Prof. Esther Adi-Japha (Ph.D) **July 2026**

BAR-ILAN UNIVERSITY FACULTY OF EDUCATION

CURRICULUM VITAE

Name: Esther Adi-Japha

PERSONAL DATA

Address:	Egoz 14/18 at. Rehovot
Tel:	08-9352239
E-mail:	Japhae@biu.ac.il
Place of Birth:	Israel

EDUCATION

Year	Degree	Institution
1991	B.Sc. Physics and Math	Hebrew University
1993	M.Sc. Theoretical Physics	Hebrew University
1998	Ph.D. Interdisciplinary Center for Neural Computation (Currently: The Edmond and Lily Safra Center for Brain Sciences (ELSC))	Hebrew University
THESIS:	*Drawing movements and their relation to the development of representation in drawings of young children.*	
SUPERVISOR:	Prof. Sorin Solomon, Racah Institute of Physics, Hebrew University. Prof. Iris Levin (Z.L), School of Education, Tel-Aviv University.	
POST-DOCTORAL:	Prof. Norman Freeman, Experimental Psychology, University of Bristol, UK	

ACADEMIC AFFILATIONS/APPOINTMENTS

Year	Appointment	(Work Percentage)
1995	Assistant, School of Occupational Therapy, Hebrew University	25%
1999-2000	Post-Doctoral, Department of Experimental Psychology, University of Bristol, UK	100%
2001	Post-Doctoral, Department of Psychology, Ben-Gurion University	50%
2002-2004	Lecturer, Department of Behavioral Sciences, Ariel University.	50%
2005-2010	Lecturer, School of Education, Bar-Ilan University.	100%
2011-2015	Senior Lecturer, School of Education, Bar-Ilan University.	100%
2016-2020	Associate professor, School of Education, Bar-Ilan University.	100%
2021-current	Full professor, School of Education, Bar-Ilan University.	100%
2011	Visiting Scholar, Curry School of Education, University of Virginia	
2018	Visiting Scholar, Utrecht University, The Netherlands	
2025-curent	Head, the Harris program for infants, toddlers, and their families	

SUPERVISION OF GRADUATE STUDENTS

M.A. Students:

In the past: (Note that due to my role as head of program I supervised many MA students in collaboration with other program members)

Name	Year	Thesis Title
Tehia Hagoel	2007	Three- to five-year-olds' drawings, sculpture, and language as a way of expression. Occupation: Kindergarten head.
Liat Ilan	2008	The relationship between theory-of-mind and emotional understanding as expressed by language and drawings. Occupation: School advisor.
Orli Strulovich	2009	The relation between motor learning, drawing, and language in children with language impairment. Occupation: Special education kindergarten head.
Si Mahler	2009	The relations between creativity of first grade children, mother-child interactions, and self-regulation. **With Prof. Pnina Klein, Z.L, BIU**.
Afaf Libnawi	2010	Cognitive flexibility in drawings of Arab bilingual children. Occupation: School consultant.
Jennie Berberich-Artzi	2010	Cognitive flexibility in drawings of English-Hebrew bilingual children. Occupation: Childcare consultant.
Nathan Ben David	2010	The relationship between children's behavior during leave and take and quality of childcare in 24- and 36-month-olds. Occupation: Kindergarten teacher and lecturer at the Hertzog College.
Liat Carmel	2011	Learning and memory consolidation gains in the acquisition of a motor skill in females with ADHD. Occupation: Occupational therapist.
Haia Abu Asba	2012	The relation between motor learning, drawing, sculpturing and language in children with language impairment. Occupation: School consultant.
Aia Mansur	2012	Four- and five-year-old children's comprehension and production of drawn facial expressions.
Hiba Hadiga	2012	Motor skill acquisition in young female adults with ADHD.
Bracha Shraub	2013	Relationship between gender and parental knowledge of daycare centers. Occupation: Speech therapist. **With Dr. Cilly Shohet, BIU**.
Itzik Asulin	2013	The effect of locomotion training on behavioral regulation in 5-year-olds. Occupation: Gym teacher.
Riki Meir	2013	The acquisition of a grapho-motor learning task in kindergarten children as compared to adults. Occupation: Occupational therapist.
Tami Elbaz	2013	Parental Knowledge and Parents' Participation in Daycare Centers in Israel. Occupation: Childcare consultant. **With Dr. Cilly Shohet, BIU**.
Liat Avisrur	2013	Parental knowledge and parental perception of quality in daycare centers in Israel. Occupation: Childcare teacher. Occupation: Childcare consultant. **With Dr. Cilly Shohet, BIU**.
Tal Mishael	2013	The effect of motor training on the development of executive functions in 4-year-olds. Current occupation: Martial arts teacher.
Carmit Almog	2013	Caregiver-child interaction in relation to friendships in toddlerhood. Observations made during lunchtime. Occupation: Daycare head. **With Dr. Cilly Shohet, BIU**.
Inbar Keldes	2014	Parental mediation during the reading of a picture book. Occupation: Head of a day care center for individuals with special needs, Chimes, Israel.
Hana Wattad	2014	The effect of the passage of time on the memory consolidation process in children and adults (2014). Occupation: School teacher.
Miri Nachum	2014	Language and drawing: differences in children's graphics interpretation with reference to their inhibition scale. Occupation: Private childcare.
Moran Shai	2015	Caregiver-child interaction in relation to friendships in toddlerhood. Observations made during morning separation. Occupation: Kindergarten teacher. **With Dr. Cilly Shohet, BIU**.
Hila Peretz	2015	The association between the mother's verbal-emotional communications and children's emotional understanding in low socio-economic status. Occupation: Childcare consultant. **With Dr. Ariela Waniel, BIU**.
Karen Siam	2015	The role of Drawing Strategies in the comprehension of science a scientific text. Occupation: High school teacher.
Adi-Marom	2015	Executive functioning and language of foreign workers and refugee children in a multi-linguistic educational environment. Occupation: Occupational therapist.
Yona Bar-Tov	2015	Using painting and sculpture in the process of teaching science in kindergarten and its impact on the degree of spontaneous use of them. Occupation: School teacher.
Roni Berke	2015	The relation between motor learning and executive function in children with language impairment. Occupation: Special education kindergarten teacher.
Neomi Nadler	2015	The relation between executive functions and the understanding of emotions in preschool children. Occupation: Kindergarten teacher.
Nehama Shaya	2016	The relationship between motor learning and executive function in 5-year-old children. Occupation: Kindergarten teacher.

