

EARLY YEARS CONFERENCE 2014

SHAPING CHILDHOOD:
Factors that Matter



Sponsored by



In co-operation with



PRE-CONFERENCE | January 30, 2014

JANUARY 31
to **FEBRUARY 1** **2014**

POST-CONFERENCE | February 2, 2014

GENERAL INFORMATION

This conference will explore the complex nature of the social, physical and biological environments that shape children's development. Multiple elements interact to create dynamic contexts that contribute significantly to early and lifelong wellbeing. Similarly, children influence their environments to shape their developmental paths. All of these factors matter.

Objectives

- To broaden our understanding of how children experience similar environments in unique ways;
- To promote the value of an inclusive approach in supporting the child, family and community;
- To review and discuss the influence of diverse social and cultural factors in the context of child development;
- To increase recognition of the impact of epigenetics research on early childhood development;
- To give greater consideration to how children with special needs experience, and interact with, different environments.

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
- Health and Dental Professionals
- Parent Educators
- Physicians
- Physiotherapists
- Pregnancy Outreach Groups
- Program Facilitators
- Psychologists
- Researchers
- School Administrators
- Social Workers
- Speech Therapists
- Students
- Supported Child Development Consultants
- Teachers

Professional Credits / Certificate of Attendance

Participants attending will be given a certificate stating 5.5 hours of educational instruction for the pre/post-conference and 12 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 23 CEU hours. Please refer to our website for updates on credits: 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: +1 604-822-7708 or by e-mail: melissa.ipce@ubc.ca.

Location

The Hyatt Regency Vancouver - 655 Burrard Street, Vancouver, BC. A special rate of \$144.00 + tax 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). Please specify that you are booking under the EARLY YEARS CONFERENCE 2014 to receive the special rates. Please note that these rates will be held based on availability.

Conference Committee

Michaela Wooldridge, Conference Chair, PhD Candidate, University of British Columbia, Vancouver, BC; Clinical Supervisor, Sources Infant Development Program (Surrey/White Rock), 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

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

Debbie Jackson, Program/Member Service Coordinator, BC Association of Family Resource Programs, Vancouver, BC

Lorelyn Meisner, Physiotherapist, VBC Children's Hospital, Vancouver, BC

Carol Ross, Executive Director, Parent Support Services Society of BC, Burnaby, BC

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

Judie Sahadeo, Infant Development Consultant, Langley, BC

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

Advisory

Yvonne Kiefert-Adebar, Programme Manager, Early Childhood Development, Sources Community Resources Society, Surrey, BC

Acknowledgements

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



■ **7:45 AM – 8:30 AM Registration Open, Coffee provided**

■ **8:30 AM – 4:30 PM Session 1 - How Experience Gets Under the Skin**

Presented by the Human Early Learning Partnership (HELP) School of Population and Public Health, UBC

■ **8:30 AM – 9:00 AM Social Determinants of Health and Biological Embedding**

Jeannie Shoveller, PhD, Interim Director, HELP

This year marks the 20th anniversary of the publication "Why are some people healthy and others not?" This opening presentation will be a brief overview of the links between macro and micro environmental factors and health patterns in particular.

Learning Objectives: 1. Broadly understand the social determinants of health. 2. Be able to identify and explain macro and micro environmental factors affecting early childhood development.

■ **9:00 AM – 10:30 AM Social Epigenetics – How Environments Influence Biology**

Michael Kobor, PhD, Associate Professor, HELP

Early life experiences get "under the skin" to affect a broad range of health trajectories and outcomes later in life. Epigenetic mechanisms are emerging as attractive candidates to explain the effects of early exposure to adverse social and physical environments. Recent results from a suite of collaborative research projects will be presented.

Learning Objectives: 1. Gain an understanding of how experience can alter human biology. 2. Learn about the epigenetic dynamic. 3. Develop a preliminary understanding of the current research in social epigenetics.

■ **11:00 AM – 12:30 PM The Contexts of Early Child Development: Environmental Toxins and Brain Development**

Bruce Lanphear, MD, MPH, Scientist, Child & Family Research Institute

Children's health is, to a large extent, a function of their environment: for example, exposure to toxins is a risk factor for learning and behavioral problems in children. Lead exposure has been linked to ADHD and conduct disorder. Exposure to tobacco has been linked with conduct disorder and ADHD. Dr. Lanphear will discuss his research and the complex effects of toxic environments on brain development.

