

# The Early Years Conference 2012

## *The Development of Children's Mental Health: How Do We Become Who We Are?*

PRE-CONFERENCE

February 2<sup>nd</sup>, 2012

**MAIN CONFERENCE**

February 3<sup>rd</sup> - February 4<sup>th</sup>, 2012



Sponsored by:



In co-operation with:

HUMAN  
EARLY LEARNING  
PARTNERSHIP



[interprofessional.ubc.ca](http://interprofessional.ubc.ca)



# GENERAL INFORMATION



## Conference Description:

Our early relationships and experiences shape all aspects of physical and mental health, and are pivotal to who we become and how we function throughout life. We naturally strive forward. The behaviour of young children is meaningful, and understanding this concept is vital for all involved with children. This conference will stimulate dialogue, reflection, a deeper understanding of a child's total development as rooted in their earliest relationships, and may revolutionize our approaches and practices with young children, their families, and their communities.

## Conference Objectives:

- ♦ To understand global development of children (birth to six years), and how it progresses through their early relationships and experiences
- ♦ To promote focused dialogue among individuals and groups who support early child development and learning
- ♦ To showcase exemplary approaches that support healthy early childhood social emotional development
- ♦ To learn how to apply the understanding of child development to practice and development strategies

## Audience

This conference will be of interest to all those who work with young children and/or families, including:

- ♦ Aboriginal Early Childhood Development Professionals
- ♦ Administrators/Managers
- ♦ Advocacy Organizations
- ♦ Behavioural Therapists
- ♦ Community Development Workers
- ♦ Counsellors
- ♦ Dietitians and Nutritionists
- ♦ Early Childhood Educators
- ♦ Families
- ♦ Family Development Workers
- ♦ Family Resource Program Staff
- ♦ Government Representatives
- ♦ Infant Development Consultants
- ♦ Nurses
- ♦ Occupational Therapists
- ♦ Parent Educators
- ♦ Physicians
- ♦ Physiotherapists
- ♦ Pregnancy Outreach Groups
- ♦ Program Facilitators
- ♦ Psychologists
- ♦ Researchers
- ♦ School Administrators
- ♦ Social Workers
- ♦ Speech Therapists
- ♦ Students
- ♦ Supported Child Development Consultants
- ♦ Teachers

## Location

The Hyatt Regency Vancouver - 655 Burrard Street, Vancouver, BC. A special rate of \$139.00 for a standard guest room (single/double) is available for conference delegates. Reserve today to avoid disappointment by calling toll-free: 1-888-591-1234 or local: +1 604-683-1234, or online (online booking information can be found at [interprofessional.ubc.ca](http://interprofessional.ubc.ca)). Please specify that you are booking under the EARLY YEARS CONFERENCE 2012 to receive the special rates. Please note that these rates will be held based on availability.

## Registration and Tuition Fees

Pre-registration prior to January 2, 2012 is strongly recommended to ensure you receive all conference materials.

- Online: \*The most secure method\* Secure, fast, online registration is available for Visa and MasterCard holders at the conference organizer's website: [interprofessional.ubc.ca](http://interprofessional.ubc.ca)
- By Phone: Register and pay over the phone: Local/International: +1 604-827-3112 or toll-free within Canada/USA: 1-877-328-7744.
- By Fax: Fax the registration form to +1 604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will send you the secure on-line link to enter your credit card information.
- Mail: Send the registration form with cheque to: IN 9545 REGISTRATION, Interprofessional Continuing Education, The University of British Columbia, Room 105-2194 Health Sciences Mall, Vancouver, BC, V6T 1Z3, Canada.

The tuition fee includes conference materials, refreshment breaks, and the reception. Please see the registration form for further details.

## METHODS OF PAYMENT:

### Payment by Credit Card

1. Complete the full registration online at [interprofessional.ubc.ca](http://interprofessional.ubc.ca) with your Visa or MasterCard
2. Fax the registration form to +1 604-822-4835 and indicate that you would like to pay with Visa or MasterCard. We will send you the secure on-line link to enter your credit card information  
\*PLEASE DO NOT FAX CREDIT CARD INFORMATION\*
3. Register and pay over the phone:  
Local/International: +1 604-827-3112 or  
toll free within Canada/USA: 1-877-328-7744 (VISA or MasterCard)

### Participants paying by credit card outside of North America:

Please inform your credit card company of the transaction as some banks put a block on credit card payments made outside your country.

### Payment by Cheque

Please make your cheque payable to the University of British Columbia and send it along with complete registration form to:  
Interprofessional Continuing Education  
The University of British Columbia  
Rm.105 – 2194 Health Sciences Mall  
Vancouver, BC, V6T 1Z3

### Alternative Payment Methods

- Mail or fax complete registration form along with one of the following:
1. Signed purchase order (PO)
  2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
  3. Signed cheque requisition form (ChReq)

## Refund/Transfer and Cancellation Policy

Refunds will be made (less a \$50 processing fee) if written notice of withdrawal is received by January 2, 2012. No refunds will be granted for withdrawal after that date. There is a \$25 replacement charge in case of a registration transfer. Please contact us prior to January 2, 2012 if you cannot attend and would like another person to come in your place. Interprofessional Continuing Education reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund will be issued.



## Professional Credits/Certificate of Attendance:

Participants attending will be given a certificate stating 6 hours of educational instruction for the pre-conference and 11 hours of educational instruction for the main conference.

This program meets the accreditation criteria of the **Canadian Counselling and Psychotherapy Association (CCPA)**, and has been accredited for up to **18 CEU hours**.

Please refer to our website for updates on credits: [interprofessional.ubc.ca](http://interprofessional.ubc.ca).

## Exhibiting:

Organizations interested in exhibiting at this conference are invited to contact the conference organizers for more information. Exhibit space is limited. Please contact by phone: +1 604-822-2801 or by e-mail: [jo.ipce@ubc.ca](mailto:jo.ipce@ubc.ca).

## Travel Information:

The Hyatt Regency Vancouver Hotel is conveniently located next to the Burrard Skytrain Station and is located approximately 16km/10miles from the Vancouver International Airport (YVR). By Skytrain, the Canada Line connects Vancouver International Airport to downtown Vancouver in under 30 minutes. A transfer will be required at Waterfront Station. ([www.translink.ca](http://www.translink.ca))

Fees for the Canada Line are per way.

From Airport to Downtown: Monday - Friday fee is \$8.75 CAD, Saturday and Sunday is \$7.50 CAD.

From Downtown to Airport: Monday - Friday fee is \$3.75 CAD, Saturday and Sunday is \$2.50 CAD

Vancouver provides visitors with many opportunities to experience the West Coast lifestyle. If you would like more information on travelling in the area or things to do and see in Vancouver, please contact:

Tourism BC  
1-800-HELLO-BC (435-5622)  
[www.hellobc.ca](http://www.hellobc.ca)

Tourism Vancouver  
+1 604-683-2000  
[www.tourismvancouver.com](http://www.tourismvancouver.com)

## Acknowledgments:

We would like to acknowledge with great appreciation the financial contributions through unrestricted educational grants from:



**Provincial Health Services Authority**  
Province-wide solutions.  
Better health.



**fraserhealth**

Better health. Best in health care.



**Family Support Institute**

"Families Supporting Families"

## PUBLIC FORUM

Thursday, February 2, 2012

7:30pm - 8:30pm

### Partners in Public Policy: A New Deal for Families

**Jeff Calbick**, Community Development/Social Planning/Grant-Making, United Way of the Lower Mainland, Burnaby, BC

**Mark Gifford**, Community Development/Social Planning/Grant-Making, Vancouver Foundation, Vancouver, BC

**Lynell Anderson**, Certified General Accountant, Researcher, Human Early Learning Partnership, Vancouver, BC

**Paul Kershaw**, Assistant Professor, Researcher, Human Early Learning Partnership, University of British Columbia, Vancouver, BC

There is a generational crisis in Canada. Today's parents are spending more time in the labour market than any generation before them; yet average household incomes have flat-lined over the last 40 years. Meanwhile, housing prices across the country have nearly doubled – creating a primary source of wealth for Boomers but a worrisome (or unthinkable) level of debt for young families. And, there are not enough quality, affordable child care services to help families balance caring and earning. The solution? A New Deal for Families with young children. Panelists will share the story of how this solution has evolved from inquiry, to research and action, as well as insights into the roles we can all have in further advancing the momentum.

# PRE-CONFERENCE (THURSDAY, FEBRUARY 2, 2012)



**8:00am - 8:30am** Pre-Conference  
Registration pen O

**8:30am - 12:00pm** AM Sessions (coffee/tea break  
at 10:00am - 10:30am)

## **AMI** Beyond Behaviour: Understanding Children from the Inside Out

Standard Lecture - Intermediate

**Vanessa Lapointe, PhD, Registered Psychologist, The Wishing Star, Surrey, BC**

Difficult behaviours in children need to be understood rather than controlled. Behaviour actually reflects a remarkable adaptation for the communication of needs. This concept will be explored alongside key approaches for responding to behaviours that ultimately support the child's developing self, their relationships with their care providers, and their mental health.

### Learning Objectives

1. To understand behaviour in children as an adaptive strategy for communicating unmet needs, including the neuro-scientific basis for behaviour
2. To understand the inner-workings of the child as a guide for crafting responses to behaviour that help rather than harm
3. To learn key approaches in responding to children's challenging behaviours that are informed by attachment and connection

## **AM2** The Journey from Feeding Refusal To Feeding Acceptance: An Interprofessional Feeding Group Approach

Standard Lecture - Introductory

**Carrie Owen, BSc, OT, Occupational Therapist and Lactation Consultant, Children's Hospital of Eastern Ontario, Ottawa, ON**

This presentation will address the complexity of feeding refusal and feeding challenges with infants/young children. It will highlight the challenges faced by families dealing with this condition and treatment strategies. Attendees will learn about the interprofessional feeding program offered at CHEO to support families dealing with child feeding difficulties.