Name	Year	Thesis Title
Shani Salinas	2016	The association between a mother's verbal-emotional communications and children's emotional understanding in medium-high socio-economic status. Occupation: Kindergarten teacher. **With Dr. Ariela Waniel, BIU**.
Michal Leubotzky	2016	The association between parenting style and the mother's verbal-emotional communication. Occupation: Kindergarten teacher. **With Dr. Ariela Waniel, BIU**.
Ayelet Arad	2016	Parental knowledge and perception regarding the quality of daycare in Israel: Is it possible to make a difference? Occupation: Childcare consultant. **With Dr. Cilly Shohet, BIU**.
Ori Levy	2016	The association between socio-economic status and daycare quality measures. Occupation: Childcare consultant
Carmit Omer	2016	The Relation of Parent-Child Facial Resemblance with Parental Investment and Relationship Quality. Occupation: School teacher. **With Dr. Or Catz, BIU**.
Michal Kallush-Atia	2016	The Impact of Continuous Maternal Depression on Triadic Interaction between Parents and their Pre-School Children. **With Prof. Ruth Feldman, BIU**.
Valery Burdman	2016	The Relationship between thought processes which lead to creativity and executive functions: Is it similar for convergent thinking and divergent thinking? Occupation: Speech therapist.
Dafna Baltzar	2016	The effect of stimulant adherent on learning and consolidation of procedural memory in adolescents diagnosed with ADHD irrespective of medicinal treatment. Occupation: Head, private childcare.
Vered Goldvasser	2017	Does informing childcare headmaster of parental daycare knowledge affect later parental knowledge on child? Occupation: Childcare consultant. **With Dr. Cilly Shohet, BIU**.
Yamit Karabelnick	2017	Ecological observation of mother-child interaction and attention capabilities of 12- to 18-month-old infants, among infants with self-regulation and sensory processing disorder and among infants with typical development. Occupation: Training consultant, Early Days Autism, USA. **With Dr. Nurit Jeagerman, BIU**.
Ravit Pinto	2017	Differences in maternal behavior during mother-child interaction between mothers of infants with regulation disorder of sensory processing and mothers to of typically development developing infants. Occupation: Training consultant, Autism. **With Dr. Nurit Jeagerman, BIU**.
Brestel Gitit	2017	Long term procedural memory deficits in DCD diagnosed children. Occupation: Occupational therapist.
Orly Neiger	2017	The level of mastery motivation-ecological perspective in premature babies born during weeks 32-35. Occupation: Physiotherapist. **With MD Iris Morag, Safra's Children Hospital and Dr. Ela Bin, School of Medical sciences, Tel-Aviv University**.
Abeer Joron	2019	Leaning to understand emotions by drawing facial expressions. Occupation: School counselor.
Amira Serhan	2019	Does fixed/variable motor practice improve literacy achievements in second grade students? Occupation: Physiotherapist.
Yael Addadi-Bar	2020	Examining mechanisms of direct contribution, strengthening and reciprocal compensation between executive functions and visuomotor integration in children's handwriting in second and third grades. Occupation: Occupational therapist.
Doaa Abd-Elhadi	2021	Comparing learning of two modalities of a grapho-motor task by kindergarteners and adults. Occupation: Occupational therapist.
Noam Yadlin	2021	An intervention for developing emotional expression abilities in preschool children and its implementation during the covid-19 pandemic. Occupation: Preschool teacher.
Sima Banitta	2023	Sad but happy: understanding mixed emotions by preschool children, and transferring the understanding of mixed emotions to hidden emotions. Occupation: Preschool teacher.
Nadav Friedman	2024	The relationship among fathers' representation of their child, parental efficacy, and parental optimism, in fathers of young children with or without sensory regulation difficulties. **With Dr. Ariela Waniel, BIU.** Occupation: therapy with horses.
Sharon Yahav	2024	The association between structural characteristics, caregivers' knowledge and beliefs about sleep and daily schedule, and the management of sleep routines for infants in ECEC settings. Occupation: Sleep consultant.
Shirly Dotan	2024	Motor skills and motor learning: the relation to language in children with Developmental Language Disorder. Occupation: Occupational therapist
Orly Hershkovitz	2024	Stability, Social Support, and Burnout in Early Childhood Education during and after Covid-19. Occupation: Early childhood, Ministry of Education.
Talia Shiner	2025	Mother and child interaction during motor learning for children with varied language skills. Occupation: Occupational Therapist.

Being supervised today (approved proposal):

Name	Thesis Title
Irit Dar	The effect of haptic feedback on shape identification and copying
Noy Simchoni	The effect of haptic feedback on shape identification and building
Hilla Gur Arye	The relationship between sleep, learning, and memory in infants up to one year of age - The effect of adding a morning nap on declarative memory.
Adi Shalpuk	From Pandemic to War: A Longitudinal Analysis of Burnout and Turnover among Early Childhood Educators across Successive National Crises (2020-2025)
Hila Azulay	Intention to leave the profession and actual turnover among early childhood educators: personal, emotional, and organizational factors.

Ph.D Students:

In the past:

Name	Year	Thesis Title
Shoshi Dorfberger (Haifa)	2008	Motor skill acquisition. Occupation: Senior lecturer, Gordon College. **With Prof. Avi Karni, Haifa University.**
Yaki Sterm	2009	The use of PCA-Loreta in Epileptic source localization. Occupation: High-tech industry, EIMINDA (Brain Network Activation technology). **With Prof. Mina Techir, Math Department, BIU.**
Reli Cohen	2013	Process and structural quality of nonmaternal care of 6- to 36-month-olds and their language development and peer relations at 36 and 54 months. Occupation: Teacher, Levinsky College. **With Prof. Pnina Klein, Z"L, BIU.**
Orly Fox (Haifa)	2013	The effect of medication on the learning and memory consolidation gains in the acquisition of a motor skill by adolescent boys with ADHD. Occupation: Lecturer and Board Member, the Zinman College of Physical Education and Sport Sciences at the Wingate Institute, Israel. **With Prof. Avi Karni, Haifa University.**
Mona Julius	2015	The acquisition and predictive value of a grapho-motor learning task A comparison of three age groups. Occupation: Lecturer, Levinsky College of Education.
Inbal Shamir	2017	Comprehension and production of gestures within pre-school children with Specific Language Impairment (SLI) and children with Cerebral Palsy (CP), pre- and post- motor and semantic intervention plans. Occupation: Lecturer, Beit Berl College of Education. **With Prof. Nira Mashal, BIU.**
Chagit Holander	2020	Academic achievements in reading and writing of second graders with and without learning disabilities: Associations with procedural learning, and the effect of an exam related warm-up. Occupation: Occupational therapist.
Neta Perry	2020	What Did You Discover Today in Preschool? The Physical Learning Environment Design that Promotes Inquiry and Discovery – Perceptions and Attitudes of Teachers, Parents and Preschoolers Occupation: Lecturer, Levinsky College of Education. **With Dr. Ornit Spector-Levy, BIU.**
Libby Azaryahoo	2020	An intervention program for understanding the mathematical foundations in music and music's contribution to mathematics learning in third and fourth grade**.** Occupation: Lecturer, Levinsky College of Education.
Rafat Ghanamah (Haifa)	2020	The effects of practice schedules on grapho-motor skill acquisition, retention and transfer, and developmental differences in acquisition, retention, and transfer. Occupation: Occupational therapist. **With Prof. Avi Karni, Haifa University.**
Hazar Eghbaria-Ghanamah (Haifa)	2021	Recitation of rhymes in a structured intervention for kindergarteners to enhance pre-literacy and literacy abilities in literary Arabic: short and long-term benefits. **With Prof. Avi Karni and Dr. Yasmin Shalhoub-Awwad**,

		Haifa University
Etti Avraham	2021	The relationship between the kindergarten teacher's educational perceptions, her self-efficacy and professional self-image to her perception of the kindergarten's organizational culture and parental knowledge about the kindergarten. Occupation: Kindergarten teacher. **With Prof. Yaakov Catz, Z"L, BIU.**

Being supervised today:

Name	Year of approval	Thesis Title
Mooly Kochav-Lev	2025	The Tango of Motor & Language Development
Gal Elias	2025	Physical activity and sedentary behavior, the perception of the environment as enabling opportunities for physical activity, and motor competence in childhood
Zohar Gadasi	2026	Learning Math and Arts in 4-6 year olds.
Orly Hershkovitz		The effects of educational studies intervention for early childhood staff on childcare staff and quality

