's spontaneous reactions to differences in their classmates with Down Syndrome: Implications for teaching and learning. At NZARE conference. Dunedin, New Zealand, December 2005.
- Rietveld, C.M.(2004). "I'm participating. Is that inclusion?" Classroom Learning experiences of Mathematics by new entrant children with Down Syndrome. At NZARE conference, Westpac Stadium, Wellington, November 2004.

**Rietveld, C. M. (2004).** Contextual factors affecting inclusion during children's transitions from preschool to school. Childforum 8<sup>th</sup> Annual New Zealand Early Childhood Research Symposium, Wellington College of Education, November 2004. <https://ir.canterbury.ac.nz/handle/10092/1908>

**Rietveld, C. M. (2003).** Parents, preschools/schools and professionals: Impact of relationships on children's inclusion. Paper presented to the Child and Family Policy Conference. Joined up Services: Linking together for Children and Families. University of Otago, Dunedin, 26-28 June.

**Rietveld, C.M. (1998).** "Just leave him out!" Inclusion in the junior classroom. What does it mean? At NZARE conference, Dunedin, December 1998.

**Rietveld, C. M. (1996).** The development of literacy skills in children with down syndrome during their transition from preschool to school. Nelson, New Zealand: NZARE, December 1996. <https://ir.canterbury.ac.nz/handle/10092/1909>

**Rietveld, C. M. (1989).** "The development of children with down's syndrome who are mainstreamed in the Christchurch area: A study of six children observed in 1984/5 (6-7 years) and in 1988. New Zealand Special Education Association Conference – Reaching Beyond. Christchurch, NZ Aug-Sept 1989. <https://ir.canterbury.ac.nz/handle/10092/5199>

**Rietveld, C.M. (1988).** Peer interaction among school-aged children with Down's Syndrome and their non-retarded peers. At Community Integration for People with Intellectual Handicaps. Strategies that Work – a "Good News" Conference. University of Otago, Dunedin, November 18-20, 1988.

**Rietveld, C.M. (1987).** The social interaction of children with Down's Syndrome in junior school classrooms. At First Joint AARE/NZARE conference, University of Canterbury, 3-6 December 1987.

**Ritchie, R. & Murphy, J. (2016).** "Hearing the Child's Voice: Unpacking the Kete." Paper presented at the world congress of the International Association of Early Intervention, Stockholm Sweden, June 2016.

**Tatterson, C., Ritchie, R., Murphy, J & van Tongeren, L. (2012).** "Building relational, face-to-face intimacy and engagement in young children with disorders of relating and communicating". Early Childhood Intervention Australia Conference, Perth Australia, 2012.

**Van Bysterveldt, A. K., Foster-Cohen, S. & Papp, V. (2019).** "Describing the transition from sign to word in the early vocabularies of young children with Down syndrome." Paper presented at the International Society on Early Intervention conference, Sydney, Australia 25-29th June 2019.

**Wylie, J. "Singing for Life" (2019).** Presentation to the New Zealand Choral Connect Conference, Wellington Friday July 12th, 2019

**Wylie, J. (2016)** "The Key To Well-Being is Musical Play" music workshop presented to the 32nd World Conference International Society for Music Education, Glasgow, Scotland 28th July 2016

**Wylie, J. (2017).** "The Positive Power of Musical Play" Presentation to the 7th National Dyspraxia Conference, Christchurch, October 2017

**Wylie, J. (2017).** "This is the Way We Sing and Play: musical play for children 0-8 years Building Self Esteem through Musical Play." Keynote presentation Australian Christian Early Childhood Education Association National Conference ACECEA. 6-11th September, 2017.

**Wylie, J.C. (2016).** "Musical Play in a Nutshell" workshop presented to the Victorian Orff Schulwerk Association 20th Early Childhood Conference of Performing Arts, Melbourne, Australia 20-21 August 2016.

**Wylie, J.C. (2016).** "What's in the Box?" music workshop presented to the Victorian Orff Schulwerk Association 20th Early Childhood Conference of Performing Arts, Melbourne, Australia 20-21 August 2016.

## Workshops

**Bennetts, L. & Foster-Cohen, S.** "Working with Visuals". Workshop for Specialist Teachers in Training, University of Canterbury. (July 2015)

**Croy, C. & Trotter, J.** "The Champion Centre Feeding Experiences Programme", presentation at the

annual Paediatric Dysphagia Study Day, November, 2015.

**Foster-Cohen, S.** (on behalf of the Assessment and Monitoring Team). "Early intervention for developmental risk." Paper presented at Birmingham City University, UK

**Foster-Cohen, S.** "Family-centred early intervention." Workshop for Mental Health Education and Resource Centre (MHERC). October 13th 2016.

**Frew, A-J.** 'Making Sense: Understanding and supporting Sensory Needs and Differences'. Workshop for teachers hosted by Dyspraxia Support Group. September 2016.