### Learning Objectives

1. Understand the complex skills required for functional feeding and barriers to normal feeding patterns
2. Gain an awareness of an interprofessional approach for pediatric feeding challenges
3. Develop a treatment approach to reduce parental stress, increase confidence and create a sense of group support when dealing with child feeding difficulties

## **AM3** Early Childhood Development: Telling the Core Story

Interactive Session - Advanced

**Evelyn Wotherspoon, MSW, RSW, Social Worker, Private Practice, Calgary, AB**

This workshop is intended for professionals who deliver training on early child development to non-expert audiences. Using metaphors and story telling, participants will learn techniques for building an accurate frame for understanding infant development. See Frameworks Institute [www.frameworksinstitute.org](http://www.frameworksinstitute.org) and the Harvard Center for the Developing Child [www.developingchild.harvard.edu](http://www.developingchild.harvard.edu) for background material.

### Learning Objectives

1. Participants will be familiar with how to build a framework for talking about early childhood development
2. Participants will have strategies for translating scientific concepts such as brain development, resilience and gene/environment interaction into stories and metaphors that can be used in training
3. Participants will learn innovative ways of engaging audiences in learning about early childhood development

**12:00pm - 1:30pm** Lunch on Your Own  
- Exhibits Open

**1:30pm - 5:00pm** PM Sessions (coffee/tea break  
at 3:00pm - 3:30pm)

## **PM1** Assessing Problematic Anxiety in Young Children Panel Session - Intermediate

**Lynn D Miller, PhD, R Psych, Assistant Professor, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC**

Anxiety disorders are the most commonly occurring mental health problem in children, and are the most likely to be ignored despite poor outcomes if left untreated. Mental health personnel are key to recognizing anxiety in school children and can learn quickly to shift practice to help manage these highly treatable disorders.

### Learning Objectives

1. Understand etiological and developmental aspects of anxiety
2. Identify basic behavioural indicators of anxiety in children
3. Develop a preliminary understanding of the current research

## **PM2** Professional Boundaries: Yours, Mine and Theirs - A Workshop for Home Visitors

Interactive Session - Introductory

**David Sheftel, CCFE, Program Coordinator, BC Council for Families, Vancouver, BC**

This introductory interactive workshop explores some of the common boundary pitfalls home visitors experience. Basic strategies for focusing on role clarity and delineation will be covered, as well as methods of establishing and reinforcing healthy professional boundaries.

### Learning Objectives

1. Reflect upon personal experiences with positive and negative boundaries in their work
2. Identify common avenues for boundary confusion within the role of the home visitor
3. Learn basic theory and practice of establishing and maintaining professional boundaries

## **PM3** Attachment-Focused Treatment in Community Settings: The Benefits and Challenges of Implementing Reflective and Mindful Parenting Groups with At-Risk Families

Standard Lecture - All Levels

**John Grienerberger, PhD, Co-Executive Director, Center for Reflective Parenting, Director and Founder, Reflective Parenting Program, Los Angeles, CA**

The Reflective Parenting Program (RPP) is grounded in attachment theory. It applies cutting edge research to support an increase in the capacity for parental reflective functioning, a concept that correlates highly with good attachment outcomes in children. The RPP provides curriculum based parent workshops that utilize case specific assessment. This strength building approach allows for differences in cultural and familial values while identifying and enhancing reflective processes that can be extended into a range of parenting issues or family dynamics.

### Learning Objectives

1. Describe the concept of parental reflective functioning (or parental mentalization) and its relationship to enhancing secure attachment in children and to preventing negative parental behaviour
2. Describe the challenges of implementing a reflective approach to parenting within at-risk populations
3. Describe the strengths of the Reflective Parenting Program in increasing parental mentalization

**6:30pm - 7:30pm** Main Conference  
Registration Open



## Find Your Area of Interest

This year, we have not indicated themes in the program. However, we encourage you to select sessions based on the session description, the level of presentation, as well as the type of presentation.

Types of presentations include:

**Standard Lecture** - These sessions are delivered lecture style where the speaker will present all information of interest to the audience with time allocated at the end for questions.

**Panel Session** - These sessions feature a panel of speakers who deliver the presentation through discussion. The audience will also have the opportunity to participate by asking the panellists questions.

**Interactive Session** - These sessions provide a structured learning experience while encouraging audience participation and exchange throughout the presentation.

Levels of Presentations include:

**Introductory      Intermediate      Advanced**

## FRIDAY, FEBRUARY 3, 2012

**8:00am - 8:30am      Registration Open**

**8:30am - 9:00am      Welcome Remarks**

**Michaela Wooldridge**, Conference Chair, Sources Infant Development Programme Clinical Supervisor, and PhD student, University of British Columbia, Surrey, BC

**Opening Prayer & Remarks**

**9:00am - 10:00am      Keynote Address**

**The Birth of the Human Mind: The Critical Role of Reflective Relationships in the Social, Emotional, and Behavioural Development of Young Children**

**John Grienenberger**, PhD, Co-Executive Director, Center for Reflective Parenting, Director and Founder, Reflective Parenting Program, Los Angeles, CA

### Learning Objectives

1. Learn about the key developmental tasks during the first four years of life and the role of reflective relationships in the facilitation of healthy child development
2. Learn about what constitutes high versus low reflective capacity in both children and their caregivers
3. Learn strategies to improve developmental outcomes by enhancing reflection within families

**10:00am - 10:30am      Break - Coffee Provided  
- Exhibits Open and Poster Viewing**

**10:30am - 11:30am      Plenary Session**

**Ordinary Magic: Building Resilience in Children**

**Evelyn Wotherspoon**, MSW, RSW, Social Worker, Private Practice, Calgary, AB

### Learning Objectives

1. Participants will have an overview of the research on resilience and how it applies to work with high risk children
2. Participants will have concrete strategies for building resilience in young children

**Presentations of the Dr. Hillel Goelman Award for Outstanding Leadership in Professional Development in Early Childhood Intervention & The Dana Brynelsen Educational Bursary**

**11:30am - 12:30pm      Parent Panel**

**The Social and Emotional Journey of Families**

### Panel Facilitator:

**Vanessa Lapointe**, PhD, Registered Psychologist, The Wishing Star, Surrey, BC

### Learning Objectives

1. To foster a better understanding of parents' perspectives and their journeys, both emotionally and socially
2. To Identify collaborative ways that parents have worked to have their child's needs met and understood
3. To hear how life learnings so far have been applied to parents' everyday lives and how it has enhanced their relationships with the children, as well as the children's emotional and social growth
4. To recognize how learning about their child has impacted parent child interaction

**12:30pm - 1:30pm      Lunch on Your Own  
- Exhibits Open and Poster Viewing**

**1:30pm - 3:00pm      Concurrent Breakout Sessions A**

**AI \*Please Note: This is a 3-hour two-part session and Participants must register for both sessions AI & BI\***  
**The Great Peace: Issues on the Return to an Aboriginal Pre-Colonial Family Milieu**  
Panel Session - Introductory

**Gabor Maté**, MD, Adjunct Faculty, School of Criminology, Simon Fraser University, Vancouver, BC

**Adrian Jacobs**, Cultural Facilitator, MDSi Field Team, University of Alberta, Edmonton, AB

**Beverley Jacobs**, LLB, LLM, PhD Candidate, University of Calgary, Ohsweken, ON

Aboriginal children face the future of a higher burden of chronic disease and addiction. The Iroquoian Peacemaker's story reflects Dr. Gabor Maté's words, "Aboriginal society was optimized to produce stress-free, emotionally-present caregivers." Vital issues of brain development and social infrastructure to restore an optimal Aboriginal child rearing environment are explored.

### Learning Objectives

1. Increased understanding of the impact of colonialism on the Aboriginal parenting environment and the brain development of Aboriginal children
2. Increased knowledge of the necessity of rebuilding a healthy child caring infrastructure in the Aboriginal community through small group support and extended family care giving
3. Increased empathic capacity for Aboriginal families whose response to community wide ethno-stress includes: resilience, addiction, recovery, unresolved grief, and survival



# MAIN CONFERENCE



## A2 Using the MindUP Program in the Kindergarten -- An Evidence Based SEL Program

Interactive Session - Introductory/Intermediate

**Lisa Pedrini, MA, Educator (Manager, Social Responsibility), Vancouver School District, Vancouver, BC**

**Kimberly Schonert-Reichl, Department of Educational and Counselling Psychology and Special Education, Faculty of Education, UBC, Vancouver, BC**

**Patricia Morris, Renfrew Elementary School, Vancouver, BC**

In this interactive session you will learn about a partnership between the Vancouver School District and UBC in which research has informed practice in the development of an innovative SEL program and its use in the Kindergarten classroom. You will learn about the ways the MindUP program draws on brain research and supports the development of self-regulation and other SEL skills through the teaching of mindful focused awareness. Our UBC partner will present the research on the effectiveness of the program and the classroom teacher will show and demonstrate some of the lessons used in the classroom.