COMPETITIVE GRANTS

Year	Name of Foundation
2007	**Ministry of Science, Israel** Working paper: *characterizing and diagnosing children with handwriting difficulties.* **PI: Dr. Esther Adi-Japha** (co-PI: Prof. Avi Karni, Haifa U. and Dr. Hilla Ben Pazi, Shaare Tzedek Medical Center, as researchers)
2011-2012	**Ministry of Education** *The relation between kindergarten visou-motor skill acquisition and first grade achievements in reading, math, and writing* **PI: Dr. Esther Adi-Japha**
2014-2015	**Israel Science Foundation (ISF)** *Skill acquisition in kindergarten children compared to second grade students and adults* **PI: Dr. Esther Adi-Japha**
2016-2017	**Israel Science Foundation (ISF): Workshop.** *Procedural and declarative memory, language acquisition, and cognitive processes: developmental trajectories and impairments in monolingual and bilingual children* **PIs**: **Prof. Esther Adi-Japha**, Prof. Sharon Armon Lotem, Dr. Carmit Altman, Prof. Joel Walters **(Submitted through BIU)**
2018-2019	**Ministry of Labor, Social Affairs and Social Services** *Writing the National Early Childhood Education Curriculum* **PI: Prof. Esther Adi-Japha**
2019-2020	**The MOFET Institute** *Motor Skill Learning across Toddlers with Differing Language Skills* PI: Dr. Mona S. Julius (Levinsky College), **Co-PI**: **Prof. Esther Adi-Japha** (BIU), Prof. Shari DeVeney (University of Nebraska, Omaha, USA) (Submitted through Levinsky College)
2022-2024 2026-2027	**Ministry of Education** *Assessment of the instability in early childhood education settings due to the Corona epidemic: Implications for education staff, parents, and children.* **PI: Dr. Anat Moed and Prof. Esther Adi-Japha**
2022-2023	**National Insurance Research Funds** Early Childhood Allowances and Academic Achievements: The Impact of Allowance Cut in 2003 on Meitzav Test Scores. **PI: Esther Adi-Japha. Co-PI: Yossi Shavit (TAU)**

Year	Name of Foundation
2024-2027	**Ministry of Education** Evaluation of a Diploma course for daycare caregivers **PI: Yair Ziv (Haifa Univ.) & Esther Adi-Japha**
2025-2026	**Ministry of Regional Cooperation** Procedural Learning in Neurodevelopmental Continuums (Acronym: PLINK) **PI: Yafit Gabay (Haifa Univ.)** **Co-PI: George Spanoudis & Timothy Papadopoulos, University of Cyprus. Esther Adi-Japha, Bar-Ilan University.**
2026-2029	**Israel Science Foundation (ISF)** *Effect of Shape Presentation Modality on the Development of Shape Identification, Copying and Building* **PI: Dr. Michal Hochhauser and Prof. Esther Adi-Japha**

AWARDS /HONORS/FELLOWSHIPS/WORKING-PROJECTS FUNDING

Year	Name of Foundation
1993	**Julius Goodman Memorial Prize in Theoretical Physics** (Caltech).
1993	**Zvi Shindel Prize on Excelling Thesis** (Hebrew University).
1997	The Hebrew University (UK friends) **Post-Doctoral Fellowship**.
2004	**Sha'arei Tzedek Hospital, Israel** *ADHD and Dysgraphia* **PIs**: Prof Ruth Shalev & **Dr. Esther Adi-Japha**
2004	**The Gonda Center for Brain Research, Bar-Ilan University**. *Time domain source localization based on EEG recordings in Epilepsy* **PIs: Dr. Esther Adi-Japha** & Prof. Miriam Neufeld (Sourasky Medical Center) **(Submitted through BIU)**
2012	**Rector's grant** (for 2010, Very-Good ISF)
2014	**Rector's grant** (for 2011, Very-Good ISF)
2015	**Schnitzer Foundation, Bar-Ilan University** *Organization of the 3rd yearly conference of the Israeli universities' early childhood education programs, Bar-Ilan University.* **PI: Prof. Esther Adi-Japha**
2019	**Schnitzer Foundation, Bar-Ilan University** *Organization of the 7th yearly conference of the Israeli universities' early childhood education programs, Bar-Ilan University*. **PI: Prof. Esther Adi-Japha**

Year	**Name of Foundation**
2019-2021	**University of Nebraska at Omaha**, University Committee for Research and Creative Activities (UCRCA), faculty grant *Motor skill learning across toddlers with differing language skills* PI: Prof. Shari DeVeney (University of Nebraska, Omaha, USA). **Co-PI**: Dr. Mona S. Julius (Levinsky College), **Prof. Esther Adi-Japha** (BIU).
2020-2021	**Bar-Ilan Dangoor Centre for Personalized Medicine** *Sad but happy in corona times: The investigation of a mixed emotion intervention in preschool children* **PI: Prof. Esther Adi-Japha**
2020-2021	**Bar-Ilan grant for interdisciplinary research** *The contribution of musical training to the engineering students specializing in integrated nanoscales circuits.* **PI: Prof. Esther Adi-Japha**
2026-2027	**Bar-Ilan AI Convergence** *AI-based personalization as a classificatory infrastructure in multilingual education, with particular attention to recognition, care, pedagogical authority, and educational equity* PIs: Prof. Denisa Reshef, Prof. Esther Adi-Japha, Prof. Elinor Saiegh-Haddad

COURSES TAUGHT/TEACING EXPERIENCE

Undergraduate:

Critical periods	2005-2011	Seminar	BA
Brain and language	2004-2017	Term A	BA
Early childhood curricular programs	2004-2011	Yearly course	BA

Graduate:

Sensory-motor development	2005-2015	Yearly course	MA
Sensory motor development: (online)	2016-present	Term A	MA
Developmental disorders	2012-present	Term B	MA
Brain and language: introductory course (online)	2017-present	Term A	MA
Learning in early childhood	2012-present	Seminar	MA
Learning memory and attention	2011-present	Term A	MA

MAIN RESEARCH INTERESTS

1. Cognitive Development in Early Childhood (typical development and developmental disabilities)

1.1 Motor Skill Learning and Physical Activity

1.1.1 Motor-skill learning in early childhood

1.1.2 Associations between motor-skill learning and literacy skills.

1.1.3 Motor skill learning in Developmental Disabilities (DLD, ADHD, DCD, ASD) and Bilingualism.

1.2 Associations between perception and construction

2. Creativity and Cognitive Flexibility.

2.1 Children's drawings (TD, ASD, DLD)

2.2 STEAM Education: Learning Math & Arts

3. Childcare Staff, Childcare Quality and the effect of childcare on children's development

Organized scientific conferences

International **conferences and workshops**

March 2017: **Israel Science Foundation international workshop**

Procedural and declarative memory, language acquisition, and cognitive processes: developmental trajectories and impairments in monolingual and bilingual children.

Esther Adi-Japha, Sharon Armon Lotem, Carmit Altman & Joel Walters. Bar-Ilan University, Israel.

July 2020: **European Association for Research on Learning and Instruction (EARLI), Special Interest Group (SIG) 5**: Learning and development in early childhood.

Early Childhood education: Growing up in dynamic changing times

Esther Adi-Japha, Ornit Spektor-Levy & Carmit Altman. Due to Covid-19 situation, virtual conference.

July 2022 **European Association for Research on Learning and Instruction (EARLI), Special Interest Group (SIG) 5**: Learning and development in early childhood.

Early Childhood education: Changing times in ECEC: New opportunities for fostering development and improving sustainability.

Pauline Slot, Bodine Romijn, Esther Adi-Japha. Utrecht, The Nethelands.

***National* conferences**

April 1997: **Interdisciplinary Center for Neural Computation, The Hebrew University of Jerusalem.**

The brain-mind day,

Esther Adi-Japha.

December 2007: **Psychology Department, Bar-Ilan University**

Language and artwork: Children's interpretation of their production. An exhibition (Curator: Noa Tal), and an evening session,

Esther Adi-Japha & Rachel Ben-Ari.

