HfH Interkantonale Hochschule für Heilpädagogik

CURRICULUM VITAE Zurich, July 1, 2026

Personal data

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Education

1973-1978	Teacher training seminar of the canton of Graubünden, teacher's patent (today: University of Education)
1979-1984	University of Zurich, Department of Psychology, Switzerland; Grade: Master of Science Major: Applied Psychology and Special Education; Minor: Psychopathology
1987-1990	Training in Systemic Family Therapy (Institut für Ehe und Familie, Zurich). Certification with FSP (Federation of Swiss Psychologists) specialist title in Psychotherapy and with FSP specialist title in Child and Youth Psychology
1991-1993	University of Zurich, Switzerland: Ph. D. in Special Education. Thesis: “Immigrants and School”
2013	Visiting Scholar, Institute of Child Development, Univ. of Minnesota, Minneapolis / USA
2016	Visiting Scholar, George Mason University, Fairfax and Washington / USA
2017	University of St. Gallen, Switzerland (Executive School of Management, Technology and Law, ES-HSG): Leadership Certificate of Advanced Studies

Employment history

1984-1994	School psychologist at the School Medical and School Psychological Service of the City of Zurich
1985-2003	Lecturer at the University of Zurich: Dep. of Psychology and Dep. of Education (Special Education)
1995-1998	Lecturer and supervisor at the School of Social Work of the University of Applied Sciences Zurich
1998-2002	Head of the unit Intercultural Education at the Zurich University of Teacher Education
Since 2002	Lecturer and researcher at the University of Applied Sciences of Special Needs Education Zurich 2009-2014 Head of the research area "Children with special educational needs" 2014-2017 Head of Research and Development Since 2017 Head of the Institute for Professionalization and System Development
Since 2023	Prof. Emeritus

Current position and Main Activities

- Emeritus, since 2023
- Head of the Institute Professionalization and System Development (IPSE), University of Applied Sciences of Special Needs Education (Interkantonale Hochschule für Heilpädagogik, HfH), Zurich, 2017-2022
- Principal investigator of the longitudinal study ZEPPELIN, since 2009
- Member of the Federal Commission on Migration, since 2016

Research interest

- Immigration and School Success; Establishing Equal Opportunities in School Systems
- Early Childhood Intervention and Later Achievement of Disadvantaged Children
- Families and critical life events and the dynamics of transition

Approved research projects

1997-2000	PI SNSF NRP 39 “The success of immigrant children at school”. National Research Program “Migration and Intercultural Relationships”: CHF 280’000
2006-2008	PI SNSF “Long-term effects of supplementary family care at pre-school age on school performance”, Swiss National Science Foundation: CHF 123’000

2011-2014 PI SNSF “Support from birth: Zurich Equity Prevention Project Parental Participation and Integration ZEPPELIN 0-3”: CHF 601’000; Intervention: Jacobs Foundation, Mercator, Göhner. Schiller, Vontobel, Federal Office for Migration, Lotteriefonds Zurich CHF 2’650’000

2014-2016 PI SNSF “Support from birth: Zurich Equity Prevention Project Parental Participation and Integration ZEPPELIN 0-3”, Swiss National Science Foundation: CHF 415’000

2017-2020 PI SNSF Research Infrastructures “ZEPPELIN Longitudinal Study - Support from birth”, Swiss National Science Foundation: CHF 660'000 (with Luciano Gasser, PM Simone Altmeyer).

2020-2023 PI SNSF “Steigerung der Qualität der Unterrichtsinteraktionen in integrativen Regelklassen – Interventionsstudie SURE”, Swiss National Science Foundation: CHF 935'000.

2021-2024 PI SNSF Research Infrastructures “ZEPPELIN Longitudinal Study – Follow-up”, Swiss National Science Foundation: CHF 850’000, Jacobs Foundation CHF 400’000, Paul Schiller CHF 120’000.