### Learning Objectives

1. Develop an understanding of the underpinnings of the MindUP Program
2. Learn about anecdotal evidence about the impact of the program on the children in a Kindergarten classroom
3. Explore ways in which implementation of the MindUP Program affects the development of social and emotional learning and mental well-being in a classroom setting

## A3 Socio-Emotional Development Within a Multicultural Context

Interactive Session - Intermediate

**Rebecca Gokiert, PhD, R.Psych, Assistant Professor, Faculty of Extension, University of Alberta, Edmonton, AB**

**Melissa Daniels, BA, MSc Student, Department of Human Ecology, University of Alberta, Edmonton, AB**

**Rebecca Georgis, PhD, R.Psych, Assistant Professor, Faculty of Extension, University of Alberta, Edmonton, AB**

**Yvonne Chiu, Hon. PhD, Executive Director, Multicultural Health Brokers Co-Operative, Edmonton, AB**

This presentation will highlight findings from a community-based research partnership between a university and two not-for-profit agencies that provide support to children and families from Aboriginal, immigrant, and refugee backgrounds.

### Learning Objectives

1. Learn about research and practice in screening and assessment in early childhood
2. Learn cultural considerations in screening and assessment
3. Learn how to support the healthy development of social-emotional competencies necessary for children who navigate multiple cultures

## A4 Young Children, Development and Witnessing Domestic Abuse

Interactive Session - Introductory

**Lee Hinton, BA, MSW, Dip. AT, Program Manager, Saskatchewan Prevention Institute, Saskatoon, SK**

This interactive workshop will concentrate on the impact of witnessing violence on young children. It will include young children's physical responses to stress; the impacts of witnessing violence; the impact of domestic violence on attachment, parenting and socialization; and practical ways that communities can help children to cope with stress/trauma.

### Learning Objectives

1. Participants will gain an understanding of the short- and long-term impacts of witnessing domestic violence as a young child
2. Participants will increase their knowledge level regarding the biological impact of stress and trauma on young children
3. Participants will acquire concrete skills that they can use in their workplaces to help young children and their families cope with domestic violence



## A5 The Implications of Interaction Associated with Breastfeeding for Children's Mental Health

Standard Lecture - Intermediate

**Keren Epstein-Gilboa, PhD, MEd, BSN, RN, FACCE, LCCE, IBCLC, RLC, Psychotherapist, Nurse, Lactation Consultant, Childbirth Educator, Part-time Faculty Department of Early Childhood Education, Ryerson University, Toronto, ON**

Data from a study on families that engage in physiological breastfeeding patterns will be discussed. The presentation will demonstrate how physiological breastfeeding patterns, and associated family themes, behaviours and interactions, contribute to child, parental and family development. Counter transference and means of enhancing services to breastfeeding families will be reviewed.

### Learning Objectives

1. Describe the themes, specific behaviours and interactions displayed by families that engage in physiological breastfeeding patterns
2. Discuss the contribution of breastfeeding to the development of sensitive parenting, attuned interaction and socio-emotional development in children
3. Understand the impact of the non-nursing culture, bias and counter transference on the interactions with clients that breastfeed, and be able to state means of enhancing clinical support for these clients and their families

## A6 VIPP: Intensive Intervention to Promote Infant Mental Health in At-Risk Families

Standard Lecture - Intermediate

**Penny Davies, MA, BA, RECE, Supervisor, Child and Family Services, Region of Peel, Human Services Department, Brampton, ON**

**Donna McIlroy, MSW, RSW, Manager, Clinical Services, Peel Children's Centre, Mississauga, ON**

The Valley Infant-Parent Program is an innovative, inter-agency collaborative that provides intensive intervention to support parent-child attachment. Presenters will use case examples, slides and client testimonials to illustrate how one treatment model can be adapted for clients affected by a wide range of challenges including mental illness, trauma, adoption, disability and isolation.

### Learning Objectives

1. To learn about an intensive, therapeutic program to promote infant mental health in Peel Region
2. Through case presentations, to appreciate how one program can adapt to the needs of a diverse client population
3. To learn how an interdisciplinary, interagency collaboration can improve a community's ability to meet an identified need

## A7 The Effects of Maternal Mental Health and Child Care Quality on Children's Mental Health

Interactive Session - Intermediate

**Hillel Goelman, PhD, Professor, Interdisciplinary Studies Graduate Program, University of British Columbia, Vancouver, BC**

This study presents buffering effect of high child care quality on the negative impact of mother elevated depression, anger, and anxiety on child mental health as measured by social and educational functioning.

### Learning Objectives

1. Suggest explanations for these patterns of results
2. Identify limitations to the study and suggest ways of strengthening the study
3. Identify the implications of these findings for child care programs, mental health programs, parenting programs and family life education programs



## **A8 Making Sense of Physical Punishment: Supporting Parents to Be the Best They Can Be**

Interactive Session - Introductory

**Kathy Lynn, BA, CCFE, President, Parenting Today Productions Inc., Coquitlam, BC**

For generations parents have been swatting, spanking and hitting their children in the name of discipline. Today, we know that physical punishment is not effective and can be harmful to children. But what do you say to your clients when they say, "But I was spanked and I turned out okay?" In this presentation you will learn: Results of research on physical punishment. Dealing with resistance to the concept of non-violent discipline methods. How to choose and select quality parenting education programs. An outline for basic child discipline.

### **Learning Objectives**

1. Overview of corporal punishment research
2. How to address client concerns about spanking children
3. Why spanking does not work and is not a discipline tool but is punishment

## **A9 Teasing in the Early Years: The Impact on Children's Learning and Development**

Interactive Session - Introductory/Intermediate

**Debra Harwood, PhD, Assistant Professor, Brock University, St. Catharines, ON**

Teasing, a common childhood rite of passage or something more? Parents and teachers of young children often dismiss teasing and advise children to 'just ignore it'. However, little is known of the nature, use, and effect of teasing among young children. Attend this presentation and be actively engaged in constructing an understanding of what constitutes teasing and how this form of behaviour can be differentiated from other behaviours such as bullying.

### **Learning Objectives**

1. Development and application of strategies to address teasing within early years' programs
2. Investigate methods of using children's drawings as a means of communicating and understanding their experiences with teasing
3. Development of an understanding of the impact of teasing on the development of social-emotional competence

## **A10 Decreasing Barriers, Engaging Families and Building Attachment: Innovations in Child Welfare Placement Practices**

Standard Lecture - Intermediate

**Nancy Freymond, PhD, MSW, Assistant Professor, Wilfrid Laurier University, Kitchener, ON**

**Jill Stoddart, MSW, Manager of Quality Assurance, Planning and Research, Family and Children's Services of the Waterloo Region, Kitchener, ON**

Responding optimally to the attachment expressions of young children is critical for a child's overall development. We explore attachment theory 'in action' by presenting an innovative attachment-focused approach to child placement for young children where parental and professional caregivers work together to build sustaining relationships that foster child development.

### **Learning Objectives**

1. Identify behaviours that signal attachment disruption in young children
2. Appreciate the relationship between attachment theory and optimal caring responses
3. Evaluate the effects of bringing parental and professional caregivers together in an attachment-based approach to child

**3:00pm - 3:30pm Break - Coffee Provided - Exhibits Open and Poster Viewing**

**3:30pm - 5:00pm Concurrent Breakout Sessions B**

## **B1 \*Please Note: This is a 3-hour two-part session and Participants must register for both sessions A1 & B1\* The Great Peace: Issues on the Return to an Aboriginal Pre-Colonial Family Milieu**

Panel - Introductory

Please refer to Session A1 for detailed session information.

## **B2 What About the Parents?**

Interactive Session - Introductory

**Jennifer Dales, MA, Director, Programs, BC Council for Families, Vancouver, BC**

There is consensus that as a society, Canada must do a better job of supporting young children's early development. But as we move forward into action, let's take a moment to ask: "What about the parents?" What kinds of supports do parents need to become involved in ensuring that their young children develop to their fullest potential and their families thrive?

### **Learning Objectives**

1. Discuss why and how parents may be left out of ECD initiatives
2. Consider why ECD initiatives which do not include parents are less successful
3. Strategize about ways to include parents in their ECD initiatives

## **B3 Implications of Disrupted Early Life Attachment for Children Diagnosed with Fetal Alcohol Spectrum Disorder**

Interactive Session - Intermediate

**Veena Birring Hayer, BSW, MSW, RSW, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC**

**Allison Mounsey, BSW, MSW, RSW, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC**

**Stacey Walsh, BSW, MSW, RSW, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC**

This presentation will review the literature on children's social-emotional development, behaviour, and dysregulation, related to disrupted early life attachment and effects of FASD. The session will enhance the knowledge of professionals, parents and caregivers to improve support strategies and therapeutic interventions in the home and the community.

### **Learning Objectives**

1. Participants will receive an overview of disrupted attachment and prenatal substance exposure effects on children
2. Participants will be able to compare and contrast both areas (attachment & FASD), and understand the complexity of the child's developmental profile
3. Participants will acquire new ideas on therapeutic interventions and strategies for this complex population of young

## **B4 Entering the World of the Child: The Importance of Play**

Standard Lecture - Intermediate

**Deborah E Bell, PhD, Psychologist, Sand Story Psychology, Vancouver, BC**

This workshop is directed towards any professionals who work with young children and interact with them during play. This may include Childcare Providers, Early Childhood Educators, etc. Workshop participants will learn about the developmental progression of play, why play is important, and how to support healthy play. The way children play can also be an early indicator of problems in a young person's life. Early warning signs that may indicate the need for a referral will be reviewed. Participants will have a chance to experience some play exercises, so come prepared for fun!