February **The Early Childhood Education University programs workshop**

2013-2023: For the last 9 years representatives from all early childhood education programs in Israeli universities (I represent BIU since 2013) organize this 1 day workshop. Each year the event takes place in a different university. Last year organizing committee: **Esther Adi-Japha**, Dorit Aram, Edith Blit-Cohen and Yair Ziv,

February **The Israeli Conference on Cognition Research, Akko.**

2017-2026: For the last 9 years this 3 day conference takes place in Akko. I am part of the organizing committee for the last 5 years. This year a virtual conference is held. **Esther Adi-Japha**, Shahar Arzy, Boaz Ben David, Morre Goldshmith, Nurit Grunau, Yoav Kessler and Dominique Lamy.

PROFESSIONAL FUNCTIONS :

(Membership in non-scientific committees/Roles in the department and the University/ International and national scientific committees/Editorial Board/Keynote in conferences)

Year	**Activity**
Membership in non-scientific committees- Nonpaid activities: Contribution to the Society	
2014-2016	Member of the National forum on learning, Psychological Counseling Service, *Ministry of Education*
2015-2019	A member of the "Misgarot Tehila" steering committee incorporating the *government (Ministry of Labor, Social Affairs and Social Services), JDC (Joint Distribution Committee) and academia* for intervention program in Israeli childcare centers.
2016-2017	A member of the indicators committee, Early Childhood Education, *Ministry of Education.*
2018-2022	Special committee for early childhood education, *Ministry of Education.*
2020-2023	A member of the URBAN95 steering committee, promoting the well-being of young children in cities from the prenatal period up to the age of

	5. The Bernard Van-Leer Foundation and the Israeli Green Building Council.
2021	*Ministry of Education – Preschool Education Department* –Special Group for testing Corona effects on early childhood education.
2022-2023	*Ministry of Education – Early Childhood specialist consultant group*
Contribution to the Faculty of Education and the Bar-Ilan University	
	Faculty of Education
2008-2020	Coordinator – Young researchers club.
2010-2014 and 2016-current	**Head**, the Child Development Program (30+ students per year)
2017-current	In charge of the statistics studies at the School of Education.
2023-current	Vice-dean for research faculty of Education
	Bar-Ilan University
2018-2020	University character committee
2020-2021	The school of graduate studies permanent committee
2023-current	Appointment and promotions committee
2023-currnt	BIU institutes' committee
2023-current	The Audit committee
Key role in the national and international scientific community: Contribution to the scientific society	
	International
2019-2023	**Coordinator,** the European Association for Research on Learning and Instruction (**EARLI**), **SIG 5** (Learning and development in early childhood Special Interest Group) **The coordinator is** responsible for the activity of the SIG and organization of its bi-year conference. SIG 5 has 100 registered members, and about 200 participants in its Bi-year conferences. EARLI SIG 5 Coordinator:
	National
2009-2011	Membership in a research group - Measuring the immeasurable – *the Van-Leer Institute*
2014-2015	Committee membership - Inequality and education: The effect of rising economic inequality on educational attainment and achievement –The Initiative for Applied Education Research. *Israel Academy of Sciences and Humanities*.
2015	Member of the Malag (*The Council for Higher Education*) committee for the approval of the program in early childhood education at the Talpiot College Organizing committee - The Israeli Conference on Cognition Research - The yearly Israeli conference on cognition research.
2018-2020	Misgarot Tehila- Early Childhood Education and Care Quality Committee, Ministry of work and Wellfare
2022	Early Childhood Education Committee Ministry of Education

2025-current	Head - Professional committee – Early childhood program in professional high schools, Ministry of Education.
2025-current	**Coordinator,** the Israeli Conference for Educational Research (ICER) - Learning and development in early childhood Special Interest Group.
Editorial work	
2017-current	Editorial Board, *Frontiers in Psychology*, Cognition section – Review Editor.
2019-2020	Editorial Board, *Psychological Bulletin*, Consulting Editor
2022-2024	Editorial Board, *Early Childhood Research Quarterly*
Keynote in Conference	
2019	Invited Keynote: Creativity, Utrecht University – The Netherlands: The non-existent object task
2021	Organizer of an Invited Symposium – EARLI 2021 Gothenburg
2022	Invited Symposium EARLI SIG 5 2022 Utrecht. NL.

ADDITIONAL INFORMATION

Reviewer

Journals (Alphabetic order, repeated reviewing): Animal Cognition; Applied Psycholinguistics; Autism Research and Treatment; Behavioral and Brain Sciences; BioMed Central Neuroscience; BMC-Pediatrics; British Journal of Developmental Psychology; Child Development; Cognitive Development; Conciseness and Cognition; Contemporary Educational Psychology; Cortex; Developmental Psychology; Developmental Review; Early Childhood Research Quarterly; Early Childhood and Development; Frontiers in Psychology; Frontiers in Human Neuroscience; Infant Behavior and Development; Journal of Cognitive Education and Psychology, Journal of Experimental Child Psychology; Language, Speech, and Hearing Services in Schools; Neuroscience & Biobehavioral Reviews; Neurobiology of Learning and Memory; Neuropsychology; Perceptual and Motor Skills; PLoS ONE; Psychiatry Research; Psychonomic Bulletin & Review; Research in Developmental Disabilities. **Overall: 30 different journals** (repeated reviews in many).

Institutions (Alphabetic order, repeated reviewing): German-Israel Foundation for Scientific Research and Development (GIF). Israel Science Foundation (ISF); Ministry of Education (Chief Scientist); National Institute for Psychobiology (Israel).

Organized Symposia in scientific conferences

Organization of *International* Conference Symposia in Scientific Meetings

Sept. 2008: Esther Adi-Japha & Rosario Mantegna. Workshop I: Large databases in biomedical complex system research; Workshop II: Large databases in social and economic complex system research; The Hebrew University of Jerusalem. A **parallel activity to the 4th European Conference of Complex Systems**.

July 2011: Esther Adi-Japha & Nira Mashal: Cognitive Flexibility- Neural and Educational Aspects. Symposium presented at the **International Association for Cognitive Education and Psychology (IACEP) conference, Boston**.

July 2014: Esther Adi-Japha: Developmental differences in skill learning: from basic science to the clinic. Presented at the Mid-Year conference of the **International Neuropsychological Society (ISN), Jerusalem, Israel**.

July 2015: Esther Adi-Japha & Nira Mashal: Language and learning in autistic spectrum disorder, intellectual disability, and specific language impairment. Symposium presented at the **International Association for Cognitive Education and**

Psychology (IACEP) conference, Greece.

Sept. 2017: Esther Adi-Japha: The role of play in advancing child learning and well-being. European Association for Research on Learning and Instruction **(EARLI), 17th Biennial, Tampere, Finland**.

March 2019: Yafit Gabay & Esther Adi-Japha: Symposium organization: Learning Processes in Neurodevelopmental Disorders. **International Convention on Psychological Science, Paris**.

August 2022: Yafit Gabay & Esther Adi-Japha: Symposium organization: Procedural and Declarative learning in language disorders. **European Society on Cognitive Psychology, Lille, France**.

July 2025: Yafit Gabay & Esther Adi-Japha: Symposium organization: Learning Processes in Neurodevelopmental Disorders. **ECP, Cyprus.**

Sept. 2025: Yafit Gabay & Esther Adi-Japha: Symposium organization: Procedural and Declarative learning in language disorders. **European Society on Cognitive Psychology, UK**.