Learning Objectives: 1. Identify a variety of toxic environmental risk factors. 2. Understand the impacts of pollutants on early brain development.

■ **1:30 PM – 3:00 PM The Next Big Question – Why is it Important that Experience Gets Under the Skin?**

Panellists: **Dr. Michael Kobor, Dr. Bruce Lanphear, Dr. Jeannie Shoveller, Dr. Paul Kershaw**

Why is it critically important for us to understand how early life context affects gene expression and brain development? How can such an understanding lead to changes in programming and policy? This panel discussion will be guided by questions from communities and practitioners in a wide variety of professions working with children in their early years.

Learning Objectives: 1. Discuss effective ways of changing current programming practices and public policy 2. Translate the benefits of making science-based decisions.

■ **3:30 PM – 4:30 PM Dialogue Sessions with Panellists**

Each panellist will host a more informal and intimate conversation with attendees interesting in hearing more about their research and perspective.

■ **8:30 AM – 4:30 PM Session 2 - Nobody's Perfect Parenting Program: What's New? An Interactive Session for Nobody's Perfect Trainers and Facilitators**

Presented by Canadian Association of Family Resource Programs with support from the Public Health Agency of Canada

Cathy Ryan, Policy Analyst, Public Health Agency of Canada, Ottawa, ON; **Carmen Paterson-Payne**, Nobody's Perfect Provincial Coordinator, Youville Centre, Winnipeg, MB; **Connie Herman**, Nobody's Perfect Provincial Coordinator, Saskatchewan Prevention Institute, Saskatoon, SK; **Ruby Banga**, Nobody's Perfect Provincial Coordinator, BC Council for Families, Vancouver, BC; **Sharon Brown**, Nobody's Perfect Master Trainer, Youville Centre, Winnipeg, MB; **Tharany Nadarajah**, Nobody's Perfect Coordinator, Toronto Public Health, Toronto, ON; **Cecilia Moraga G**, Unidad Chile Crece Contigo, División de Atención Primaria Subsecretaría de Redes Asistenciales, Ministerio de Salud, Chile

Nobody's Perfect is a community-based, parenting education and support program for parents of children aged birth to five years who are facing challenging life circumstances. Although this workshop is targeted to trained *Nobody's Perfect* facilitators and trainers, others are welcome to participate. This interactive session will provide participants with an update on what is happening with the program nationally, practical suggestions for working with diverse groups and individuals, introduction of other supporting resources, and an opportunity to provide feedback on the program. Participants will be encouraged to share their own experiences. Participants will get a sneak peek at the newly revised resources which are anticipated to be released in 2014.

Learning Objectives: 1. Increased awareness of a variety of adaptations that can be made to *Nobody's Perfect* parenting program to better meet the needs of vulnerable participants. 2. Increased awareness of facilitation techniques that can be used when offering *Nobody's Perfect* parenting program. 3. Increased awareness of other resources related to *Nobody's Perfect* parenting program.

Breaks for Both Sessions

- **10:00 AM – 10:30 AM** Session 2 Coffee provided
- **10:30 AM – 11:00 AM** Session 1 Coffee provided
- **12:30 PM – 1:30 PM** Lunch on your own
- **3:00 PM – 3:30 PM** Cold beverages provided
- **12:00 PM – 5:30 PM** Registration open for main conference



Find Your Area of Interest

We encourage you to select concurrent sessions based on the session description, the level of presentation, as well as the type of presentation.

Types of presentations include the following:

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**

■ **7:45 AM – 8:30 AM Registration Open**
Coffee provided

■ **8:30 AM – 9:00 AM**

Welcome

Michaela Wooldridge, Conference Chair, PhD Candidate, University of British Columbia, Vancouver, BC; Clinical Supervisor, Sources Infant Development Program (Surrey/White Rock), BC

Opening Prayer

Victor Geurin, Tseil Wultuth Nation, Lead Language Resource Officer, Musqueam First Nation

Opening Remarks

Honourable Stephanie Cadieux, Minister of Children and Family Development

■ **9:00 AM – 10:00 AM Keynote Address**

The Biological Embedding of Early Social Adversity: The Long, Good Legacy of Clyde Hertzman

Thomas Boyce, Departments of Pediatrics and Psychiatry, University of California, San Francisco, CA

This session will review Professor Clyde Hertzman's enduring contributions to our knowledge of social disparities in health and development. Clyde's passion for achieving more just human societies was matched only by his curiosity for how injustice becomes enfolded into children's developmental biology, producing a lifelong vulnerability among those from less fortunate communities. The past decade has produced a scientific bounty of new discoveries showing that exposures to early adversities become systematically embedded in children's biology, even within the epigenetic structures that govern brain development.