### **Learning Objectives**

1. The role of play in relationships and the way it impacts healthy development
2. How to support play in children over the course of their development
3. How to recognize problems or warning signs through play

# MAIN CONFERENCE



## **B5** Look At Me... I'm Learning Everyday: Using Pedagogical Narrations to Foster Social-Emotional Development in Young Children

Interactive Session - Intermediate

**Cindy Piwowar**, MA Ed, Lecturer, Early Childhood Education, Faculty of Human, Social and Educational Development, Thompson Rivers University, Kamloops, BC

**Laura Doan**, MEd, Lecturer, Early Childhood Education, Thompson Rivers University, Kamloops, BC

**Margaret H Patten**, MA, Lecturer, Early Childhood Education, Thompson Rivers University, Kamloops, BC

Pedagogical narrations will be used to discuss the importance of social and emotional development. Strategies to support parents to promote this area of growth will be discussed. Participants will explore materials and share ideas to support children. We will highlight tools which will alert families to know when to ask for help related to development.

### Learning Objectives

1. Learn how to use Pedagogical Narrations to share the importance of attachment, communication, play and challenging behaviours
2. Discuss strategies and explore materials to support parents in promoting a child's social-emotional development
3. Gain knowledge of two tools to share with families

## **B6** Fostering the Early Development of Children in Care

Panel Session - Introductory

**Lesley Rappard**, BSc Hons., Dip. Clin. Psych., Developmental Screening Coordinator, Fostering Early Development Program, Developmental Disabilities Association, Vancouver, BC

**Mary Stewart**, ECE, BSc, Dip. Ed., MA Cand., Training and Support Coordinator, Fostering Early Development Program, Developmental Disabilities Association, Vancouver, BC

**Kathy Pitlar**, MSW, Project Manager, Ministry of Children and Family Development, Vancouver Coastal Region, Vancouver, BC

**David Phillips**, BA, Operations Manager Richmond/Vancouver South Regional Manager, ECD, Ministry of Children and Family Development, Vancouver Coastal Region, Richmond, BC

**Meghan Hafting**, BSW, MSW Cand, Resource Social Worker, Vancouver Aboriginal Child and Family Services Society, Vancouver, BC

This presentation reports on the development, implementation, and two-year evaluation of the Fostering Early Development (FED) program which was established in the Vancouver region in early 2009 to provide early health and developmental screening services for young children in care of the government.

### Learning Objectives

1. Be able to describe the needs of children in care for early and routine developmental screening
2. Understand the objectives, development, implementation and evaluation of the Fostering Early Development (FED) program
3. Be able to describe the strategies and procedures used in implementing the FED program and ongoing modifications
4. Be able to describe the outcomes and added benefits of the FED program that were realized in the first two years of service

## **B7** Strengthening Emotional Resilience and Preventing Anxiety in Schools: Fun FRIENDS Program

Interactive Session - Intermediate

**Stephenie Gold**, MA, RCC, FRIENDS Provincial Trainer; Private Clinical Counsellor, CBT For Kids, Vancouver, BC

**Jonaire Bowyer-Smyth**, MEd, BSW, RCC, Behaviour Specialist; Surrey School District, District Education Centre, Surrey, BC

The objectives of this workshop will be to increase awareness/ understanding about anxiety in children, its presentation in schools, and to provide an overview of key concepts/skills of the Fun FRIENDS program. The target audience for this workshop will be school educators working with Kindergarten and Grade 1 students, who are interested in getting more involved with Fun FRIENDS and completing the 1-day teacher training that is available to those who work in the BC school system. There will be brief experiential/interactive opportunities throughout the presentation highlighting the Fun FRIENDS program and key principles.

## Session B7 Cont. Learning Objectives

1. An overview of "Fun FRIENDS" including key program principles/skills/ concepts and information about implementation in BC
2. An understanding of the prevalence of anxiety and the impact on children and youth
3. An opportunity for participants to experience Fun FRIENDS through experiential activities and short vignettes of Fun FRIENDS in a BC classroom

## **B8** Exploring the Link Between Maternal Relationship Risk and Outcomes for High-Risk Infants and Toddlers: Does Maternal Relationship Capacity Play a Moderating Role?

Standard Lecture - Intermediate

**Julie Chamberlin**, BSc, Graduate Student, York University; Mothercraft, Toronto, ON

**Stacey D. Espinet**, MA, PhD Candidate, Post-Doctoral Research Fellow, Mothercraft, Breaking the Cycle/York University, Toronto, ON

Previous literature links maternal relationship experiences with parenting. Sub-groups of substance-using women from Mothercraft's Breaking the Cycle will be identified based on maternal relationship history and mental health functioning, and links with mother-child relationship quality and child outcomes and the potential moderating role of maternal relationship capacity will be explored.

### Learning Objectives

1. Identifying at-risk mother-child relationships based on maternal risk profiles, and understanding outcome profiles for children based on these risk profiles
2. Defining the concept of "relationship capacity" and understanding its role in moderating the link between maternal risk and quality of the mother-child relationship
3. Discussing the importance of considering maternal risk and relationship capacity as opposed to the limited variable of prenatal substance exposure when working with substance-using and other high-risk populations of women and children

## **B9** Training Together: The Value of a Common Foundation of Knowledge and Skills in Family Support Settings

Standard Lecture - Introductory

**Marianne Drew-Pennington**, Executive Director, BC Association of Family Resource Programs, Vancouver, BC

**Diana Bosworth**, Family Services Coordinator, Esquimalt Neighbourhood House, Victoria, BC

This presentation focuses on the importance of cross sectorial training. As presenters, we will explain the relevance of training that cuts across sectors and will consider the Family Resource Program Certificate and its educational application to a variety of sectors. We will discuss how each of the 8 courses are individually mirrored in other curricula but when brought together strengthens the ability of workers to support families in an integrated fashion through a variety of programs.

We will also explore effective examples of family support service integration found both in BC and in other provinces.

### Learning Objectives

1. Understand current research regarding the benefits of a broad based and integrated community resources system for children and families
2. Recognize the importance of cross sectorial training and professional development
3. Explore training needs or needs specific to their work site as BC moves towards a more integrated system of resources and supports for children and families
4. Become familiar with examples of effective family support service integration in Canada





## **B10 Social & Emotional Development in the Early Years: Sharing Training Resources** Standard Lecture - Intermediate

**Nikki Winter**, Program Consultant, Children & Youth, Public Health Agency of Canada BC/Yukon Regional Office, Vancouver, BC  
**Deborah Saari**, Director, Child Youth Mental Health Policy, Ministry of Child and Family Development, Victoria, BC

The BC Healthy Child Development Alliance recently developed a suite of multimedia training resources on "Social and Emotional Development in the Early Years". The package is designed for use by those who train child welfare workers, health professionals, and early childhood service providers.

### Learning Objectives

1. Introduce participants to the resource package
2. Discuss ways that the package could be utilized within different organizations

**5:00pm - 6:00pm**    **Networking Reception & Poster Session - Exhibits Open**

## SATURDAY, FEBRUARY 4, 2012

**8:00am - 8:30am**    **Registration Open**

**8:30am - 9:30am**    **Plenary Session**

### **Audacious Hope In the Early Years: What Did the Experts Say?**

**Wendy Edey**, R Psych, MEd, Director of Counselling, Hope Foundation of Alberta, Edmonton, AB

### Learning Objectives

1. Observe how our speculations about the future are perceived by parents and other professionals
2. Develop a way of speaking about the future that is both truthful and hopeful
3. Establish patterns of hopeful thinking that support honest, hopeful language

**9:30am - 10:00am**    **Break - Coffee Provided - Exhibits Open and Poster Viewing**

**10:00am - 11:30am** **Concurrent Breakout Sessions C**

## **CI "Exceptional Parenting" - New Insights and Strategies for Raising Children Who Have Joined Your Family Through Adoption, Foster Care or Child in the Home of a Relative** Standard Lecture - Introductory

**Andrea L Chatwin**, MA, Adoptions Consultant and Educator, A Child's Song, White Rock, BC  
**Lisa Sitnick**, PBA, Consultant and Educator, A Child's Song, White Rock, BC

Whether you have become a parent or caregiver through adoption, fostering or raising a relative, you understand that your child requires high level caregiving which we refer to as Exceptional Parenting. A new understanding of how a traumatized child's brain operates leads to new caregiver responses. New responses lead to healing and growth for children who have experienced early trauma.

### Learning Objectives

1. Understand developmental trauma, how things went wrong in early brain development and how this affects a child's current functioning
2. Identify trauma related behaviours and their function historically and at present
3. Learn new strategies for supporting children to shift to new, healthy responses that result in secure relationships

## **C2 The Moon Is Round** Interactive Session - Introductory

**Beth Hutchinson**, BA, Infant Dev Dip. (UBC), Provincial Coordinator, Parent-Child Mother Goose, BC Council for Families, Vancouver, BC  
**Heather Boonstra**, BA, Early Years Programmer, Fort Saskatchewan Families First Society, Fort Saskatchewan, AB

In this interactive workshop, we will:

- consider the importance of the parent-child relationship to social and emotional well being for the developing infant and young child
- consider the value of the interactive use of song, rhyme and story in this process and
- examine experience in the Parent-Child Mother Goose Program from these perspectives.

The presentation will include the use of rhymes taught and then used interactively by participants as a way to illustrate the ideas presented.