Organization of Symposia in Scientific National Meetings

Jan. 2013: Esther Adi-Japha & Shaul Hochstein: learning and transfer in perceptual and motor learning, in children, adults, and neurological impairment. **Meeting of the Israeli association for cognitive education, Bar-Ilan University, Israel.**

February 2017: Esther Adi-Japha: Procedural learning. **The fourth Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.**

February 2019: Esther Adi-Japha & Yafit Gabay: Implicit learning: re-examining some fundamental assumptions. **The sixth Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.**

February 2020: Tzipi Horowitz-Kraus & Esther Adi-Japha: The first critical 2000 days of life: Neurocognitive and neurobiological correlates of language, executive functions, and attention in typically and atypically developing children. **The seventh Conference on Cognition Research of the Israeli Society for Cognitive Psychology, Akko, Israel.**

Patents

Teicher, M., Zilbershtain, A., & Adi-Japha, E. (2006). International application (9/7/2006) No. IL2006/000790 "Method and system for processing an electroencephalograph (EEG) signal". 2009 – U.S. Patent Application No. 11/988,366.

LIST OF PUBLICATIONS

CHAPTERS IN BOOKS

1. Ghanamah, R., Julius, M, S., & **Adi-Japha, E.** (2023). Handwriting and Motor Skill Learning. In Y. Ye., Tomohiro, I., U. Maurer., C. McBride (Eds.). *Routledge International Handbook of Visual-motor skills, Handwriting, and Spelling: Theory, Research, and Practice*. Routledge International Handbooks Series

2. Yadlin, N. & **Adi-Japha. E** (2022). An intervention program advancing the understanding of mixed emotions and adjustment to a new kindergarten during the Corona period. In O. Korat & D. Givon (Eds.) *Corona Days: Preschool Children in Times of Crisis - Research and Educational Therapy*. Tel Aviv: Reches Academy [**Hebrew**].

3. **Adi-Japha, E**. (2013). Attention deficit hyperactivity disorder, language impairment and developmental coordination disorder, why a high comorbidity exists between these developmental disorders? In P. Klein and D. Givon (Eds.) *Attention and concentration skills in early childhood: An interdisciplinary perspective.* P. 81-92. Tel Aviv: Reches Academy [**Hebrew**].

4. **Adi-Japha, E**. The assessment of skill learning in African children (2013). In M. Boivin and B. Giordani (Eds.) *Neuropsychology of children in Africa: perspectives on risk and resilience,* p. 215-234. New York: Springer.

5. **Adi-Japha, E**., Ferman, S., Dorfberger, S., & Karni, A. (2011). Skill acquisition and the formation of long term memory in children and in adults: Is the process more effective in children? In O. Korat & D. Aram (Eds.) *Literacy and language: relations, bilingualism and difficulties*, p. 109-125. Jerusalem: Magnes, the Hebrew University press [**Hebrew**].

6. Schiff, R., & **Adi-Japha, E**. (2008). Teaching reading and writing. In P. S. Klien & Yablon B. Y. (Eds.) *From research to practice in early childhood education*. Jerusalem: The Israeli Academy of Science and Humanities, pp.155-176 [**Hebrew**].

7. Freeman, N. H., & **Adi-Japha, E**. (2008). Pictorial intention, action and interpretation. In A. Vinter & C. Lang-Kutner (Eds.) *Drawing and Non-Verbal Intelligence*. Cambridge, UK: Cambridge University Press, pp.104-120.

8. **Adi-Japha, E**. (2003). The development of writing and drawing as two separate systems. In P. Klein & D. Givon (Eds.), *open windows*. Tel-Aviv, Israel: Ramot, Tel-Aviv University Press [**Hebrew**].

ARTICLES IN REFEREED JOURNALS

1. Ghanamah, R., **Adi-Japha, E.,** & Leukel, C. (2026). Beyond repetition: How prompts and strategic questioning influence motor skill learning in 7-8-year-old children. *Current Psychology*, *45*(13), 1178. https://doi.org/10.1007/s12144-026-09741-y

2. Perry, N., Spektor-Levy, O., & **Adi-Japha, E**. (2026). Teachers', parents', and five-year-old children's perceptions of preschool classroom design and arrangement: what really matters to whom?. In *Frontiers in Education* (Vol. 11, p. 1772850). Frontiers Media SA. https://doi.org/10.3389/feduc.2026.1772850

3. Hollander, C., **Adi-Japha, E**., Dorfberger, S. (2026). War and prolonged early-life stressors: Cross-sectional comparison of children's functional cognition as measured with the BRIEF. *American Journal of Occupational Therapy, 80* (3), 460-473. https://doi.org/10.5014/ajot.2026.051455

4. Hershkowitz, A., Yahav, S., & **Adi-Japha, E.** (2025). Burnout and social support among early childhood education staff during and after the COVID-19 pandemic. *Maayanot*, 4, 299–340. [**Hebrew**]

5. Yahav, S., Laor, N., & **Adi-Japha, E**. (2025). A short nap? Sleep times of infants in early childhood education-care frameworks in Israel. *Maayanot*, 4, 385–480. [**Hebrew**]Lifshitz, R., Klein, P., & **Adi-Japha, E.** (2025). Children's drawings in relation to mother–child interaction during the transition from kindergarten to first grade. *Maayanot*, 4, 469–496. [**Hebrew**]

6. Hollander, C., Dorfberger, S., Hochhauser, M., & **Adi-Japha, E.** (2025). Skill learning as a predictor of literacy abilities and related impairments among second-graders from low-SES. *Learning and Individual Differences*, *123*, 102779. https://doi.org/10.1016/j.lindif.2025.102779

7. Azaryahu, L., Broza, O., Sasson, O., Hershkovitz, S., & **Adi-Japha, E.** (2025). Can Creative Musical and Mathematical Thinking be Developed Among First and Second Graders?. *Thinking Skills and Creativity*, 101916. https://doi.org/10.1016/j.tsc.2025.101916

8. Altman, C., Shaya, N., Berke, R., & **Adi-Japha, E.** (2025). Challenges in skill acquisition and memory retention in children with developmental language disorder. *International Journal of Language & Communication Disorders*, *60*(3), e70024. https://doi.org/10.1111/1460-6984.70024

9. Cohen D. **Adi-Japha, E**, Shavit Y. (2025). Socioeconomic Disparities in Early Childhood and Later Educational Outcomes: A Natural Experiment Exploiting a Social Security Reform. *Social Forces.* Accepted. https://doi.org/10.1093/sf/soaf042

10. Hochhauser, M., Ben Refael, Y., **Adi-Japha, E**., & Bartov, R. (2025). Kinetics and Kinematics of Shape Tracing in Children with Probable Developmental Coordination Disorder (pDCD). *Children*, *12*(1), 90. https://doi.org/10.3390/children12010090

11. DeVeney, S. L., Dotan, S., Weberman, I., Julius, M. S., & **Adi-Japha, E.** (2024). Dynamics of Motor Skill Learning in American and Israeli Toddlers with Varied Language Proficiency. *American Journal of Speech-Language Pathology*, 1-16. https://doi.org/10.1044/2024_AJSLP-24-00142

12. Azaryahu, L., Broza, O., Cohen, S., Hershkovitz, S., **Adi-Japha, E.** (2024). Development of Creative Thinking via Fractions and Rhythm. *Thinking Skills and Creativity,* 101514. https://doi.org/10.1016/j.tsc.2024.101514

13. Ghanamah, R., Eghbaria-Ghanamah, H., & **Adi-Japha, E**. (2024). The differential association of COVID-19 remote digital instruction period with second-grade students' graphomotor, handwriting,

visual, and sequential memory skills. *Learning and Instruction* 91, 101898. https://doi.org/10.1016/j.learninstruc.2024.101898

14. Cohen, S., Azaryahu, L., Broza, O., Hershkovitz, S., & Adi-Japha, E. (2023) The Contribution of Technology to Understanding Shared Phenomena in Math and Music. *International Journal for Technology in Mathematics Education 30* (4), 265-270. https://doi.org/10.1564/tme_v30.4.9

15. Ghanamah, R & **Adi-Japha, E**. (2023). The Effect of Practice Schedules on the Acquisition and Retention of a Graphomotor Skill in Young-Adults. *Journal of Experimental Education,* 1-18. https://doi.org/10.1080/00220973.2023.2276920

