

Welcome

INFANT AND TODDLER DEVELOPMENT LABORATORY (ITDLAB) (ΦΕΚ: 3058/23-07-2020)

At the ITDLAB we conduct federally funded research on infant and child development.

Research

- Infant and toddler communication skills
- Early language development
- Early cognitive development
- Infant and toddler peer relationships
- Infant and toddler relationships with their caregivers and educators
- Signs of psychopathology in infants and toddlers
- Parent attitudes and beliefs about infant and toddler development
- Educators' attitudes and beliefs about infant and toddler development
- Early intervention
- Day care and child development
- Family and day care relations
- Infants and toddlers in vulnerable families

Beneficiaries

- A. Typically developing infants and toddlers
- B. Premature infants
- C. Infants and toddlers with genetic disorders
- D. Infants high-risk for neurodevelopmental disorders
- E. Infants and toddlers in vulnerable families
- F. Biological parents
- G. Adoptive parents
- H. Foster families
- I. Caregivers
- J. Day care centers
- K. Centers for child protection

Members

- [Christina F. Papaeliou](#), Director, Staff Member
- [Konstantinos Petrogiannis](#), Head of Department, Staff Member
- [Eleni Katsiada](#), Staff Member
- [Anthia Navridi](#), Staff Member
- [Varvara Aggeli](#), Staff Member
- [Irimi Roufidou](#), Staff Member
- Evi Ashley, PhD Candidate

Research projects

- McArthur-Bates Communicative Development Inventories (MCDI) – Words and Gestures (Fenson et al., 2007). *Adaptation in Greek* <https://mb-cdi.stanford.edu/adaptations.html>
- **BabyRobot, Horizon 687831** (2016 – 2018). *Child – Robot communication and cooperation: Educational Psychology, behavior and cognitive development modeling in typically developing children and children with Autism Spectrum Disorder (ASD)*. <http://babyrobot.eu/>
- **BabyAffect, ARISTEIA 68/1211** (2014 – 2016). *Emotion and behavior modeling related to early vocabulary and communicative functions. Implementation in detection of ASD and language delay*. <https://sites.google.com/site/babyaffectproject>
- **EPEAEK II, (MIS 111582)** (2007 – 2008). *Early communication in toddlers with Williams syndrome and Down syndrome*.

- *Personality formation in different cultures* (1999 – 2002). PI Heidi Keller, University of Osnabrueck, Germany.
- *Early experiences and ‘mother’ – infant attachment* (1997 – 1999). PI: Sir M. Rutter, P. Vorria, Institute of Psychiatry – London, Aristotle University of Thessaloniki.
- *Vocal imitation in mother – infant communication* (1990 – 1991). PI Prof. Y. Kugiumutzakis, University of Crete.
- McArthur – Bates Communicative Development Inventories – Words and Gestures (Fenson et al., 2007). *Adaptation in Greek* <https://mb-cdi.stanford.edu/adaptations.html>
- Language Development Survey (Rescorla, 1989). *Adaptation in Greek*.
- Μελέτη των αντιλήψεων των μητέρων παιδιών προσχολικής ηλικίας για την ανατροφή των παιδιών – Κοινωνικοπολιτισμικές παράμετροι. Πρόγραμμα “Καποδίστριας”, Ε.Κ.Π.Α. (2010-2012)
- Πρόγραμμα Εκπαίδευσης Μαθητών Ρομά (Δ’ Φάση) [Επιχειρησιακό Πρόγραμμα Εκπαίδευσης & Αρχικής Επαγγελματικής Κατάρτισης – ΕΠΕΑΕΚ] (2011-2013)
- Ανάπτυξη και στάθμιση της Κλίμακας Συναισθηματικής Ευεξίας Παιδιών Προσχολικής Ηλικίας (2012-2016)
- Προσαρμογή της Κλίμακας Strategy Inventory for Language Learning (S.I.L.L.) και προσδιορισμός του προφίλ στρατηγικών γλωσσικής εκμάθησης ξένης γλώσσας μαθητών Α’βάθμιας και Β’βάθμιας εκπαίδευσης, μουσουλμάνων μαθητών που μαθαίνουν την ελληνική ως δεύτερη και διερεύνηση των στρατηγικών που χρησιμοποιούν εκπαιδευτικοί στην τάξη [ΘΑΛΗΣ] (2012–2015)
- Curriculum Quality Analysis and Impact Review of European ECEC [CARE]. Ευρωπαϊκή Ένωση 7ο Πρόγραμμα Στήριξης FP7-SSH-2013-2 Collaborative Projects & Coordination and Support Actions. Grant agreement No 613318. (2014-2017)
- Inclusive education and social support to tackle inequalities in society [ISOTIS]. Ευρωπαϊκή Ένωση HORIZON 2020. H2020-SC6-REV-INEQUAL research and innovation programme under Grant agreement No 727069. (2017-2019)
- Professional development tools supporting participation rights in early childhood education [PARTICIPA]. ERASMUS+ [Call 2019 Round 1 KA2 – Cooperation for innovation and the exchange of good practices KA202 – Strategic Partnerships for vocational education and training. ERASDMS S2019-1-PT01-KA202-060950] (2020-2022)
- Πρώιμη Παρέμβαση σε Οικογένειες Προσφύγων και Μεταναστών με Μικρά Παιδιά: Διερεύνηση της Αποτελεσματικότητας των Προγραμμάτων. Τμήμα Κοινωνικής Εργασίας, Πανεπιστήμιο Δυτικής Αττικής. Μεταδιδακτορική Έρευνα με πλήρη υποτροφία από το Ίδρυμα Κρατικών Υποτροφιών (IKY) (2019-2021)