### Learning Objectives

1. To understand the importance of the parent-child relationship to long term social and emotional well being
2. To understand the contribution to parent-child relationships that can come through the use of song, rhyme and story
3. To recognize ways in which the ideas, principles, structure and experience of the Parent-Child Mother Goose Program support social and emotional development and enhance communicative interaction between parent and young child

## **C3 The First Five Years...A Snapshot of a Lifetime** Standard Lecture - Intermediate

**Brent McKee**, Adv. BA, BSW, RSW(SK), Social Work, Mental Health, Yorkton KidsFirst Program, Yorkton, SK  
**Lois Okrainec**, Early Childhood Program Manager, Yorkton KidsFirst Program, Yorkton, SK

Supporting positive and healthy infant and child mental health and promoting a strong attachment with an infant's caregiver, represents a significant benchmark of attachment. "A Snapshot" of a Lifetime is our program's attempt to weave mental health programming into the lives of new mothers and their infants, promoting the importance of secure and strong attachments early in life. The "Snapshot" creates opportunities to have a conversation about their new relationship with their baby, with an emphasis on what they are doing currently to bond to their baby and to capture that moment on film. Using a creative service delivery style and interactive sessions between new parents and a Mental Health Counsellor, we try and capture a "real" moment with infants and their secure attachment figure.

### Learning Objectives

1. Attachment theory to support positive and healthy infant and child Mental Health
2. Demonstration of creative Mental Health practices when working with new parents and their infants
3. Share knowledge on the importance of attachment as a critical benchmark to a child's development and future growth

## **C4 The Family Law Initiative: Changing Practices and Policies for Infants and Toddlers Involved with Child Welfare** Interactive Session - Intermediate

**Chaya Kulkarni**, EdD, Director, Infant Mental Health Promotion, The Hospital for Sick Children, Toronto, ON

This presentation will focus on a number of strategies for those working with at-risk infants and toddlers to support a child's development while involved with protective services. Through this presentation, participants will increase their awareness of infant mental health vulnerabilities, improve their ability to recognize when infant mental health is at risk and gain insight into ways they can minimize a young child's trauma.

### Learning Objectives

1. Increase awareness of infant mental health vulnerabilities
2. Improve ability to recognize when infant mental health is at risk
3. Gain insight into ways to minimize a young child's trauma



## C5 Play and Development in a Multicultural Context Interactive Session - Introductory

**Maya H Goldstein, MA, Researcher, Faculty of Education, University of British Columbia, Vancouver, BC**

The presentation will stimulate a discussion regarding play and development in a multicultural environment and the influence of cultures on children's play. Findings from an ethnographic study that was conducted in the lower mainland of British Columbia on parent-child play interactions in immigrant South Asian families will also be presented.

### Learning Objectives

1. Present different perceptions regarding play and development that are relevant to people who work in multicultural settings
2. Create a dialogue about play as a universal activity and as a culture-based activity
3. Demonstrate how play activities can help to assess and understand child development

## C6 Review of Anxiety Management Program Little Champions: Becoming Worry Warriors Interactive Session - Intermediate

**Danielle Kavin, MA, RCC, Mental Health Clinician, CYMH, MCFD, Mission, BC**  
**Gurmeet Singh, PhD, RPsych, Team Leader, CYMH, MCFD, Mission, BC**

During this interactive session, participants will learn about an anxiety management program for parents and their children aged 3-7. The presenter will provide an overview of the program curriculum including PowerPoint slides and interactive activities; examples of how Cognitive Behaviour Therapy is modified for younger children and outcome information of participants' experiences.

### Learning Objectives

1. Increase understanding of the Little Champions: Becoming a Worry Warrior program
2. Increase awareness of how Cognitive Behaviour Therapy can be modified for younger children (3-7 years of age)
3. To provide success stories from parents/children who have participated in the Little Champions Program and have become Worry Warriors

## C7 Granny and Grandpa Connections Box - Indigenous Identity, Healing and Wellbeing Interactive Session - Intermediate

**Marcia C Dawson, BA, Political Science, Success By 6 BC, Burnaby, BC**  
**Corrine Sagmeister, BA, Child and Youth Care, Laichwiltach Family Life Society, Campbell River, BC**

The Granny and Grandpa Connections Box is an interactive workshop designed to engage participants in learning how culture and language are inextricably linked to the health and wellbeing of Aboriginal children and families. Participants will learn how to use the resource, how to facilitate a Granny and Grandpa Connections Box session and will also learn how the approach of the cultural resource can be incorporated into policies, programs and services for agencies working with Aboriginal children and families.

### Learning Objectives

1. Learn how to use the resource
2. Learn how to facilitate a Granny and Grandpa Connections Box session
3. Learn how the approach of the cultural resource can be incorporated into policies, programs and services for agencies working with Aboriginal children and families

## C8 Early Peer Play Interactions of Resilient Children Living in Disadvantaged Communities Standard Lecture - Advanced

**Siobhan Casey, B. Occ Thy (Hons), PhD student, Deakin University, Geelong, Victoria, Australia**

With a focus on resilient children living in disadvantaged communities, this session will outline the relationship between children's pretend play ability and social peer play interactions during the early years transition from pre-school to the first formal year of school. The session will draw on early years data from the "Supporting Resilience" project.

### Learning Objectives

1. To understand the role of early peer play interactions in supporting resilience in children transitioning from pre-school to the first formal year of schooling
2. To identify key factors in the relationship between pretend play and social interaction for resilient children within the early years educational settings and apply this knowledge to the understanding of child development
3. To understand the properties of the instruments used to measure changes in the children's pretend play ability and social interaction

## C9 The Lived Experience of Motherhood in Northern British Columbia Interactive Session - Intermediate

**Joanne Crandall, PhD, R Psych, Regional Clinical Team Leader, Child and Youth Mental Health, Ministry of Children and Family Development in Northern BC, Prince George, BC**

The concept of motherhood has changed dramatically in this century. Most mothers now return to work within a year of having their child. They are often bombarded by a variety of parenting programs, how-to manuals, and are impacted by how the media portrays motherhood. Values around motherhood have also changed. This workshop will explore the lived experience of motherhood in Northern BC and provide creative and dynamic ideas on how to better engage with mothers in rural and remote communities.

### Learning Objectives

1. To develop an understanding of the changing concept of motherhood in our society
2. To explore what the concept of motherhood is like in rural and Northern BC, including Aboriginal communities
3. To develop an action plan on how to best reach out to young mothers in remote communities

## C10 Infant Massage: A Nurturing Intervention for Early Infant Mental Health Interactive Session - Introductory/Intermediate

**Tina Allen, LMT, CPMMT, CPMT, CIMT, Founder & Director, Little Kidz Foundation, Vancouver, WA**

Babies and children simply love to be touched. In fact, they thrive on it and it is crucial to their development. During this session learn evidence-based benefits of infant massage, massage techniques, indications/contraindications, how to become certified to teach infant massage, and the importance of communication in healthy emotional relationships.

### Learning Objectives

1. Describe evidence-based benefits of infant massage
2. Describe three components of infant massage that may positively contribute to infant mental health
3. Demonstrate simple hands-on infant protocol

**11:30am - 12:15pm Lunch Provided**  
**- Exhibits Open and Poster Viewing**

**12:15pm - 1:00pm Poster Session**



## 1:00pm - 2:30pm Concurrent Breakout Sessions D

### **D1** The State of Heart-Mind Education in BC: Nurturing the Hearts and Minds of Children and Youth Interactive Session - Introductory

**Jacqui Boonstra**, MSc, Statistical Analyst, Human Early Learning Partnership (HELP), The University of British Columbia, Vancouver, BC

**Maria LeRose**, Program Manager, Center for the Advancement of Heart-Mind Education (CAHME), Dalai Lama Center for Peace and Education, Vancouver, BC

**Kimberly Schonert-Reichl**, PhD, Assistant Professor, University of British Columbia, Vancouver, BC

This session focuses on “heart–mind” learning of children - their social and emotional and intellectual development. It’s a dynamic presentation that includes videos and activities. Participants learn about the Center for the Advancement of Heart-Mind Education (a program of the Dalai Lama Center for Peace and Education), and a new Heart-Mind Index that provide a snapshot of Heart-Mind Development of BC children.

#### Learning Objectives

1. Understand the concept of Heart-Mind Education (and Social Emotional Learning), and learn basic strategies for how to develop skills and positive human qualities in children and youth
2. Understand how to use the Heart-Mind Index to assess areas of strength and challenges in children so it can be used as a starting point to focus on the Heart-Mind development of children in families and communities
3. Inspire participants to make meaning of community-level Heart-Mind data, and to use the data to inform actions that will encourage Heart-Mind development in children

### **D2** Helping Children Learn to Manage Stress: Tools for Lifelong Mental Health and Resiliency Interactive Session - Introductory

**Susan Foisy**, Transitions Program Facilitator, The Bridge Youth and Family Services, Kelowna, BC

**Cindy Andrew**, Program Consultant, The Psychology Foundation of Canada, Victoria, BC

This presentation focuses on how parents, ECEs, teachers, and caregivers can become more aware of and attuned to the signs and symptoms of stress in children and provides practical examples of techniques and approaches that have been shown to be effective in reducing and helping children learn to manage stress.

#### Learning Objectives

1. To help participants recognize and identify the impact of stress on young children
2. To highlight the importance of relationships with attuned, caring adults in helping children learn to manage stress and support healthy social and emotional development
3. To provide practical tools and strategies participants can share with others or use directly with children

### **D3** Pathways to Full Potential: A Parent’s Perspective Interactive Session - Introductory

**Jessica Humphrey**, BA, BSW, Parent, Victoria, BC

**Aimee Morry (Quaife)**, BSW, Parent, Nanaimo, BC

**Heather Carley**, Parent, Sidney, BC

This session will use story telling and conversation to share how 3 mothers discovered their expertise together and are using similar values and principles to raise their families and ensure their children with disabilities have every opportunity to reach their full potential.