16. Ghanamah, R., Eghbaria-Ghanamah, H., Karni, A., & **Adi-Japha, E**. (2023). Dot-to-dot practice enhances Children's handwriting: The advantage of a multi-session training protocol. *Learning and Instruction*, 86, 101756. https://doi.org/10.1016/j.learninstruc.2023.101756

17. Isaacson, A. Assis, A., & **Adi-Japha, E.** (2023). Listening' to Paintings: Synergetic Effect of a Cross-Modal Experience on Subjective Perception. *Empirical Studies of the Arts.* 02762374231155742. https://doi.org/10.1177/02762374231155742

18. Perry, N., **Adi-Japha, E.,** & Spektor-Levy, O. (2023). What a cool classroom! voices of 5-Year-Olds on the design of physical learning environments. *Early Childhood Research Quarterly*, 63, 370-385. https://doi.org/10.1016/j.ecresq.2023.01.003

19. Azaryahu, L., Broza, O., Cohen, S., Hershkovitz, S., **Adi-Japha, E.** (2022). Development of creative thinking patterns via math and music. *Thinking Skills and Creativity, 47*, 101196. https://doi.org/10.1016/j.tsc.2022.101196

20. Ghanamah, R., Eghbaria-Ghanamah, H., **Adi-Japha, E.,*** & Karni, A.* (2022). Not for kids: 2nd grade school children require more practice than adults to attain long-term gains in a graphomotor task. *Cognitive Development, 64*, 101246. https://doi.org/10.1016/j.cogdev.2022.101246
* *Equal contribution*

21. Ganamath, R., Eghbaria-Ghanamah, H., Karni, A.* & **Adi-Japha, E.*** (2022). Practice Schedule and Testing per se Affect Children's Transfer Abilities in a Grapho-Motor Task. *Journal of Experimental Child Psychology*. https://doi.org/10.1016/j.jecp.2021.105323
* *Equal contribution*

22. Azaryahu, L., Courey, S. Elkoshi, R. & **Adi-Japha, E**. (2022) "MusiMath" and "Academic Music"-two music-based intervention programs for fractions learning in fourth grade students. '*Mechkar veeyun bachinuch hmathemathie*'. [Hebrew]

23. Eghbaria-Ghanamah, H., Ganamath, R., Shalhoub-Awwad, Y., **Adi-Japha, E***, & Karni, A.* (2021). Long-term benefits after a rhyme-repetition based intervention program for kindergarteners: better reading and spelling in the 1st grade. *Developmental Psychology* https://doi.org/10.1037/dev0001284
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24. Hollander, C. & **Adi-Japh, E**. (2021). Second Graders' Grapho-Motor Skill Learning and Intentional Verbal Learning Through Repetitions: The Effects of Socio-Educational Background Factors. *Frontiers in Psychology*, 4250. https://doi.org/10.3389/fpsyg.2021.687207

25. Blom, E., Berke, R., Shaya, N., & **Adi-Japha, E**. (2021). Cognitive flexibility in children with Developmental Language Disorder: drawing of nonexistent objects. *Journal of Communication Disorders*, 106137. https://doi.org/10.1016/j.jcomdis.2021.106137.

26. Eghbaria-Ghanamah, H., Ghanamah, R., Shalhoub-Awwad, Y., **Adi-Japha, E**., & Karni, A. (2020). Recitation and listening to nursery rhymes in the familiarization with a literacy language in

kindergarteners: Not kids' stuff. *Developmental Psychology, 56*(12), 2195–2211. https://doi.org/10.1037/dev0001124

27. Kasirer, A., **Adi-Japha, E**., & Mashal, N. (2020). Verbal and Figural Creativity in Children With Autism Spectrum Disorder and Typical Development. *Frontiers in psychology*, *11*, 559238. https://doi.org/10.3389/fpsyg.2020.559238

28. Azaryahu, L. & **Adi-Japha, E.** (2020). "MusiMath" Two Music-Based Intervention Programs for Learning Patterns and Symmetry *Journal of Experimental Education.* doi: 10.1080/00220973.2020.1799316

29. Ganamath, R., Eghbaria-Ghanamah, H., Karni, A. & **Adi-Japha, E** (2020). Too short, too long: a limited range of practice 'doses' is best for retaining grapho-motor skill in children. *Learning and Instruction*, *69*, 101351. https://doi.org/10.1016/j.learninstruc.2020.101351

30. **Adi-Japha, E** & Brestel G. (2020). Motor skill learning with impaired transfer by children with developmental coordination disorder. *Research in Developmental Disabilities, 103*, 103671. https://doi.org/10.1016/j.ridd.2020.103671

31. Azaryahu, L., Courey, S. Elkoshi, R. & **Adi-Japha, E** (2019). "MusiMath" and "Academic Music"-two music-based intervention programs for fractions learning in fourth grade students. *Developmental Science,* e12882. https://onlinelibrary.wiley.com/doi/10.1111/desc.12882

32. **Adi-Japha, E**., Berke, R., Shaya, N., & Julius, M. S. (2019). Different post-training processes in children's and adults' motor skill learning. *PLOS ONE,* 14(1), e0210658. https://doi.org/10.1371/journal.pone.0210658

33. Shohet, C., Shay, M., Almog-Greenberg, C., & **Adi-Japha, E**. (2019). Early Friendships: Does a Friend's Presence in Daycare Promote Toddlers' Prosocial Behavior toward Peers? *The Journal of Experimental Education* 87 (3), 517-529. https://doi.org/10.1080/00220973.2018.1496062

34. Fox, O., **Adi-Japha, E**., & Karni, A. (2017). Motor memory consolidation processes in young female adults with ADHD may be less susceptible to interference. *Neuroscience Letters,* 637, 91-95. http://dx.doi.org/10.1016/j.neulet.2016.11.044

35. Lifshitz R., Klein, P., & **Adi-Japha, E.** (2017). Creativity and drawing measures of children in transition from kindergarten to first grade. Derech Efrata: Efrata College, 16. 1-12. [**Hebrew**]

36. Julius, M. S., Meir, R., Shechter-Nissim, Z., & **Adi-Japha, E.** (2016). Children's ability to learn a motor skill is related to handwriting and reading proficiency. *Learning and Individual Differences*, 51, 265-272. http://dx.doi.org/10.1016/j.lindif.2016.08.034

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38. Julius, S. M., & **Adi-Japha E.** (2016) A Developmental Perspective in Learning the Mirror-Drawing Task. *Frontiers in Human Neuroscience, 10,* 83. doi: 10.3389/fnhum.2016.00083. http://journal.frontiersin.org/article/10.3389/fnhum.2016.00083/full

39. **Adi-Japha, E.**, & Karni, A. (2016). Time for considering constraints on procedural memory consolidation processes: comment on Pan and Rickard (2015) with specific reference to developmental changes. *Psychological Bulletin, 142,* 568-571.

40. Fox, O., Karni, A., & **Adi-Japha, E**. (2016). The consolidation of a motor skill in young adults with ADHD: shorter practice can be better. *Research in Developmental Disabilities, 51-52,* 135-144.

41. Fox, O., Karni, A., & **Adi-Japha, E**. (2016). The effect of training length on the learning of motor skills in young female adults with ADHD. Movement: Journal of physical education & Sports Sciences, the Academic College at Wingate, 344-376 [**Hebrew**]

42. Julius, M. & **Adi-Japha E**. (2015). Learning of a simple grapho-motor task by young children and adults: Similar acquisition but age-dependent retention, *Frontiers in Psychology, 6, 225.* http://journal.frontiersin.org/article/10.3389/fpsyg.2015.00225/abstract

43. **Adi-Japha, E**., & Abu-Asba, H. (2014). Learning, Forgetting, and Relearning: Skill Learning in Children with Language Impairment. *American Journal of Speech Language Pathology,* 23, 696-707.