SELECTED PUBLICATIONS (last 5 years)

- Karagianni, E., **Papaeliou, C.F.** et al. (2021). Communication between infant boys and their mothers with ADHD symptoms. *Infant Mental Health Journal*.
- Anagnostopoulou, D., Efthymiou, N., **Papailiou, C.**, & Maragos, P. (2021, May). Engagement Estimation During Child Robot Interaction Using Deep Convolutional Networks Focusing on ASD Children. In *2021 IEEE International Conference on Robotics and Automation (ICRA)* (pp. 3641-3647). IEEE.
- Papoulidi, A., **Papaeliou, C. F.** & Samartzi. S. (2020). Shared intentionality in children with Autism Spectrum Disorder (ASD). *6th Panhellenic Conference of Developmental Psychology*, May 10 – 13 2018, Thessaloniki, Greece.
- **Papaeliou, C.F.** et al. (2019). The relationship between cooperative play and word learning in ASD. *International Archives of Communication Disorder*.
- Papoulidi, A., **Papaeliou, C. F.** & Samartzi. S (2017). Rhythm in interactions between children with Autism Spectrum Disorder and their mothers. *Timing & Time Perception*, 5, 5–34.
- Chorianopoulou, A., Tzinis, E., Iosif, E., Papoulidi, A., **Papaeliou, C.F.** & Potamianos, A. (2017). Engagement Detection for Children with Autism Spectrum Disorder. *IEEE International Conference on Acoustics, Speech and Signal Processing (ICASSP)*, March 5 – 9, New Orleans, USA.
- Vinos, M., Andrikopoulou, A., **Papaeliou, C.F.** & Protopapas, A. (2016). Modeling impairments in lexical development. *Proceedings of the 38th Annual Conference of the Cognitive Science Society*, August 10 – 13, Philadelphia, U.S.A.