#### Learning Objectives

1. Advice on how professionals can partner with families so we are empowered to be the experts of our children
2. Insight to the values and principles we use in making everyday decisions that affect the development of our children
3. Ways to work together so our children can confidently develop into the people they were born to be

### **D4** Cultural Parenting Resources for Healthy Aboriginal Families Interactive Session - Introductory/ Intermediate

**Mary Burgaretta**, MA (CYC), Aboriginal Child Care Advisor, BC Aboriginal Child Care Society, West Vancouver, BC

Cultural programming is an important tool for helping Aboriginal parents to develop healthy relationships with their children, family members and community. The BC Aboriginal Child Care Society’s parenting resource “Bringing Tradition Home: Aboriginal Parenting in Today’s World” shares information with parents on traditional parenting skills, historical impacts on parenting styles, and coping with change by learning more about our traditions.

#### Learning Objectives

1. Participants will recognize the importance of cultural connections for the well-being of Aboriginal families by hearing stories with positive outcomes
2. Participants will learn of the importance of cultural teaching and sharing by respected Elders and knowledge keepers in meaningful programming for Aboriginal parents

### **D5** Fostering Resilience: Lessons from Canada’s Family Resource Programs Standard Lecture - Intermediate

**Janice MacAulay**, BA, CCFE, Executive Director, Canadian Association of Family Resource Programs (FRP Canada), Ottawa, ON

**Sue Khazaie**, BA and Dip. Ed., Director, FRP Canada, Manager, Abbotsford Community Services, Abbotsford, BC

Canadians are currently witnessing a significant change in the delivery of services for parents and their young children. In many jurisdictions, programs that relate to the care and well-being of young children are moving toward an educational model. Current policy has designated educational systems as the main producers of the skills required by the modern economy. But are these strategies sufficient to meet the needs of Canadian children and their families? This workshop will offer a discussion of comprehensive approaches to supporting child and family well-being.

#### Learning Objectives

1. Workshop participants will have an enhanced understanding of family resource programs
2. Workshop participants will understand how family resource programs foster resilience in families and children
3. Workshop participants will have an understanding of a collaborative framework of services that supports positive early childhood outcomes across a continuum from prevention to early intervention

### **D6** Preschoolers’ Engagement in Daily Activities: Promoting Health and Development Standard Lecture - Introductory

**Marilyn K. Kertoy**, PhD, Associate Professor/Speech Language Pathologist, School of Comm. Sciences and Disorders, University of Western Ontario, London, ON

**Alyssa Schwartzentruber**, MCIsc, Graduate Student/Speech Pathologist, School of Comm. Sciences and Disorders, University of Western Ontario, London, ON

The participation of preschoolers using a recently developed assessment tool is described. The audience will learn about the participation patterns of typically developing children and those with speech and language difficulties. Findings will be discussed in relation to matching children’s current and potential skills to appropriate activities to promote development.

#### Learning Objectives

1. To learn effective ways to describe the participation of preschoolers in everyday activities
2. To understand the importance of speech and language development and social communication for active participation by preschool children in daily activities
3. To learn ways to develop early intervention outcomes which incorporate information about preschoolers’ participation in daily activities



## D7 Make the Connection: Attachment-Based Programs for Infants and Toddlers

Standard Lecture - Introductory

**Judith Oldfield**, ECE, BEd, Trainer, Instructor and Facilitator on Child and Infant Development, Assessment of Infants and Young Children and Parenting Programs, North Saanich, BC

**Mary Stewart**, ECE, BSc, Dip. Ed., Training and Support Coordinator for Fostering Early Development and Research Assistant with "Including All Children and Families - Expanding Partnerships" Research Project, Infant Development Program for the North, Vancouver, BC

Make the Connection (MTC) attachment programs focus on strengthening the parent-child relationship during the first and second years of life. This presentation will provide an overview of each MTC program and contrast the different attachment, communication and learning needs of babies and toddlers. Adaptations for special populations and home visiting will be discussed.

### Learning Objectives

1. Describe the MTC model
2. Recognize the 3 core themes in MTC by observing footage of parents who attended a MTC program
3. Identify what makes MTC unique and who would benefit from this program
4. Explain the learning essentials of MTC and their importance for adult learners
5. Know who to contact for more information on MTC programs and facilitator training

## D8 Aboriginal Infant Development Programs: Celebrating 20 years of the growth and development of an Aboriginal Early Childhood Development Program

Standard Lecture - Intermediate

**Diana Elliott**, Provincial Advisor, Aboriginal Infant Development Programs of B.C., Saanichton, BC

Participants will learn the history of an Aboriginal specific Early Childhood Development Program. Aboriginal Infant Development Programs have been in existence for 20 years, growing from two on Vancouver Island to 49 across B.C. We will share an evaluation of AIDP programs and services and some of the benefits and outcomes for Aboriginal children and families and stories of "where are they now" of some of our children, of which some of them are now parents themselves.

### Learning Objectives - Participants will learn:

1. Approaches to working with Aboriginal Infant and Family Development, while looking at mental health, from a holistic and family wellness perspective.
2. Successes and challenges of our programs throughout the passed 20 years as determined by the successes and challenges of the families we work with.
3. How AIDP is doing after 20 years, based on our program evaluation that includes parents perspectives in the services they receive. Many Aboriginal Early Childhood Development programs have followed since AIDP was first implemented in 1992, so many of our programs are now integrated or work in collaboration with these AECD programs

## D9 Atlantic First Nations Child and Youth Mental Health and Addictions Network

Interactive Session/Standard Lecture - Introductory

**Amanda Peters**, MA, MLIS, MPA, Senior Health Policy Analyst, Atlantic Policy Congress of First Nations Chiefs Secretariat, Dartmouth, NS

**Barbara Broom**, MN, RN, Clinical Nurse Specialist, First Nations and Inuit Health, Health Canada, Atlantic Region, Halifax, NS

This session will provide an overview of the Atlantic First Nations Child and Youth Mental Health and Addictions Network. The work of the FNCYMHA Network is to provide an opportunity for those working in First Nations Child and Youth Mental Health and Addictions to meet and share best and promising practice as well as create linkages between FN communities and health providers.

### Learning Objectives

1. Understand the work being done in Atlantic Canada on the issue of First Nations Child and Youth Mental Health and Addictions
2. Discuss best practices for communicating around the issue of First Nations Child and Youth Mental Health and Addictions
3. Network with others working in the field of First Nations Child and Youth Mental Health

## D10 The Play Diet: Is it Hazardous to our Children's Health?

Standard Lecture - Intermediate

**Yvonne K Adebar**, BEd, Early Childhood Educator, White Rock, BC

The workshop will begin with a brief theoretical summary of children's play in the modern age and how it is impacted by technology and current societal practices and beliefs. We will then move into an analysis of a healthy play diet and why it is important for parents and caregivers to understand this concept. The relationship between play, mental health and emotional development will be discussed.

### Learning Objectives

1. To develop an understanding of how children play in the modern age
2. To develop an awareness of why the current play environment is not conducive to healthy child development, particularly in the area of emotional health
3. To develop strategies for education of parents and caregivers in the community

**2:30pm - 3:00pm Break - Coffee Provided - Exhibits Open and Poster Viewing**

**3:00pm - 4:00pm Closing Keynote**

### What the Genes Remember: The New Epigenetics of the Early Years

**W. Thomas Boyce**, Professor, Sunny Hill Health Centre/BC Leadership Chair in Child Development, College for Interdisciplinary Studies and Faculty of Medicine, University of British Columbia, Vancouver, BC

**4:00pm - 4:30pm Closing Remarks, Closing Performance, & Evaluation**

**4:30pm Adjourn**





All Poster Presenters will be available at their posters for Q&A during the following poster session times:

**Friday, February 3, 2011 5:00pm - 6:00pm (Networking Reception)**

**Saturday, February 4, 2011 12:15pm - 1:00pm**

### **Effect of Innovative Practice (Video Tape Instructional Strategy) and Class Size on Pupils Achievement in Primary Science in Some Selected Schools in Ibadan, Nigeria**

**Ekine Adefunke**, PhD, Tai Solarin University, Ogun State, Nigeria

### **Application of CRGBA in Early Childhood Development Programming**

**Erin E Corston (Wolski)**, Director, Native Women's Association of Canada, Ottawa, ON

### **Examining the Impact of Intervention-Induced Increases in Maternal Relationship Capacity on Outcomes for High-Risk Infants and Toddlers.**

**Stacey D. Espinet**, MA, PhD Candidate, Post-Doctoral Research Fellow, Mothercraft, Breaking the Cycle/York University, Toronto, ON

**Julie Chamberlin**, BSc, Graduate Student, York University; Mothercraft, Toronto, ON

### **Exploring the Emotional Quality of the Relationship Between Substance-Using Mothers and Their Infants/Very Young Children.**

**Stacey D. Espinet**, MA, PhD Candidate, Post-Doctoral Research Fellow, Mothercraft, Breaking the Cycle/York University, Toronto, ON

**Julie Chamberlin**, BSc, Graduate Student, York University; Mothercraft, Toronto, ON

### **Gender Differences of Children's Compliance to Parents' Verbal Initiations During a Clean-Up Task**

**Allyson Funamoto**, BA, Student, Department of Educational Psychology, University of Alberta, Edmonton, AB

**Katherine M. Roger**, MEd, Student, Department of Educational Psychology, University of Alberta, Edmonton, AB

**Christina M Rinaldi**, PhD, Professor, RPsych, Faculty of Education, University of Alberta, Edmonton, AB

### **"My Expectations Have Been More Than Met:" Early Interventionists' Reflections on Their Roles and Professional Experiences**