Total Research Grants Held: CHF 7’035’000

Supervision of junior researchers

1997-2000 Denis Gay, at the time IRDP Neuchâtel, research assistant NFP 39, Uni Fribourg

2006-2008 Waltraud Sempert, research assistant HfH in SNSF-Research project, joint monograph 2012

2011-2020 Alex Neuhauser (PhD 2017), Dr. Simone Schaub, Dr. Susan C. A. Burkhardt, scientific staff HfH in SNSF-Research projects, see publication list

2018-2019 Ramona Eberli, PhD student and research assistant HfH

2021-2023 Patsawee Rodcharoen, PhD student and research assistant HfH

Teaching activities

1985-2003 Various teaching positions in the fields of school psychology, support diagnostics, migration: UZH

Since 2002 HfH: various lectures, seminars and conferences in the areas of special education, challenging behavior, systemic cooperation.

Memberships in panels, boards, and individual scientific reviewing activities

Editorial Board of the journals "Frühförderung interdisziplinär" (Reinhardt) and "Familiendynamik" (Klett-Cotta). Reviewer for the SNSF and various congresses (EARLI, WAIMH, SRCD, SSRE, etc.) and journals (“Swiss Journal of Educational Research”, “Beiträge zur Lehrerinnen- und Lehrerbildung”, “Empirische Sonderpädagogik”, “Empirical Research in Vocational Education and Training”, “Educational Research Review”, “Mental Health & Prevention”, “Sustainability”, etc. – Member of the Federal Commission for Migration (FCM).

Active memberships in scientific societies

Founding member of the Swiss Society of Early Childhood Research (SSECR), Member of the World Association for Infant Mental Health (WAIMH), of the European Association for Research on Learning and Instruction (EARLI), of the German-speaking Association for Infant Mental Health (GAIMH), of the Swiss Society of Educational Research (SSER).

Organization of conferences

Several national and international conferences on the topics of integration, migration and early education were organized, including the SNSF-funded conferences "Early Support - Focus on Migration” (2013), "Early Support - Focus on Effectiveness” (2015) and "Early Support - Focus on Reaching Parents” (2017), as well as symposia at international congresses.

Prizes, awards, fellowships

Hans Asperger-Award 1992 for the study “Immigrants and School”, Leske+Budrich, 2. ed. 1995; Laudation Otto Speck.

Most significant scientific achievements of the last five years

General Profile

For many years and increasingly since 2010 I have been studying the processes of a) the social integration of educationally disadvantaged migrant families and b) the school integration of children from these families. My specific focus is on the mechanisms of educational success or failure, and specifically on the prevention of learning and

behavioral disorders in school. Against the background of the ecosystemic approach of Bronfenbrenner[1] and based on the findings of resilience research[2], I investigate factors that, despite difficult conditions, lead to positive transformations in children, adolescents and adults with the aim of their healthy development and successful adaptation in the respective context and at the respective phase of life. Promising for this are investments right from the beginning, i.e. from birth.

ZEPPELIN – "Zurich Equity Prevention Project with Parents' Participation and Integration"

In order to approach these goals, I designed the ZEPPELIN intervention study in 2009 together with Alex Neuhauser and implemented it in cooperation with experts from existing child and family support structures at the Zurich Education Department (Office for Youth and Career Counselling: www.ajb.zh.ch). To test the effectiveness of the RCT design interdisciplinary, we are cooperating with various departments of the University of Zurich: for the recording of psychobiological parameters with the Psychological Institute (Ehlert & Gardini); for developmental diagnostics with the Children's Hospital and the Clinic for Preventive Dentistry (Jenni, Menghini), for the cost-benefit analysis with the Department of Economics (Fehr & Schunk).

The ZEPPELIN research project investigates the long-term effectiveness of early childhood family-related support in families with psychosocial burdens on the development and educational success of the growing children. It consists of
_ the feasibility study "ZEPPELIN/M" (2009-2011),
_the main study "ZEPPELIN 0-3" (SNF 2011-2014-2016)
_the 1st follow-up "ZEPPELIN 5-8" (SNF 2017-2020)
_the 2st follow-up "ZEPPELIN 5-8" (SNF 2021-2024).

We now face as a research infrastructure the 2nd follow-up "ZEPPELIN 9-13" (Transition secondary school). Thereafter, the 3rd follow-up "ZEPPELIN 15-16" (Transition high school, 2027-2028) and the 4th follow-up "ZEPPELIN 20" (Tertiary, 2032-2033) are planned.

