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# HRVATSKA REVIJA ZA REHABILITACIJSKA ISTRAŽIVANJA CROATIAN REVIEW OF REHABILITATION RESEARCH

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## EDITORIAL

This Special issue, titled *MB-CDI across Europe: adaptations, advances, and applications*, is dedicated to the 20th anniversary of the European Network Meeting on Communicative Development Inventories (EUNM-CDI).

The story of the EUNM-CDI began in 2005 at the International Association for the Study of Child Language (IASCL) in Berlin, when Mårten Eriksson invited researchers from several European countries to present data collected using the CDI in a symposium. However, the scientific committee of the IASC conference did not recognise the value of such a symposium and rejected the proposal, suggesting instead that the data be presented in the poster session. Thus, a row of CDI posters was displayed in the large lobby of the Freie Universität during that hot summer. The posters included:

P3-73 Language acquisition in Swedish children reflected by the MacArthur-Bates Communicative Development Inventories.

*Marten Eriksson, Eva Berglund*

P3-74 Language acquisition in Italian children reflected by the MacArthur-Bates Communicative Development Inventories.

*Maria Cristina Caselli, Patrizio Pasqualetti, Silvia Stefanini*

P3-75 The acquisition of Basque reflected by the adaptation of the MacArthur-Bates CDI

*Margareta Almgren, Julia Barnes, Amaia Colina, Iñaki García*

P3-76 Intwining of lexical and grammatical development in a highly inflected language: the Croatian adaptation of the MacArthur-Bates CDI

*Melita Kovacevic, Jelena Kuvac, Maja Capanec*

P3-77 Language acquisition in Danish children reflected by the MacArthur-Bates Communicative Development Inventories

*Dorthe Bleses, Werner Vach, Sonja Wehberg*

P3-78 Language acquisition in Dutch children reflected by the MacArthur-Bates Communicative Development Inventories

*Inge Zink, Maryline Lejaegere*

P3-79 British English adaptations of the CDI: validity and preliminary norms

*Thomas Klee, Stephanie F. Stokes*

P3-80 French children's early communicative development: the French MacArthur-Bates CDI as a means of evaluation

*Sophie Kern*

P3-81 Interrelationships between components of language and communicative development in Galician reflected by the MacArthur-Bates Inventories  
*Miguel Pérez-Pereira, Pilar Fernández, Mariela Resches*

P3-82 Early lexical and syntactic development in Icelandic as reflected by an adaptation of the MacArthur-Bates parent report

*Elin Thordardottir*

P3-83 Monolingual and Bilingual Vocabulary Checklists in The Netherlands

*Liesbeth Schlichting, Karijn Helsloot, Heleen van Agt, Henk Iutje Spelberg, Harry de Koning*

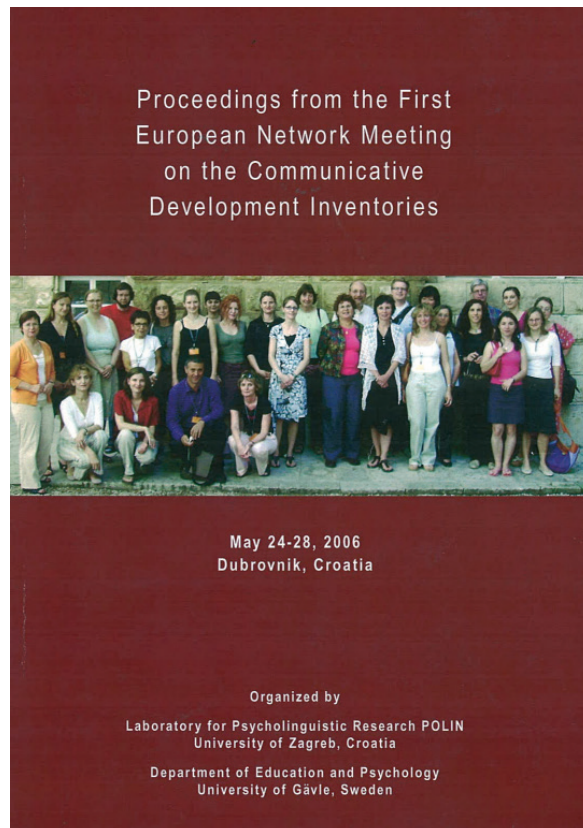
P3-84 The (European) Spanish CDIs: results on early vocal, gesture, vocabulary and grammar development, from 8 to 30 months

*Susana López-Ornat, Carlos Gallego, Pilar Gallo, Alexandra Karousou, Sonia Mariscal*

To be honest, we were not entirely focused on our posters; in fact, we sat in front of them, grumbling about how unfair it was that our topic was not recognised as being important. You know the saying - when one door closes, another opens – that is exactly what happened. Mårten proposed creating an informal group of CDI members, and Melita Kovačević suggested that the first meeting could be held in Dubrovnik...and that is how it all began.