Learning Objectives

1. Learn the basic epidemiologic evidence for socioeconomic disparities in child health and development
2. Review current accounts for the differences in experience and exposures that underlie such disparities
3. Understand the "new biology of early social adversity," including the epigenetic embedding of early stress and its implications for brain development

■ **10:00 AM – 10:15 AM Break-Coffee provided**

■ **10:15 AM – 11:20 AM Plenary Session**

Early Developmental Delay, Demystifying Genetics to Enhance Function

Elena Lopez, MD, MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Center for Children, Vancouver, BC

Early developmental disabilities impact the global and adaptive functioning of children. In the past the Genetics field has focused primarily on a medical model of care for children with Global Developmental Delay (GDD), a perspective divergent from the philosophies embraced by non-medical workers who are the most populous workers in the ID field, thus creating a medical versus functional dichotomy of care. This session will review the process, value, and importance of a genetic assessment in children with GDD. It will highlight how a genetic diagnosis can aid in optimizing healthcare and function across many areas of a child's life and stress the importance of collaboration between the Medical Genetics field and the health care providers.

Learning Objectives

1. Summarize process, value and importance of a genetic assessment in children with GDD
2. Recognize the benefits of collaboration between health care providers and the Medical Genetics field

Presentation

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

■ **11:20 AM – 12:30 PM Lunch on your own**
Exhibits Open and Poster Viewing

■ **12:30 PM – 2:00 PM Concurrent Sessions A**

A1 The ABCs of Mental Health

Standard Lecture – Intermediate

Bethann Levinson, Project Lead, Program Coordinator, Hincks Dellcrest Centre, Toronto, ON

The ABCs of Mental Health is a web-based resource for individuals who are concerned/questioning the behaviour of children. They may worry about whether a behaviour is appropriate for a particular age/developmental stage or a sign that something is not right. They may wonder why it is occurring and how best to respond.

Learning Objectives

1. Ideas for promoting good mental health, identify early childhood troublesome behaviours
2. Guidelines for understanding how boys and girls differ, how changes occur as children get older, descriptions of behaviours that may indicate problems
3. A framework for knowing when a behaviour is normal, when monitoring or action is needed and when to refer to a specialist

A2i Toxic Substances, Nature and Child Development – A Panel Discussion

Panel Session – Intermediate

Erica Phipps, MPH, Partnership Director, Canadian Partnership for Children's Health and Environment (CPCHE), Ottawa, BC

Marlene Power, Director, Forest Schools of Canada, Thunder Bay, ON
Lyne R Soramaki, RN, HBScM, Children's Environmental Health Leader, Thunder Bay District Health Unit Thunder Bay, ON

Lynda Banning, HBA (Anishinabek Nation), FASD Regional Program Worker, Union of Ontario Indians, Thunder Bay, ON

This session will explore the role of the physical environment – the "chemical" environment and the natural world – in efforts to promote healthy child development. Using specific examples, panelists will describe how increasing children's access to nature and reducing exposures to environmental toxicants can contribute to long-term health and well-being.

Learning Objectives

1. Participants will increase their understanding of the physical and mental benefits for children of connectedness with the natural world, based on the research literature and specific examples
2. Learn about the evolving body of scientific evidence that early-life environmental exposures to even low-levels of toxic chemicals may permanently alter brain development and/or contribute to other chronic health effects
3. Gain familiarity with practical approaches and interventions that service providers can use to promote healthier environments with families and at the community level

A2ii Our Children's Mother Earth: A Fetal Alcohol Spectrum Disorder Prevention and Children's Environmental Health Collaborative Project

Interactive Session – Beginner

Lyne Soramaki, RN, HBScN, Public Health Nurse, Thunder Bay District Health Unit, Thunder Bay, ON

Lynda M Banning, FASD Regional Program Worker, Union of Ontario Indians, Thunder Bay, ON

"Our Children's Mother Earth" Project incorporates First Nations cultural teachings into an innovative hands-on model linking key messages about reducing fetal/child exposures to toxic substances, including alcohol during pregnancy.