44. **Adi-Japha, E**., Badeer, R., Dorfberger S., & Karni, A. (2014). Rapid Motor Memory Stabilization in Childhood. *Developmental Science, 17, 424-433.*

45. Fox, O., **Adi-Japha, E**., & Karni, A. (2014). The effect of a skipped dose (placebo) of methylphenidate on the learning and retention of a motor skill in adolescents with Attention Deficit Hyperactivity Disorder. *European Neuropsychopharmacology*, 24, 391-396.

46. Dorfberger, S., **Adi-Japha, E**., & Karni, A. (2012). Sequence specific motor performance gains after memory consolidation in children and adolescents. *PloS ONE* 7(1): e28673. http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0028673

47. Hedenius, M., Persson, J., Tremblay, A., **Adi-Japha, E**., Veríssimo, J., Dye, C.D., Alm, P., Jennische, M ., Tomblin, J.B., & Ullman, M.T. (2011). Grammar predicts procedural learning and consolidation deficits in children with specific language impairment. *Research in Developmental Disabilities, 32*, 2362-2375.

48. **Adi-Japha, E**., Strulovich-Schwartz, O., & Julius, M. (2011). Delayed motor skill acquisition in children with language impairment. *Research in Developmental Disabilities*, *32*, 2963-2971.

49. **Adi-Japha, E**., Fox, O., & Karni, A. (2011). Atypical acquisition and atypical expression of memory consolidation gains in a motor skill in young female adults with ADHD. *Research in Developmental Disabilities, 32,* 1011-1020.

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52. Klein, P. S., **Adi-Japha, E**., & Rosenthal V. (2010). Maternal teaching behavior and pre-verbal development of children with Down syndrome. *Down Syndrome Research and Practice*, Doi:10.3104/reports.2105.

53. Klein, P. S., **Adi-Japha, E**., & Hakak-Benizri S. (2010). Mathematical thinking of kindergarten boys and girls; similar achievements, different contributing processes. *Educational Studies in Mathematics*, *73*, 233-246.

54. Dorfberger, S., **Adi-Japha, E**., & Karni, A. (2010). Low selectivity in the consolidation of motor memory before adolescence: Reduced susceptibility to interference. Research in teacher training, Gordon academic college of education, 12, 169 – 183. [Hebrew]

55. Arzy, S., **Adi-Japha, E**., & Blanke, O. (2009). The mental time line: an analogue of the mental number line in the mapping of life events. *Consciousness and Cognition, 18*, 781-785.

56. **Adi-Japha, E**., & Klein P. S. (2009). Relationship between parenting quality and cognitive performance of children experiencing varying amounts of childcare. *Child Development, 80*, 893-906.

57. Dorfberger, S., **Adi-Japha, E**., & Karni, A. (2009). Sex differences in motor performance and motor learning: Age and experience make the difference. *Behavioural Brain Research, 198*, 165-171.

58. Ben Pazi, H., Lossos, A., & **Adi-Japha, E**. (2009). Primary and secondary writing disorders in children, *Harefuah, 148*, 515-519 [in Hebrew].

59. Stern, Y., Neufeld, M. Y., Kipervasser, S., Zilberstain, A., Fried, I., Teicher, M., & **Adi-Japha, E.** (2009). Source localization of temporal lobe epilepsy using PCA-LORETA analysis on ictal EEG recordings. *Journal of Clinical Neurophysiology*, 26, 109-116.

60. **Adi-Japha, E**., Karni, A., Parnes, A., Loewenschuss, I., & Vakil, E. (2008). A shift in task routines during the learning of a motor skill: group averaged data may mask critical phases in the individuals' acquisition of skilled performance. *Journal of Experimental Psychology: Learning Memory and Cognition, 34*, 1544-1551.

61. Meiran, N., Kessler, Y., & **Adi-Japha, E**. (2008). Control by action representation and input selection (CARIS): a framework for task switching involving speeded perceptual classification. *Psychological Research, 72*, 473-500.

62. Dorfberger, S., **Adi-japha, E**., & Karni, A. (2007). Reduced susceptibility to interference in the consolidation of motor memory before adolescence, *Plos ONE, 2(2)*: e240. http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0000240

63. **Adi-Japha, E**., Landau, Y., Frenkel, L., Teicher, M., Gross-Tzur, V., & Shalev, R. S. (2007). ADHD and Dysgraphia: Underlying mechanisms. *Cortex, 43,* 700-709.

64. **Adi-Japha, E**. & Freeman, N. H. (2001). Development of differentiation between writing and drawing systems. *Developmental Psychology, 37*, 101-114.

65. **Adi-Japha, E**. & Freeman, N. H. (2000). Regulation and division of labor between cognitive systems controlling action. *Cognition, 76*, 1-11.

66. **Adi-Japha, E**., levin, I., & Solomon, S. (1998). Emergence of representation in drawing: the relation between kinematic and referential aspects. *Cognitive Development, 13*, 25-51.

67. **Adi, E**. & Solomon, S. (1994). The solution to Wheeler-DeWitt is eight. *Phys. Lett. B 336*, 152-156.

68. **Adi, E**., Hasenbusch, M., Marcu, M., Pazzy, E., Pinn, K., & Solomon, S. (1994). Monte Carlo simulation of 2D quantum Gravity as open dynamically triangulate random surfaces. *Phys. Lett. B, 320*, 227-233.

****<u>Non Refereed Publications</u>**

1. **Adi-Japha E** (2022). Reforms and changes in education systems from birth to six. A policy paper. The chief scientist, Ministry of Education, Israel (64 pp).
https://meyda.education.gov.il/files/LishcatMadaan/SkirotSifrut/early-childhood-policy.pdf

עדי-יפה, א. (2022). מסמך תשתית למדיניות בנושא רפורמות ושינויים במערכות חינוך בגילי לידה עד שש. משרד החינוך, לשכת המדענית הראשית

2. Shohet C. Givon D., & **Adi-Japha, E**. (2021). Developmentally appropriate education and care guidelines: Values, principles, and practices for daycare staff. (The Israeli National Curriculum, 0-50 month). Ministry of Labor, Social Affairs and Social Services (328 pp).

שוחט, צ. גבעון ד. ועדי יפה, א. (2021). תכנית חינוכית התפתחותית לגיל הרך: ערכים, עקרונות, וקווים מנחים לצוותים משרד העבודה, הרווחה והשירותים החברתיים וג׳וינט-אשלים

https://www.gov.il/he/departments/general/education-care-program

. PAPERS PRESENTED AT SCIENTIFIC CONFERENCES

1. 1993 Spring school in High Energy Physics, Trieste, Italy: The Solution to Wheeler-DeWitt is Eight.

2. 1995 Multiscale Phenomena, Eilat, Israel: The Dynamics of Children's Drawings.

3. 1995 2nd International Summer School in Cognitive Science, Sofia: The Dynamics of Children's Drawings.

4. 1996 the 11th meeting of SCRIPT, Maale Hahamisha, Israel: Precursors to Representation in Scribbles of 2-3 Year Olds.

5. 1997 Multiscale Phenomena, Eilat, Israel: Reductionism in Children's graphic expression.

6. 1997 The 8th biennial conference of the international graphonomics society, Genova, Italy: Emergence of representation in drawing: the relationship between kinematic and referential aspects.

7. 1999 The 9th biennial conference of the international graphonomics society, Singapore: Development of handwriting as a domain of skilled performance.