In May 2006, Melita, Mårten, and Jelena Kuvac Kraljević organised the first meeting of the EUNM-CDI in Dubrovnik at the Centre for Advanced Academic Studies (CAAS), University of Zagreb. There was a total of 23 oral presentations, with speakers representing 20 different languages. Philip Dale and Mårten Eriksson gave plenary talks, and participants spent three days focusing solely on the CDI. The first meeting concluded with the publication of the proceedings, comprising 11 papers, published by Mårten and the University of Gävle.

Since then, we have organised our meetings regularly every two years and have observed an



increase in the number of countries and participants involved. We witnessed the continued development of the CDI - from CDI I and CDI II to the short version and the CDI-III - in both American and Swedish versions. We implemented the CDI in various populations, including bilingual speakers, preterm children, children with developmental language disorder, hearing-impaired speakers/sign language users, and so on.

Twenty years later, we continue to meet in the same place – at the CAAS (even though the plan was to hold the meeting there only for the first year!). Our group is a little older now, but continues to maintain the same spirit and sense of importance for the CDI. Over the years, we have established a group representing 25 languages and more than 50 researchers dedicated to the development of the CDI. All of them are introduced in this issue (especially through CDI vignettes).

The subtitle of this issue is *adaptations, applications, and advances*. Apart from the catchy alliterations, these keywords reflect a majority of

the activities undertaken by the EUNM-CDI over the past 20 years. The adaptations of the MB-CDI to new languages have been an ongoing process, guided by Philip Dale's wise words "*adaptations, not translations*". Over 30 adaptations for different European languages have been completed, and 25 are presented in this special issue. They represent several different types of languages, including Roman, Germanic, Finno-Ugric, and Slavic, and they differ not only in words, but also in grammar and the cultures they are embedded in.

Applications and advances often go hand in hand. Applying the CDI to a new area is typically an advancement that facilitates new insights. Such applications may involve the use of the CDIs to assess special populations such as bilingual children (Ezeizabarrena et al., and Rodríguez-Ortiz, this issue), preterm children (Pérez-Pereira et al., and Ståhlberg et al., this issue), children with different syndromes (Laudańska et al., and Simonson et al., this issue), or in clinical work involving

children with language difficulties (Cadime et al., and Sansavini et al., this issue). However, advances can take several different forms. We often think of advances in terms of technical advances, regardless of whether the application is new or not. Indeed, some technical innovations have been developed, for example, the use of video clips in instruments for signed languages (Sander et al., this issue). However, advances are not limited to technical innovations. For example, cross-language comparisons (Kapalková et al., and Kuvač Kraljević et al., this issue) and studies on different forms of social impact on language development (Aguilar-Mediavilla et al., Rowland et al., and Schults et al., this issue) can be considered advancements since they illustrate how children learn language under different forms of linguistic and social constraints.

It could be argued that some of the above-mentioned studies presented as examples of applications and advances might better illustrate other

phenomena in the text. This may well be the case, demonstrating that applications and advances are often difficult to separate. Nevertheless, the linguistic, social, and cultural diversity that has permeated the EUNM-CDI meetings has resulted in many inspiring presentations, discussions, and collaborations, all aligned with the role that Dubrovnik has played over the years as a meeting place of people, cultures, and ideas. We hope that some of these aspects are reflected in this special issue.

Finally, we would like to thank all our members who believed in the EUNM-CDI and helped it thrive over the past 20 years. Thank you to everyone who contributed to the creation of this special issue. Special thanks to the Faculty of Education and Rehabilitation Sciences, University of Zagreb, for supporting the publication of this valuable issue.

Mårten Eriksson & Jelena Kuvač Kraljević