Main Questions and Results

ZEPPELIN is one of the largest longitudinal intervention studies in Europe with a RCT study design. Using the Parents as Teachers (PAT) program, parent educators made home visits to support young children in 132 families (intervention group; IG) with social burdens every 2 to 3 weeks from birth to age three. The children are being compared to young children in 116 families who are not receiving PAT program support (control group; CG). The aim is to test whether early support from birth is effective in families that are in difficult circumstances. – The main research questions are:

1. Does the early support have positive impacts on the children's development?
2. Do the parents show improved parenting practices?
3. Do the families become more socially integrated?
4. Do children receiving support from the PAT program have greater school success than children not receiving PAT?

At present (July 2023) the results of the first three years of the study and of the first follow-up are available, currently with the children aged 5 to 8 years. Data collection in the 3ed grade is ongoing, first results are expected by the end of 2023. After that, all families will be visited again at home (5th grade) and all children (whole classes) in the 6th grade will be examined (2023/2024). – The first three questions can be answered positively in terms of proven effectiveness (see below). The fourth question - i.e. whether early support increases educational opportunities in the longer term - can only be answered after the evaluation of the results from the third primary school year in 2023, and later on in the transition to lower secondary education in 2026.

Main Results at Early Childhood Intervention End (ZEPPELIN 0-3)
Sample: Of 248 families, 38 families were lost to attrition by the fourth measurement time point (child age 3 years) due to relocation, lack of time, illness, or unreported reasons. The loss of participants was thus less than 5% per year and smaller than in comparable studies with PAT conducted in the United States or Germany. – Child's development: The greatest impacts were found in the children's language, cognition, and behavior (Bayley-III, SBE-KT, CBCL). Children

[1] Bronfenbrenner, U. (1986). Ecology of the Family as a Context for Human Development: Research Perspectives. *Developmental Psychology, 22*(6), 723-742; Bronfenbrenner, U. (1988). Foreword. In A. R. Pence (Ed.), *Ecological research with children and families* (pp. IX-XIX). New York: Teachers College Press; Bronfenbrenner, U., & Morris, A. P. (2006). The Bioecological Model of Human Development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology (6th ed.)* (Vol. I, Theoretical Models of Human Development, pp. 793–828). Hoboken, NJ.: Wiley.

[2] Lösel, F., & Bender, D. (2008). Von generellen Schutzfaktoren zu spezifischen protektiven Prozessen: Grundlagen und Ergebnisse der Resilienzforschung. In G. Opp & M. Fingerle (Eds.), *Was Kinder stärkt. Erziehung zwischen Risiko und Resilienz* (pp. 57-78). München: Reinhard (3. Ed.); Lanfranchi, A. (2012). Resilienzförderung von Kindern bei Migration und Flucht. In R. Welter-Enderlin & B. Hildenbrand (Eds.), *Resilienz - Gedeihen trotz widriger Umstände* (pp. 119-138). Heidelberg: Carl-Auer-Systeme (4. Ed.)

receiving PAT support showed significant advances compared to children in the CG; they possessed a larger vocabulary and could express themselves better. They were less anxious and slept better through the night (health questionnaire). Experiments conducted on delayed gratification showed that children receiving PAT support had better impulse control. – Parenting practices: The analyses indicated that the positive impacts were mainly associated with a more stimulating environment at home (HOME). Already after one year, mothers receiving PAT were significantly more sensitive with their children (CARE-Index) than mothers not receiving PAT. Moreover, the increased sensitivity was identified to mediate the intervention effects on language development. – Social integration: Parents receiving PAT support had better connections with community resources ("Soziale Netzwerke"). For instance, they utilized toy lending libraries significantly more frequently than families in the CG.

Main Results 1st follow-up 2017 (ZEPPELIN 5-8): t5 and t6

Sample: Due to relocation, lack of time and no interest there were a total of 62 drop-outs by the end of 2019. The sample loss is now 25% for 6 study years. Participation in ZEPPELIN remains high by international comparison. – Child development: The positive effects of PAT found at the end of the project at the age of 3 years can be proven again at the age of 5 and 6 years with regard the language skills of the children ("sprachgewandt"). In other instruments, too, there are overall beneficial values for the children of the IG (e.g. less problem behaviour in CBCL, better impulse control in the experiments). In the 6-year-olds of the IG, the kindergarten teachers signal less emotional problems. Positive effects in the 6-year-olds are mainly in mathematical skills (WILMA), but not in cognition (SON-R). – Parenting practices: The positive findings in the area of home stimulation (HOME) proven at the age of 3 years also show up at the age of 5 and 6 years: Parents of the IG offer their children a more conducive learning environment than parents from the CG; their parenting behaviour (APQ) is also more positive.