- Gavriilidou, Z., **Petrogiannis, K.**, Platsidou, M., & Psaltou-Joycey, A. (Eds.) (2017). *Language Learning Strategies: Theoretical issues and applied perspectives*. Kavala: Saita Publications.
- Afthentopoulou, A., Venetsanou, F., Zounhia K., & **Petrogiannis, K.** (2018). Physical activity, motor competence, and perceived physical competence: what is their relationship in children aged 6–9 years?. *Human Movement, 19(1)*, 51-56.
- Afthentopoulou, A., Venetsanou, F., Zounhia K., & **Petrogiannis, K.** (2018). Gender differences in perceived movement competence in childhood. *European Psychomotricity Journal, 10(1)*, 16-26.
- Psaltou-Joycey, A., Agathopoulou, E., Joycey, E., Sougari, A-M., Kazamia, V., **Petrogiannis, K.**, & Gavriilidou, Z. (2018). Promotion of language learning strategies in the classroom: EFL teachers' perceptions. *The Language Learning Journal, 46(5)*, 557-568.
- Penderi, E. & **Petrogiannis, K.** (2018). Assessing young children's social competence: The Greek version of the Social Competence Scale for Preschoolers-Parent version. *European Journal of Educational and Development Psychology, 6(4)*, 16-28.
- Karela, C., & **Petrogiannis, K.** (2018). Risk and resilience factors of divorce and young children's emotional well-being: A correlational study in Greece. *Journal of Educational and Developmental Psychology, 8(2)*, 68-81.
- Karela, C., & **Petrogiannis, K.** (2020). Young children's emotional well-being after parental divorce: Discrepancies between "resilient" and "vulnerable" children. *Journal of Educational and Developmental Psychology, 10(1)*, 18-28.
- Vasileiadis, K.N., Kompiadou, E.D., Tsioumis, K.A., & **Petrogiannis, K.** (2020). A multicultural citizenship education program through a virtual learning environment platform: a Greek study under the EU ISOTIS project. *International Journal of Learning and Development, 10(1)*, 52-68.
- Gkaintartzi, A., Kompiadou, E., Tsokalidou, R., Tsioumis, E., & **Petrogiannis, K.** (2020). Supporting inclusion and family involvement in early childhood education through 'ISOTIS': a case study in Greece. *International Journal of Learning, Teaching and Educational Research, 19(3)*, 384-403
- **Petrogiannis, K.**, Aguiar, C., & Obrovská, J. (2019). Educational aspirations of Roma mothers in Czech Republic, Greece, and Portugal. In M. Broekhuizen, K. Wolf, R. Francot, T. Moser, G. Pastori, L. Nurse, E. Melhuish, & P. Leseman (Eds.), Resources, experiences, and support needs of families in disadvantaged communities (pp. 71-97). ISOTIS project, *Integrative report D2.5*. https://staging-isotis-pw.framework.pt/site/assets/files/1470/20191126_d2_5_wp2_integrative_report_for_website_full_document-1.pdf
- Strataki, I., & **Petrogiannis, K.** (2019). National study: Greece. In M. Broekhuizen, K. Wolf, R. Francot, T. Moser, G. Pastori, L. Nurse, E. Melhuish, & P. Leseman (Eds.), Resources, experiences, and support needs of families in disadvantaged communities (pp. 285-295). ISOTIS project, *Integrative report D2.5*. https://staging-isotis-pw.framework.pt/site/assets/files/1470/20191126_d2_5_wp2_integrative_report_for_website_full_document-1.pdf
- Καρέλα, Χ., & **Πετρογιάννης, Κ.** (2017). Διαζύγιο γονέων και συναισθηματική ευεξία παιδιών: Προγνωστικοί παράγοντες κίνδυνου και ανθεκτικότητας. Στο: Ε. Παπαλεοντίου-Λουκά (Επιμ.). *Ψυχική υγεία παιδιού και εφήβου* (σελ. 140-157). Αθήνα: Εκδόσεις Αρμός.
- Πεντέρη, Ε., & **Πετρογιάννης, Κ.** (2020). Φύση και σημασία της σχέσης σχολείου-οικογένειας. Στο: Ε. Παπαλεοντίου-Λουκά (Επιμ.). *Ψυχική υγεία παιδιού και εφήβου* (τομ. Β, σελ. 336-351). Αθήνα: Εκδόσεις Αρμός.
- Sotiropoulou, E., **Katsiada, E.**, & Bercovits, A. (2022). Educators' Views on Parents' Contribution to the Transition to Nursery of Children Under the Age of 3. *Transition, 14(2)*.
- Sotiropoulou, E., **Katsiada, E.**, & Berkovits, A. (2022). Children's Under the Age of 3 Transition from Home to Nursery: Exploring Greek Nursery Teachers' Perspectives. *children, 10(2)*.
- **Katsiada, E.** & **Roufidou, I.** (2018). Young Children's Use of their Setting's Internal Floor Space Affordances: Evidence from an Ethnographic Case Study, *Early Child Development and Care*, DOI: 10.1080/03004430.2018.1539843.
- **Katsiada, E.**, **Roufidou, I.**, Wainwright, J., **Angeli, V.** (2018). Young Children's Agency: Exploring Children's Interactions with Practitioners and Ancillary Staff Members in Greek Early Childhood Education and Care Settings, *Early Child Development and Care*, Vol. (188), pp.937-950.

- Birbili, M., & Roufidou, I. (2019). Parent involvement in Greek early childhood education and care: The need for new policies and practices. In Phillipson, S., & Garvis, S. (Eds.). *Teachers' and Families' Perspectives in Early Childhood Education and Care* (pp. 96-109). Routledge.
- Navridi, A. & Anagnostaki, L. (2022). Making use of countertransference in qualitative research: exploring the experiences of mental health professionals working with refugee and immigrant families. *Journal of Child Psychotherapy (υπο δημοσίευση)*.
- Navridi, E. (2021). Le traumatique, dans la rencontre entre professionnels de santé mentale, familles de réfugiés et de migrants et cadres et méta-cadres institutionnels de soutien. Paris: *Connexions*, 115.
- Navridi, E., Lascaratou, P., Layiou-Lignos, E. (2021). The Parent-Toddler Group Project in Greece: The Institution, the Setting and the Toddler Group: The dynamics of a reciprocal relationship. *Mellanrummet, Nordic Journal of Child and Adolescent Psychotherapy*, 41:31-41.
- Ναυρίδη Α. & Αναγνωστόπουλος Δ. (2018). Έρευνα και Ψυχανάλυση: Μια αμφιλεγόμενη και σύνθετη σχέση. *Ψυχιατρική*, 29 (4): 69-76.

Participate

Our research is not possible without the participation of families in the community. We are always looking for children to participate in our studies and we are very grateful to the families who participate!

All projects are approved by the Research Ethics Committee. Data are confidential and are utilized only for scientific purposes.

Current invitation for parents: Completion of the MCDI-Words and Sentences (for infants 16 – 30 months)

Contact

University of Western Attica, Campus 1, Ag. Spiridonos 28, 12243, Building K10, Tel.: 210 538 7073
cpapailiou@uniwa.gr