



Program

October 7th, 2019

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> Marc H. Bornstein "Positive parenting that promotes positive child development"
1:15 – 2:00 p.m.	Olaf Köller "The Bremen Initiative to Foster Early Childhood Development (BRiSE)"
2:00 – 2:15 p.m.	COFFEE BREAK
2:15 – 3:15 p.m.	<i>BRiSE Poster Session</i>
3:15 – 4:30 p.m.	<i>Paper Session I</i>
4:30 – 4:45 p.m.	COFFEE BREAK
4:45 – 6:00 p.m.	<i>Poster Session</i>
6:00 – 7:30 p.m.	RECEPTION

October 8th, 2019

09:00 – 10:30 a.m.	<i>Paper Session II</i>
10:30 – 10:45 a.m.	COFFEE BREAK
10:45 – 11:45 a.m.	<i>Keynote Address</i> Lynn A. Karoly "The cost and financing of early childhood care and education"
11:45 a.m. – 12:00 p.m.	<i>Farewell</i>



First BRiSE Conference on Early Childhood Development



Paper Session I

October 7th, 3:15 – 4:30 p.m.

The baby year parental leave reform in the GDR and its impact on children's long-term outcomes
Katharina Heisig & Larissa Zierow

The medium term effectiveness of an early childhood intervention. Evidence from a randomized controlled trial
Sören Kliem & Malte Sandner

The effects of information and application assistance on childcare application behavior and enrollment – Evidence from a randomized controlled trial
Henning Hermes, Philipp Lergetporer, Frauke Peter, & Simon Wiederhold

Effects of early intervention in high-risk families in Switzerland: Results from the longitudinal intervention study ZEPPELIN 2012–2023
Andrea Lanfranchi, Simone Schaub, & Alex Neuhauser

Paper Session II

October 8th, 9:00 – 10:30 a.m.

Indikatoren und potenzielle Risikofaktoren für das Wohlbefinden von ein- und zweijährigen Kindern in Kindertageseinrichtungen
Susanne Viernickel & Rahel Dreyer

Der Einfluss von impliziten Theorien auf elterliches Ko-Regulationsverhalten bei Kindergartenkindern
Maren Stern, Kim A. Gärtner, & Silke Hertel

Attachment and education – two sides of the same coin?
Johannes Huber

Does poverty affect early language development in 2-year-old children?
Claudia Karwath, Manja Attig, Jutta von Maurice, & Sabine Weinert

Effects of preschool quality on later achievement are mediated by persistence and depend on socioeconomic background
Daniel Schmerse



First BRiSE Conference on Early Childhood Development



Poster Session

October 7th, 4:45 – 6:00 p.m.

PROMPt – Primärindikative und optimierte Zuweisung zu gezielten Maßnahmen bei emotionalen und Verhaltensauffälligkeiten bei Kindern
Max Weniger, Patricia Porst, Julia Ernst, & Cornelia Siegmund

Akzeptanz und Wirkung eines ‚book-gifting‘-Programms in einkommensschwachen Familien: Ergebnisse aus der begleitenden Wirkungsforschung zu „Librileo“
Nikola Ornig & Isabelle Suchowitz

Transition from early childhood to primary education: A challenge for Madagascar
Onja Tiana Raharijaona

Perspektiven von Kindern im letzten KiTa-Jahr auf die Grundschule. Eine fallvergleichende Untersuchung unter Einbezug kontrastierender Sozialräume
Petra Dinter

Developing quality of early childhood education in Sub-Saharan Africa (SSA): Opportunities and challenges
Njobati Frederick Fondzenyuy, Christine Nyiramana, & Onja Tiana Raharijaona

Sprachliche Bildung in nordrhein-westfälischen Kitas in Abhängigkeit von der finanziellen Förderung bei besonderem Unterstützungsbedarf
Veronika Eichmann, Katarina Groth, Kristine Blatter, & Margarita Stolarova

Early childhood teacher's professional competence in the domain of mathematics and its relation to domain-specific learning support in early childhood
Simone Dunekacke, Anke M. Lindmeier, Selma Seemann, Andrea Wullschleger, Anuschka Meier-Wyder, Elisabeth Moser Opitz, Aiso Heinze, Miriam Leuchter, & Franziska Vogt

Professional competencies concerning scientific inquiry in early childhood education: Development of a measuring instrument based on vignette testing
Tim Billion-Kramer & Markus Rehm

Gestaltung von Anschlussfähigkeit im Übergang von der Kindertageseinrichtung zur Grundschule am Beispiel literacy-bezogener, analoger Lerngelegenheiten (Projekt Libelle)
Vanessa Henke

The impact of all-day schools on students' skills. Evidence from extending school-days in German primary schools
Arnim Seidlitz & Larissa Zierow