Learning Objectives

1. To share and distribute information about the "Our Children's Mother Earth" project with service providers
2. To provide service providers with useful educational resources on FASD and children's environmental health that can be utilized with First Nations families
3. To provide an interactive workshop format that incorporates cultural teachings

A3 Stay, Play, & Talk: A Peer-mediated Social Skills Program for Preschool-aged Children & Their Peers

Standard Lecture – Beginner

Kimberly Maich, PhD, OCT, Assistant Professor of Special Education, Brock University, St Catharines, ON

Tricia van Rhijn, PhD, Assistant Professor of Family Relations & Human Development, University of Guelph, Guelph, ON

The Stay, Play & Talk social skills program teaches preschool-aged children specific skills in how to interact with peers with social challenges. Peers then provide age-appropriate modelling, while adults prompt and praise peer-to-peer interactions. This session provides a practical overview, resource materials, and research outcomes.

Learning Objectives

1. Summarize the importance of peer-mediated social skills instruction in inclusive environments
2. Describe the Stay, Play, and Talk program and research for early learners with ASD and other social skills challenges
3. Know the program structure, sequence, and resources necessary for effective implementation of Stay, Play, & Talk

A4 Healthy Children Healthy Futures – Experience Our Module Based, Facilitated, Parenting Education and Discussion CAPC Funded Program for Parents of Children 0 to 6 Years Old

Interactive Session – Beginner

Mark Turner, PAg, Program Coordinator, Hiiye'yu Lelum (House of Friendship) Society, Urban Aboriginal – Friendship Centre/ Coast Salish, Duncan, BC

Vanessa Sabbas, Program Coordinator, Port Alberni Friendship Center, Port Alberni, BC

Experience how our CAPC (Community Action Program for Children) funded peer facilitated, module based parenting education and discussion program (for parents/caregivers of children 0 to 6 yrs old) shares knowledge to and between group participants. Explore how you could adapt this work to your community needs and share your ideas of what could work for you.

Learning Objective

1. To share at least one new skill that will assist the audience with facilitation of parenting skills to at risk and Aboriginal parents

A5 Early Years Continuum Project: Alberta Communities Explore Continuums of Supports for Children and Families

Panel Session – Introductory

Mary Stewart, MA, Manager Early Years Continuum Project, Success by 6, United Way Alberta Capital Region, Edmonton, AB

Kelly Henning, Steering Committee Representative, Early Years Continuum Project, Edmonton, AB

Stephanie Basker, Project Governance Chair, Early Years Continuum Project, High Prairie, High Prairie, AB

Shireen Mears, Project Coordinator Early Years Continuum Project, Knottwood, Edmonton, AB

The Early Years Continuum Project, a pilot project with Alberta Education supported three communities as they explored the continuum of services and environments that support children and families from birth to school entry. This presentation will walk you through the community engagement and development journey and discuss the evaluation process.

Learning Objectives

1. Participants will learn about the developmental process of engaging community and service providers in conversation about environments that meet the needs of young children
2. Participants will hear from site coordinators about success' and challenges about implementing a continuum of services for young children and their families
3. Participants will develop their own strategies for understanding the continuum of supports and services for young children and their families

A6 An Example of BC's Early Learning Framework in Action: YMCA Playing to Learn a Pan-canadian Early Childhood Curriculum

Standard Lecture – Intermediate / Advanced

Carolyn Wing, MEd, Manager, Western Canada YMCA Playing to Learn, YMCA of Greater Toronto/Greater Vancouver and Langara College, Vancouver, BC

The session explores key principles of BC's Early Learning Framework through an innovative Canada-wide early childhood education curriculum, YMCA Playing to Learn. Anecdotal evidence demonstrates deeper teacher/child relationships leading to increased self regulation/kindergarten readiness. This is supported by pedagogical narrations and emergent planning, promoting professional accountability and efficacy.