**Emily C Gardiner**, MA, Doctoral Student, Autism & Developmental Disorders Lab, Simon Fraser University, Burnaby, BC

### **Collaborating to Understand Early Childhood in First Nation Communities**

**Rebecca Gokiart**, PhD, R.Psych, Assistant Professor, Faculty of Extension, University of Alberta, Edmonton, AB

**Melissa Daniels**, BA, MSc Student, Department of Human Ecology, University of Alberta, Edmonton, AB

**Rebecca Georgis**, PhD, R Psych, Assistant Professor, Faculty of Extension, University of Alberta, Edmonton, AB

**Tracey Poitras-Collins**, MSc, PhD, Student Special Projects Coordinator, Yellowhead Tribal College, Edmonton, AB

### **First Friends: A Novel Early Childhood Social Skills Prevention-Intervention and its Effects on Social-Emotional and Executive Functioning**

**Shirley G Graham**, PhD, Psychologist, Westshore Child and Youth Mental Health, Colwood, BC

**Kate Randall**, PhD, Neuropsychology Student, University of Victoria, Colwood, BC

### **Developmental Benefits of Plants in the Playground**

**Sheila Grieve**, MA, Professor, Vancouver Island University, Nanaimo, BC

**Nils Frederiksen**, BEd, Teacher (currently on leave), Nanaimo, BC

### **Impact of a Full-Day, Four-Year-Old Kindergarten Program throughout Elementary School**

**Yves Herry**, PhD, Associate Vice-President, Teaching and Learning Support, University of Ottawa, Ottawa, ON

**Claire Maltais**, PhD, Professor, Faculty of Education, University of Ottawa, Ottawa, ON



### **Adaptive Behavioural Supports**

**Vicki Knudson**, RSW, Outreach Services Coordinator, Supported Lifestyles, Calgary, AB

**Robert Pender**, BA Psychology, Senior Consultant, Supported Lifestyles, Calgary, AB

**Bernadette Bothe**, Consultant, Supported Lifestyles, Calgary, AB

### **Examining Preschool Outcomes in Preterm Children**

**Rosanna McCarney**, DCS, HBA, CPT, Psychometrist, Infant and Child Development Services, Whitby, ON

### **A New Take On An Old Theme: Parenting Styles Re-Visited**

**Leslie Mills**, RN MN, Clinical Practice Leader, Vancouver Coastal Health, Vancouver, BC

**Dasha Kvyatkovski**, RN BSN, Public Health Nurse, Vancouver Coastal Health, Vancouver, BC

### **Innovation in Aboriginal Early Childhood Development Education & Training: Collaborating for Excellence**

**Linda McDonell**, MA, BC Regional Chair for Aboriginal Early Childhood Development, Vancouver Island University, Nanaimo, BC

**Danielle Alphonse**, BA, Graduate Student, Educational Leadership & Assistant-Coordinator, AECD, Vancouver Island University, Nanaimo, BC

### **Providing the Right Service at the Right Time to the Right Children Born Prematurely Using Evidence-Based Care Pathways**

**Lorna Montgomery**, BSc, DipP & OT, (Physiotherapist) Manager, Infant & Child Development Services Peel, Mississauga, ON

### **Older Homes Should Come With a Warning: Danger – This Home Contains Lead. May Cause Irreversible Harm to Children**

**Kelly O'Grady**, MSc, Nursing, The First Six Years, Pembroke, ON

### **Differences in Mental Health Service Utilization between NICU and Non-NICU Children Years 1 to 8**

**Mari Pighini**, PhD, Post-Doctoral Fellow and Research Coordinator, Including All Children and Families Project, Faculty of Education, University of British Columbia, Vancouver, BC

**Bozena Zdaniuk**, PhD, Data Analyst, Including All Children and Families Project & Wisconsin Study, Faculty of Education, University of British Columbia, Vancouver, BC

### **Do Young Children Need Picture Books?**

**Tess Prendergast**, BA, MLIS, Doctoral Student, Department of Language and Literacy, University of British Columbia, Vancouver, BC

**Laura Nichols**, Doctoral Student, Department of Language and Literacy, University of British Columbia, Vancouver, BC

### **Nobody's Perfect Parenting Program: Impact Evaluation**

**Cathy Ryan**, BScN, MSc, Program Consultant, Division of Childhood and Adolescence, Public Health Agency of Canada, Ottawa, ON

## POSTER LISTING



### Child Rights and Health Advocacy

**Christina Thiele**, Communications & Child Rights Projects Coordinator, Child Rights Advocacy and Communications, Society for Children and Youth of BC, Vancouver, BC

**Shafik Dharamsi, PhD**, Department of Family Practice, Faculty of Medicine, University of British Columbia, Vancouver, BC

**Andrea Lemire**, Executive Director, Child Rights Advocacy and Education, Society for Children and Youth of BC, Vancouver, BC

### What Parents Feel They Need: Parents' Experiences with Parent Support Services in Prince George

**Jennifer A Tkachuk**, MSW, Social Work, Northern Health, Prince George, BC

### A School-Based Screening Tool for Assessing Anxiety Disorders in Kindergarten Children: Preliminary Results

**Vanessa E Waechtler**, BA, MA Student, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

**Karen Hamill**, MA, PhD Student, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

**Lynn D Miller**, PhD, R Psych, Assistant Professor, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

### Community Assessment of Anxiety Disorders in Kindergarten Children

**Vanessa E Waechtler**, BA, MA Student, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

**Karen Hamill**, MA, PhD Student, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

**Christine M Yu**, BA, MA Student, Department of Educational and Counselling Psychology and Special Education, The University of British Columbia, Vancouver, BC

**Lynn D Miller**, PhD, R Psych, Assistant Professor, Department of Educational and Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

### Playing with Technology: Mother-Toddler Interaction and Toys with Batteries

**Michaela Wooldridge**, MA, PhD Student, University of British Columbia, Delta, BC

## COMMITTEE LISTING

**Michaela Wooldridge**, Conference Chair, Sources Infant Development Programme Clinical Supervisor, and PhD student, University of British Columbia, Surrey, BC

**Tanya Brown**, Aboriginal Supported Child Development, Vancouver Coastal Region, North Vancouver, BC

**Dana Brynelsen**, Research and Community Advisory Committee Representative, Including All Children and Families- Expanding Partnerships Project, University of British Columbia, Vancouver, BC

**Angela Clancy**, Executive Director, Family Support Institute, New Westminster, BC

**Marianne Drew-Pennington**, Executive Director, BC Association of Family Resource Programs, Vancouver, BC

**Diana Elliott**, Provincial Advisor, Aboriginal Infant Development Programs, Victoria, BC

**Linda Funk**, Infant Development Consultant, Vancouver Infant Development Program, Developmental Disabilities Association, Vancouver, BC

**Cathy Gilbert**, Adoption Support Coordinator, Central and Upper Vancouver Island, Adoptive Families Association of BC, Nanaimo, BC

**Kristina Hiemstra**, Director, Interprofessional Continuing Education, University of British Columbia, Vancouver, BC

**Sue Khazaie**, Manager, Early Childhood & Family Resources Programs, Abbotsford Community Services, Abbotsford, BC

**Ann Reiner**, Physiotherapy Consultant, Vancouver Infant Development Program; Instructor, IDP/SCD Certificate and Diploma Programs, Faculty of Education, University of British Columbia, Richmond, BC

**Pippa Rowcliffe**, Director Communications, Human Early Learning Partnership, University of British Columbia, Vancouver, BC



**Judie Sahadeo**, Infant Development Consultant, Langley, BC

**Mary Stewart, Regional Advisor**, Infant Development Program for the North; Graduate student in Early Childhood, UBC, Vancouver, BC

**Stacey Walsh**, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC



## THURSDAY, FEBRUARY 2, 2012

**8:00am - 8:30am** Pre-Conference Registration Open

**8:30am - 12:00pm** AM Sessions

- AM1 Beyond Behaviour: Understanding Children from...
- AM2 The Journey from Feeding Refusal To Feeding...
- AM3 Early Childhood Development: Telling the Core Story

**12:00pm - 1:30pm** Lunch on Your Own - Exhibits Open

**1:30pm - 5:00pm** PM Sessions

- PM1 Assessing Problematic Anxiety in Young Children
- PM2 Professional Boundaries: Yours, Mine and Theirs...
- PM3 Attachment-Focused Treatment in Community Settings...

**6:30pm - 7:30pm** Registration Open for Main Conference

**7:30pm - 8:30pm** Public Forum

**8:30pm** Adjourn

## FRIDAY, FEBRUARY 3, 2012

**8:00am - 8:30am** Registration Open

**8:30am - 9:00am** Welcome  
Opening Prayer & Remarks

**9:00am - 10:00am** Keynote Address

The Birth of the Human Mind: The Critical Role of Reflective Relationships in the Social, Emotional, and Behavioral Development of Young Children

**10:00am - 10:30am** Break - Coffee/tea Provided - Exhibits Open and Poster Viewing

**10:30am - 11:30am** Plenary Session

Ordinary Magic: Building Resilience in Children

**Presentations of the Dr. Hillel Goelman Award for Outstanding Leadership in Professional Development in Early Childhood Intervention & The Dana Brynelsen Educational Bursary**

**11:30am - 12:30pm** Parent Panel

The Social and Emotional Journey of Families

**12:30pm - 1:30pm** Lunch on Your Own - Exhibits Open and Poster Viewing

**1:30pm - 3:00pm** Concurrent Breakout Sessions A

- A1 The Great Peace: Issues on the Return to an...
- A2 Using the MindUP Program in the Kindergarten...
- A3 Social-Emotional Development Within a...
- A4 Young Children, Development and Witnessing...
- A5 The Implications of Interaction Associated with...
- A6 VIPP: Intensive Intervention to Promote Infant...
- A7 The Effects of Maternal Mental Health and Child...
- A8 Making Sense of Physical Punishment: Supporting...
- A9 Teasing in the Early Years: The Impact on Children's...
- A10 Decreasing Barriers, Engaging Families and Building...