**Frew, J.** "Sensory processing and feeding" presentation at the annual Paediatric Dysphagia Study Day, November, 2015.

**Frew, J.** "Sensory Processing/Foundational skills/Empathy development" Presentation to the Dyspraxia Support Group Tools for Teachers. September 2016

**Frew, J.** 'The Art and Science of Therapeutic play' Presentation to the 7th National Dyspraxia Conference, Christchurch, October 2017

**Gosteva, A.** "Strategic play therapy techniques for promoting self-regulation skills in children with disabilities". Presentation to the Early Intervention Association of Aotearoa New Zealand. September 2016.

**Gray, A.** "The effects of prematurity" presentation to the East Christchurch Division of Resource Teachers of Learning and Behaviour. Christchurch.

**Gray, A. & Bracken, H.** "The impact of premature birth on infants and young children. Workshop for professionals". (October 2014)

**Gray, A.** Prematurity and its Effect on Children's Development. Presentation to the Family Help Trust. (February 2015)

**Murphy, J. & Ritchie, R.** "Hearing the child's voice" Presentation to students in the graduate diploma of specialist teaching, University of Canterbury, July 2016.

**Murphy, J. & Ritchie, R.** "Building relational face-to-face intimacy and engagement in young children with disorders of relating and communicating". Presentation to the Department of Communication Disorders, University of Canterbury. (March 2015)

**Trotter, J. & Burrell, A.** "Feeding intervention with young children: learning to eat". Presentation at the Early Intervention Association of Aotearoa/New Zealand conference, 2005.

**Wylie, J.** "The power of musical play". Workshops for early childhood centres in North West China. April 2017.

**Wylie, J.** "The Positive Power of Musical Play to support children's communication and general learning" Macquarie University. September 2017.

**Wylie, J.** "The Positive Power of Musical Play". Avondale College of Higher Learning, Sydney. September 2017

**Wylie, J.** "Leading, Following, Nurturing the Child Through Musical Play: Weaving the Strands" workshop for ECE teachers. Christchurch February 2016

**Wylie, J.** "Musical Play is the Key for Learning". Workshop at the Institute of Registered Music Teachers National Conference Christchurch, January 2016

**Wylie, J.** "Connecting with Nature Through Musical Play" music workshop presented to the New Zealand Home Based Care National Conference, Christchurch, 17th September, 2016.

**Wylie, J.** "You don't have to be a musician to use music in Early Intervention: Tips and tricks to enhance your practice" workshop presented to Early Intervention Association of Aotearoa New Zealand, University of Canterbury, Christchurch, 16th September, 2016

## **PhD, Masters and Honour Theses**

**Aitken, R.** "An assessment of social-emotional development in a sample of developmentally delayed and normally developing infants and toddlers". Master's thesis. University of Canterbury, 1998.

**Capon, D.** "Invisible prematurity: identifying and supporting the learning and development of

preschool children born prematurely not identified as needing early intervention". Master's thesis, University of Canterbury, 2008 <https://ir.canterbury.ac.nz/handle/10092/1665>

**Champion, P. R.** "An investigation of the sensorimotor development of Down's syndrome infants involved in an ecologically based early intervention programme. A longitudinal study. Doctoral thesis, University of Canterbury, 1982.

**Davie-Gray, A.** "The Early Development and Family Environments of Children Born to Mothers Engaged in Methadone Maintenance During Pregnancy". Doctoral thesis. University of Canterbury, 2011. <https://ir.canterbury.ac.nz/handle/10092/5508>

**Davison, J.** "Self-regulation, joint engagement, and vocabulary development in preschool children with and without multi-system developmental delay" Master's thesis. Department of Communication Disorders, University of Canterbury, 2013. <https://ir.canterbury.ac.nz/handle/10092/8494>

**Gibbons, J.A.** The social interaction of Down's syndrome and other children in mainstreamed preschool settings. Master's thesis, University of Canterbury, 1985

**Hood, K.** "Social Competence at Age 4 Years, of Children Born Very Preterm" Doctoral thesis, University of Canterbury. 2009. <https://ir.canterbury.ac.nz/handle/10092/3673>

**Lawson, R.** The use of self-instruction in the teaching of counting skills to preschool children with Down Syndrome. Master's thesis. Department of Psychology, University of Canterbury, 1993

**Phillips, M.** "Does the language of children born less than 28-weeks gestation differ from language-age matched pairs?" Master's thesis. University of Canterbury, 2006

**Porter, L.** "Mapping identity and connection : how first-time mothers make sense of premature birth. Doctoral thesis, University of Canterbury, 2017. <https://ir.canterbury.ac.nz/handle/10092/14610>

**Rietveld, C.M.** "The transition from preschool to school for children with Down syndrome: A challenge to regular education?" Doctoral thesis, University of Canterbury, 2002. <https://ir.canterbury.ac.nz/handle/10092/5919>

**Tatterson, C.** "The characteristics of parent-child interaction during a problem-solving task: A comparison of children with Down syndrome and typically developing children. Master's thesis, University of Canterbury, 2001.

**Van Bysterveldt, A.** "Pre-literacy abilities of four-year-old New Zealand children with Down syndrome". Master's thesis, University of Canterbury, 2005.

**Van Bysterveldt, A.** "Speech, Phonological Awareness and Literacy in New Zealand Children with Down Syndrome". Doctoral thesis. Department of Communication Disorders, University of Canterbury, 2009. <https://ir.canterbury.ac.nz/handle/10092/2282>

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