Learning Objectives

1. Describe the key components and dialectical relationship between BC's Early Learning Framework and a national curriculum, YMCA Playing to Learn
2. Critically analyse the merit of such frameworks on children's learning in regards to kindergarten readiness and self regulation
3. Discuss the implications of these frameworks on professional identity, accountability and efficacy

A7 Children as Co-constructors of Culture: Listening to Children's Own Reflections on the Process of Cultural Co-construction

Interactive Session – Intermediate

Tom Kertes, Diploma, ECE; BA, Psych, Early Childhood Educator, Liberation Learning Project, Vancouver, BC

Children's ideas about power and intentionality are taken seriously through a series of structured conversations with five-year-old children about their own theories of cultural construction. These conversations recognize children as researchers who are attempting to explain the cultural construction of community life, and their own roles within these processes.

Learning Objectives

1. Participants listen to and reflect on children's own perspectives on human development and cultural co-construction
2. Participants demonstrate recognition of children as powerful contributors to the development of human potential at the level of community and culture
3. Participants critically reflect on children's agency within social developmental theories of human learning and development

A8 Sensations: Building Blocks for Learning

Standard Lecture – Beginner

Christina Armstrong, BScOT, Occupational Therapist, Early Learning, Edmonton Catholic School District, Edmonton, AB

Alisha Walker-Pickering, Occupational Therapist, Autism Services, Prince Albert Parkland Health Region, Prince Albert, SK

A child's development, participation and behavior is impacted by how they process sensations. We will explore ways to adapt activities and environments to maximize participation.

Learning Objectives

1. Learn basic sensory processing principles
2. Discuss how sensory elements can impact a child's participation, attention and behavior
3. Explore ways to make adaptations to activities and environments to enhance participation



A9i Mindfulness-based Practices in Early Childhood Social Emotional Education

Standard Lecture – Beginner

Michelle Beach, MA, RCC, Faculty of Education, Simon Fraser University, Burnaby, BC

This session examines the integration of mindfulness-based interventions into early childhood social emotional education. Current mindfulness-based education programs will be reviewed. The theoretical foundation and controversy of mindfulness-based interventions will also be discussed, and participants will be provided an opportunity to experience mindfulness-based exercises.

Learning Objectives

1. Increase awareness of early childhood social emotional education and mindfulness-based educational interventions
2. Increase understanding of specific mindfulness-based practices and how they work
3. Foster critical thinking about current programs and research

A9ii Seeds of Empathy

Standard Lecture – Intermediate

Lisa Bayrami, Developmental Psychologist, Research Manager, Roots of Empathy, Toronto, ON

Darcy Morgan, Early Childhood Educator, Roots of Empathy, Vancouver, BC

Seeds of Empathy is an innovative preventative social-emotional learning and early literacy program that uses an infant and parent as a lever for promoting young children's mental health and increasing prosocial behaviour.

Learning Objectives

1. Expand and increase understanding about how emotion regulation is connected to pro-social behaviour
2. Expand and increase understanding about how SEL, particularly empathy, supports mental health, and how Seeds of Empathy fosters SEL

A10 Parenting from Afar: Tools for Dealing with Work-related Separation

Interactive Session – Introductory / Intermediate

Linda Scott, PhD, Program Manager, Military Family Resource Centre, Victoria, BC

Scott Branch, Child, Youth & Parent Education Services Coordinator, Military Family Resource Centre, CFB Esquimalt, Victoria, BC

This interactive session looks at the effects of work-related separation from the perspectives of the child, the parent who is away, and the parent/caregiver at home. We will explore preventative measures for each phase of the cycle of leaving/returning, including interactive e-learning tools, a resource booklet, and family supports.

Learning Objectives

1. Gain understanding of the cycle of parenting from a distance: preparing to leave; time away; and reintegrating at home
2. Identify stressors for the child, the parent at a distance, and the parent/caregiver at home
3. Gain knowledge of tools to help families build resilience in managing work-related separation

A11 Insights from the Past: Traditional Indigenous Child-raising Practices

Standard Lecture – Intermediate

John W. Friesen, PhD, DMin, DRS, Faculty of Education, University of Calgary, Calgary, AB

This session will elaborate four factors related to the success of traditional FN early childhood education, all of which aided in the effective perpetuation of FN lifestyle. The four factors include inter-generational contact, early entry into formal and informal socialization, and reliance on oral tradition, all premised on a holistic base.