Finally some brief results from the example of the sub-study "Biological marker of allostatic load": In a first measurement of the NR3C1 promoter at age 3 years (t3) results indicated significant increased methylation associated with early life stress (ELS) and behavioral outcomes (Gardini et al., 2020). We aim now to continue evaluating the potential use of NR3C1 promoter methylation in the prevention and management of early stress-related disorders. The re-assessment of methylation at t11 will generate new epigenetics data to confirm the association between PAT and NR3C1 methylation over time.

Scientific Outputs

ZEPPELIN has already been presented at several national and international conferences. Twelve master's theses and four doctoral dissertations have been completed. Some of the last peer-reviewed publications:

Lanfranchi, A., Neuhauser, A., Schaub, S., & Ramseier, E. (2021). Die longitudinale Studie ZEPPELIN – Förderung ab Geburt bei Kindern aus belasteten Familien. Zürich: Interkantonale Hochschule für Heilpädagogik, (e-book «Heilpädagogische Forschung: Bildung für Alle», Forschungsbericht F&E für das Jubiläum «20 Jahre HfH»: https://digital.hfh.ch/forschungsbericht-2021/chapter/7-die-longitudinale-studie-zeppelin- forderung-ab-geburt-zur-erhohung-der-bildungschancen/

Schaub, S., Eberli, R., Ramseier, E., Neuhauser, A., & Lanfranchi, A. (2021). Förderung ab Geburt mit dem Programm «PAT – Mit Eltern Lernen»: Effekte im ersten Kindergartenjahr. Schweizerische Zeitschrift für Bildungswissenschaften, 43(2), 285-296. doi:10.24452/sjer.43.2.8, https://www.pedocs.de/volltexte/2021/22969/pdf/SZBW_2021_2_Schaub_et_al_Foerderung_ab_Geburt.pdf

Gardini, E., Schaub, S., Neuhauser, A., Ramseier, E., Villiger, A., Ehlert, U., Lanfranchi, A., & Turecki, G. (2020). Methylation of the Glucocorticoid Receptor Promoter in Children: Links with Parents as Teachers, Early Life Stress, and Behavior Problems. *Development and Psychopathology*, open access. https://doi.org/10.1017/S0954579420001984

Schaub, S., Ramseier, E., Neuhauser, A., Burkhardt, S. C. A., & Lanfranchi, A. (2019). Effects of Home-Based Early Intervention on Child Outcomes: A Randomized Controlled Trial of Parents as Teachers in Switzerland. *Early Childhood Research Quarterly*, 48, 173-185. doi:doi.org/10.1016/j.ecresq.2019.03.007

Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., & Lanfranchi, A. (2018). The Mediating Role of Maternal Sensitivity: Enhancing Language Development in At-Risk Families. *Infant Mental Health Journal*, 39(5), 522-536. doi:10.1002/imhj.21738

Neuhauser, A., Ramseier, E., Schaub, S., Burkhardt, S. C. A., Templer, F., & Lanfranchi, A. (2015). Hard to reach families – a methodological approach for early detection, recruitment, and randomization in an intervention study. *Mental Health and Prevention*, 3, 79-88. doi:10.1016/

Lanfranchi, A., & Neuhauser, A. (2013). ZEPPELIN 0-3: Theoretische Grundlagen, Konzept und Implementation des frühkindlichen Förderprogramms „PAT –Mit Eltern Lernen" *Frühe Bildung*, 2 (1), 3-11.

Application-oriented outputs

Initiation and co-founding of the sponsorship *"zeppelin-familien startklar"* (2015) to expand the support program "PAT- Mit Eltern Lernen" used in ZEPPELIN in Switzerland: http://zeppelin-familien.ch.