8. 2001 The European Sociaty for Cognitive Systems. Special Workshop "Multidisciplinary Aspects of Learning" 17-19 January 2002, Clichy (Paris), France

9. 2002 Eleventh Annual Meeting of the Israeli Sociaty for Neuroscince (ISFN). Eilat, December. Writing and Dysgraphia in ADHD.

10. 2005 European Association for Research on Learning and Instruction (EARLI), Eleventh Biennial Conference Nicosia Cyprus. The relation between language, drawing and sculpturing: A representational view.

11. 2006 Society for Neuroscience, 36th annual meeting, Atlanta, USA: Less selective motor memory consolidation in childhood: Reduced susceptibility to interference.

12. 2007 European Association for Research on Learning and Instruction (EARLI), 12th Biennial, Budapest, Hungary: Less selective motor memory consolidation in childhood: reduced susceptibility to interference.

13. 2008 SigWriting (of EARLI), Lund, Sweden. ADHD and Dysgraphia: Underlying mechanisms.

14. 2008: Large databases in social and economic complex system research, a parallel workshop activity to the 4th European Conference of Complex Systems, Jerusalem: Large databases vs. Individual analysis.

15. 2009: Society for Research in Child Development (SRCD), Denver, Colorado: Relations between parenting quality and cognitive performance of children experiencing varying amounts of childcare.

16. 2009: Israel Motor Days in Jerusalem, an International Workshop: A shift in task routines during the learning of a motor skill: group averaged data may mask critical phases in the individuals' acquisition of skilled performance.

17. 2010: Measuring the immeasurable Summary of the work of the Israeli research group, Van Lear institute: Cognitive flexibility in drawings of bilingual children.

18. 2011: Society for Research in Child Development (SRCD), Montréal, Canada: Cognitive flexibility in drawings of bilingual children.

19. 2011: International Association for Cognitive Education and Psychology conference, Boston: Cognitive flexibility in drawings of bilingual children; and Relations between parenting quality and cognitive performance of children experiencing varying amounts of childcare.

20. 2012. The Eighth Computational Motor Control Workshop at Ben-Gurion University of the Negev. Motor learning in developmental disabilities.

21. 2013. Society for Research in Child Development (SRCD), Seattle: (a) Using a grpho-motor symbol task for studying skill acquisition in children with language impairment. (b) Four- and 5-year-olds' labeling and drawing of mixed emotions.

22. 2014 The Tenth Computational Motor Control Workshop at Ben-Gurion University: Graphpo-motor skill learning task as a predictor of academic achievements in early school years.

23. 2014: The 1st Israel Society on Cognitive Research, Akko, Israel: Skill learning in children.

24. 2014: International Workshop on Learning and Memory Consolidation, San-Sebastien Spain: Graphpo-motor skill learning task as a predictor of academic achievements in early school years.

25. 2014: Mid-Year conference of the International Neuropsychological Society (ISN), Jerusalem, Israel: Graphpo-motor skill learning task as a predictor of academic achievements in early school years.

26. 2014. Earli Sig 5- Learning and Development in Early Childhood, Jyväskylä, Finland: Developmental differences in skill learning

27. 2014. The Society for the Neurobiology of language, Amsterdam: Atypical skill acquisition in children with language impairment.

28. 2015. International Association for Cognitive Education and Psychology (IACEP) conference, Greece. Graphpo-motor skill learning task as a predictor of academic achievements in early school years.

29. 16th Biennial Conference Earli 2015 (European Association for Learning and Instruction). The use of representational means in the articulation of scientific knowledge by young children.

30. 2016: Earli Sig 5- Learning and Development in Early Childhood, Porto: Portugal
Identifying child-staff ratios that promote peer skills in child care.

31. 2016: Earli Sig 22- Neuroscience and Education. Amsterdam, the Netherlands. Adjusting learning protocols to aid learning in developmental disorders.

32. 2016. International conference on memory. Budapest: Hungary. 1. Adjusting skill learning protocols to aid learning and consolidation in developmental disorders. 2. Beyond age: A developmental perspective of the dependence of skill learning on conditions.

33. 2017. 17th Biennial Conference Earli (European Association for Learning and Instruction). 1. Drawing of facial expressions and the understanding of mixed-emotions. 2. Adjusting Skill Learning Protocols to Aid Learning in Developmental Disorders. Helsinky.

34. 2018. Jean Piajet Society. Drawing of facial expressions and the understanding of mixed-emotions. Amsterdam.

35. 2020. The 5st Israel Society on Cognitive Research, Akko, Israel: Intact Learning but Impaired Transfer of a Grapho-Motor Task by Children with Developmental Coordination Disorder

36. 2019. International Convention on Psychological (ICPS) Science, Paris. Early Friendships: Does a Friend's Presence in Daycare Promote Toddlers' Prosocial Behavior toward Peers?

37. 2019. 18h Biennial Conference EARLI (European Association for Learning and Instruction). A Friend's Presence in Daycare Promote Toddlers' Prosocial Behavior Toward Peers. Berlin.

38. 2019. The 6st Israel Society on Cognitive Research, Akko, Israel: Different post-training processes in children's and adults' motor skill learning

39. 2020: Earli Sig 5- Learning and Development in Early Childhood, Porto: Portugal
Identifying child-staff ratios that promote peer skills in child care.

40. 2020. The 7st Israel Society on Cognitive Research, Akko, Israel: Skill learning in children. Procedural and declarative memory in Developmental Language Disorder: evidence from kindergarten children.

41. 2021. Society for Research in Child Development (SRCD), Virtual. Accepted as Flash talk presentation. Cognitive flexibility in children with Developmental Language Disorder: How do they draw nonexistent objects?

42. Intervention program for enhancing mixed-emotion understanding and adjustment to a new preschool. Impact of the COVID-19 pandemic on early childhood education and care, Nov. 2021, Bamberg, Germany.

43. Intervention program for enhancing mixed-emotion understanding and adjustment to a new preschool. Corona Days, April, 2022, Bar-Ilan University.

44. The association between caregivers' knowledge and beliefs about sleep and daily schedule, and infants' sleep patterns in ECEC settings. EARLI SIG 5, July 2022, Utrecht, the Netherlands.

45. Cuts in Social Security Allowances during Early Childhood and Future Scholastic Achievements: a Natural Experiment. EARLI SIG 5, July 2022, Utrecht, the Netherlands.

46. Symbol drawing for learning about mixed emotions. European Society for Cognitive Psychology, August, 2022, Lille, France.

47. The impact of the procedural memory system on disorders of language development. European Society for Cognitive Psychology, August 2022, Lille, France.

48. The 20th Biennial Conference EARLI (European Association for Learning and Instruction). Dot-to-dot Practice Enhances Children's Handwriting. August 2023, Thessaloniki, Greece.

49. Motor skill learning across toddlers with varied language proficiency. EARLI SIG 5, July 2024, Warsaw, Poland

50. Learning Processes in Neurodevelopmental Disorders. July 2025, **ECP, Cyprus.**

51. Procedural and Declarative learning in language disorders. August 2025, **European Society on Cognitive Psychology, UK**.

52. The 21th Biennial Conference EARLI (European Association for Learning and Instruction). Dynamics of Motor Skill Learning in American and Israeli Toddlers With Varied Language Proficiency. August 2025, Graz, Austria.

53. Earli Sig 28. Play. Can Creative Musical and Mathematical Thinking be Developed Among First and Second Graders?. Reggio Emilia, Italy, June 2026.

54. Earli Sig 5. Learning and Development in Early Childhood, Physical activity during an armed conflict: a longitudinal study. Jyväskylä, Finland, July 2026.

55. Earli Sig 5. Learning and Development in Early Childhood, Beyond Intention to Leave: Depersonalization and Low Accomplishment as Drivers of Actual Turnover in Early Childhood Settings. Jyväskylä, Finland, July 2026.