**3:00pm - 3:30pm**

**Break - Coffee/tea Provided - Exhibits Open and Poster Viewing**

**3:30pm - 5:00pm**

**Concurrent Breakout Sessions B**

- B1 The Great Peace: Issues on the Return to an...
- B2 What About the Parents?
- B3 Implications of Disrupted Early Life Attachment...
- B4 Entering the World of the Child: The Importance of Play
- B5 Look At Me... I'm Learning Everyday: Using Pedagogical...
- B6 Fostering the Early Development of Children in Care
- B7 Strengthening Emotional Resilience and Preventing...
- B8 Exploring the Link Between Maternal Relationship...
- B9 Training Together: The Value of a Common Foundation...
- B10 Social & Emotional Development in the Early Years...

**5:00pm - 6:00pm**

**Networking Reception & Poster Session - Exhibits Open**

## SATURDAY, FEBRUARY 4, 2012

**8:00am - 8:30am**

**Registration Open**

**8:30am - 9:30am**

**Plenary Session**

Audacious Hope In the Early Years: What Did the Experts Say?

**9:30am - 10:00am**

**Break - Coffee/tea Provided - Exhibits Open and Poster Viewing**

**10:00am - 11:30am**

**Concurrent Breakout Sessions C**

- C1 "Exceptional Parenting" - New Insights and Strategies...
- C2 The Moon is Round
- C3 The First Five Years... A Snapshot of a Lifetime
- C4 The Family Law Initiative: Changing Practices and...
- C5 Play and Development in a Multicultural Context
- C6 Review of Anxiety Management Program Little...
- C7 Granny and Grandpa Connections Box - Indigenous...
- C8 Early Peer Play Interactions of Resilient Children...
- C9 The Lived Experience of Motherhood in Northern...
- C10 Infant Massage: A Nurturing Intervention for Early...

**11:30am - 12:15pm**

**Lunch Provided - Exhibits Open and Poster Viewing**

**12:15pm - 1:00pm**

**Poster Session**

**1:00pm - 2:30pm**

**Concurrent Breakout Sessions D**

- D1 The State of Heart-Mind Education in BC: Nurturing...
- D2 Helping Children Learn to Manage Stress: Tools for...
- D3 Pathways to Full Potential: A Parent's Perspective
- D4 Cultural Parenting Resources for Healthy Aboriginal...
- D5 Fostering Resilience: Lessons from Canada's Family...
- D6 Preschoolers' Engagement in Daily Activities...
- D7 Make the Connection: Attachment-Based Programs...
- D8 Aboriginal Infant Development Programs: Celebrating...
- D9 Atlantic First Nations Child and Youth and Mental...
- D10 The Play Diet: Is it Hazardous to our Children's Health?

**2:30pm - 3:00pm**

**Break - Coffee/tea Provided - Exhibits Open and Poster Viewing**

**3:00pm - 4:00pm**

**Closing Plenary**

What the Genes Remember: The New Epigenetics of the Early Years

**4:00pm - 4:30pm**

**Closing Remarks, Closing Performance, & Evaluation**

**4:30pm**

**Adjourn**

# REGISTRATION FORM | IN9545

PLEASE WRITE IN BLOCK LETTERS:

One registration form per person. Please photocopy if more are needed.

Ms.  Mrs.  Miss  Mr.  Dr.

\_\_\_\_\_  
Last Name                                      First Name                                      Initials

\_\_\_\_\_  
Organization Name/Mailing Address

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City                                      Prov/State                                      Postal Code

\_\_\_\_\_  
Daytime Telephone Number/Local                      Fax Number

\_\_\_\_\_  
E-Mail

## Affiliation/Profession:

Please indicate which Affiliation/Profession best describes you:

- |  |   |
|--|---|
| <input type="checkbox"/> Administrator/Manager         | <input type="checkbox"/> Physiotherapist                        |
| <input type="checkbox"/> Behavioural Therapist         | <input type="checkbox"/> Psychologist                           |
| <input type="checkbox"/> Community Practitioner        | <input type="checkbox"/> Registered Nurse                       |
| <input type="checkbox"/> Counsellor                    | <input type="checkbox"/> Researcher                             |
| <input type="checkbox"/> Dental Hygienist              | <input type="checkbox"/> Social Workers                         |
| <input type="checkbox"/> Early Childhood Educator      | <input type="checkbox"/> Speech-Language Pathologist            |
| <input type="checkbox"/> Family Support Worker         | <input type="checkbox"/> Student                                |
| <input type="checkbox"/> Infant Development Consultant | <input type="checkbox"/> Supported Child Development Consultant |
| <input type="checkbox"/> Occupational Therapist        | <input type="checkbox"/> Teacher                                |
| <input type="checkbox"/> Parent                        | <input type="checkbox"/> Other                                  |
| <input type="checkbox"/> Physician                     | _____   |
| <input type="checkbox"/> Pediatrician                  | _____   |

## Concurrent Session Choices

Please refer to the program for session descriptions.  
Please specify which concurrent sessions that you plan to attend so we may allocate appropriate rooms. Some sessions may fill up quickly; in this case you will be registered in your second choice.

Example:	<b>1<sup>st</sup> Choice</b>	<b>2<sup>nd</sup> Choice</b>
	<u>A1</u>	<u>A4</u>

### Thursday, February 2, 2012 (Pre-Conference)

Please choose your first and second choices from the pre-conference sessions (AM & PM)

**Morning Session AM:**                                      \_\_\_\_\_                                      \_\_\_\_\_  
**Afternoon Session PM:**                                      \_\_\_\_\_                                      \_\_\_\_\_

### Friday, February 3, 2012

Please choose your first and second choices from the 90-Minute Concurrent Sessions (A & B)

**Session A:**                                      \_\_\_\_\_                                      \_\_\_\_\_  
**Session B:**                                      \_\_\_\_\_                                      \_\_\_\_\_

### Saturday, February 4, 2012

Please choose your first and second choices from the 90-Minute Concurrent Sessions (C & D)

**Session C:**                                      \_\_\_\_\_                                      \_\_\_\_\_  
**Session D:**                                      \_\_\_\_\_                                      \_\_\_\_\_

**I will Attend the Thursday Public Forum**     Yes     No

Please inform us of any dietary requirements:  
\_\_\_\_\_

**Online Registration:** [interprofessional.ubc.ca](http://interprofessional.ubc.ca)

## Pre-Conference Tuition Fees

Pre-registration prior to January 2, 2012 is strongly recommended to ensure you receive all conference materials. All rates are quoted in \$CAD and the tuition fee includes HST. Please use one registration form per person. The pre-conference registration fee includes: Pre-Conference Material, Coffee/Tea Breaks, and a Certificate of Attendance.

\*Please note that the pre-conference does NOT include the Thursday Public Forum\*

**If you also register for the main conference:**

ONE Pre-Conference Session (AM or PM)                       \$100 (\$89.29+ HST)  
TWO Pre-Conference Sessions                                       \$160 (\$142.86 + HST)

**If you are only attending the pre-conference workshop:**

ONE Pre-Conference Session (AM or PM)                       \$105 (\$93.75+ HST)  
TWO Pre-Conference Sessions                                       \$210 (\$187.50 + HST)

Total Payment = \$ \_\_\_\_\_

## Main Conference Tuition Fees

Pre-registration prior to January 2, 2012 is strongly recommended to ensure you receive all conference materials. All rates are quoted in \$CAD and the tuition fee includes HST. Please use one registration form per person. The main conference registration fee includes: Conference Bag, Conference Syllabus, Coffee/Tea in the Mornings, One Lunch, Coffee/Tea Breaks, One Networking Reception, and the Thursday Public Forum.

\*Please note that the main conference registration does NOT include pre-conference workshops\*

### MAIN CONFERENCE

FULL PROGRAM - Includes the Thursday Public Forum

Early Bird Rate (BEFORE NOVEMBER 30, 2011)                       \$420 (\$375 + HST)  
Normal Rate (AFTER NOVEMBER 30, 2011)                       \$475 (\$424.11 + HST)

### STUDENT RATE

Full Program (BEFORE NOVEMBER 30, 2011)                       \$224 (\$200+ HST)

\*Please note that the full program does NOT include the pre-conference workshops. A copy of valid student photo ID must be sent with student registrations. Please fax a copy if you register online.

### INDIVIDUAL DAY RATES

Friday, February 3, 2012 ONLY                                       \$250 (\$223.22+ HST)  
Saturday, February 4, 2012 ONLY                                       \$250 (\$223.22+ HST)

### THURSDAY PUBLIC FORUM ONLY

Pre-Registration (BEFORE JANUARY 30, 2012)                       \$20 (\$17.86+ HST)  
Onsite Registration                                       \$30 (\$26.79+ HST)

Total Payment = \$ \_\_\_\_\_

## Method of Payment

Pre Conference Total                                      \$ \_\_\_\_\_

Main Conference Total                                      \$ \_\_\_\_\_

Total Payment = \$ \_\_\_\_\_

### Please Indicate Below How You Would Like to Pay

- Credit Card:** Please e-mail me a secure on-line link to enter credit card number
- Cheque:** Payment is enclosed with mailed registration form
- PO/LOA/ChReq:** Purchase order/letter of authorization/cheque requisition form is enclosed with faxed/mailed registration form

For more detailed information on registration payment methods, please refer to the "Registration & Tuition Fees" on page 2