Learning Objectives

1. Participants will become familiar with traditional FN pedagogies
2. Participants will discover four factors that contributed to the success of traditional FN early childhood education
3. Participants will be able to apply learned concepts and practices to their own place of assignment

A12 Mariyah Khan – A Case Study

Standard Lecture – Beginner

Yvonne Kiefert-Adebar, BA, ECE, Programme Manager, Early Childhood Development, Sources Community Resources Society, Surrey, BC

This is the inspirational story of Mariyah Khan, a little girl born at 23 weeks gestation and her loving parents. Highlights include the factors that matter to families who are attempting to deal with the many issues of raising a child with medical and developmental challenges and the supports that lead to successful outcomes.

Learning Objectives

1. Participants will develop an understanding of the many issues parents of children with medical challenges face
2. Participants will develop an understanding of how important it is for community professionals to work as a team in order to achieve successful outcomes
2. Participants will be inspired by the successful outcomes this family and their baby have achieved

■ 2:00 PM – 2:15 PM Room Change

■ 2:15 PM – 3:45 PM Concurrent Sessions B

B1i The Alberta Council of Women's Shelters Children's Project

Standard Lecture – Beginner

Carolyn Goard, BA, MA, CPsych, Director, Member Programs and Services, Alberta Council of Women's Shelters, Edmonton, AB

The Children's Project was a collaborative, action-based research project carried out with 12 Alberta women's shelters. Project goals were to support the development, integration, and evaluation of promising child support practices in women's shelters in order to mitigate the impact of domestic violence on young children.

Learning Objectives

1. Attendees will be able to describe three interventions used in the project to increase attachment, reduce stress and mitigate the impact of domestic violence
2. Attendees will be able to explain the importance of early interventions for families accessing women's shelters
3. Attendees will be able to assess the potential role of shelter services in mitigating the impact of domestic violence on young children and supporting the healthy development of children who have experienced or witnessed domestic violence

B1ii Mothers in Mind™: A Relationship-based Group for Mothers Who Have Experienced Violence and Trauma and Have Young Children

Standard Lecture / Interactive Session – Intermediate

Lisa S Sura-Liddell, MSW, BEd, Manager, Mothers in Mind™ Implementation, Child Development Institute, Toronto, ON

Mothers in Mind™ is an innovative mother-child group program designed specifically to meet the parenting needs of mothers who have experienced violence and trauma and have children under the age of four. Program rationale, structure, components and adaptations will be highlighted, along with program evaluation results from our province-wide implementation.

Learning Objectives

1. Understand the unique parenting issues facing mothers who have experienced violence and trauma
2. Gain practical knowledge and understanding of the program components, structure and rationale of Mothers in Mind™
3. Increase knowledge and intervention skills with this population

B2 Relationship Development is the Key; Creating Successful Early Childhood Settings for All Children

Interactive Session – Beginner

Andrea James, B.Ed, B.ECE, Early Childhood Education, BC Centre for Ability, Vancouver, BC

Learn how the development of nurturing, supportive relationships with young children can promote the success of all children in a child care program including children who engage in challenging behaviours.

Learning Objectives

1. Participants will become familiar with research on the importance of relationship development in early childhood settings
2. Participants will be able to describe concrete strategies on how to develop relationships with children in their early childhood setting
3. Participants will be able to discuss how relationship development can support the reduction of challenging behaviour children engage in

B3 The Magic Touch: Interactive Screen Technology for Infants, Toddlers and, Preschoolers

Interactive Session – Beginner / Intermediate

Michaela Wooldridge, MA, PhD Candidate, University of British Columbia, Vancouver, BC; Clinical Supervisor, Sources Infant Development Program (Surrey/White Rock), BC

This workshop will review the early emerging research on interactive screen technology for infants, toddlers, and preschoolers. Both the possibilities and limitations of these interactive devices (e.g. tablets) will be discussed in terms of early developmental wellbeing, as they are used by very young children and by their caregivers.

Learning Objectives

1. Learn about the availability and uses of newly-emerging infant-directed mobile technology (e.g. tablets)
2. Become informed about the potential benefits and limitations of interactive technologies with very young children
3. Develop increased confidence in ways to manage these innovations in the home and caregiving environments of infants, toddlers, and preschoolers

B4 Parent-Child Mother Goose: the Child, the Family and the Village

Panel Session – Introductory / Intermediate

Beth Hutchinson, Parent-Child Mother Goose Program® Provincial Co-ordinator, BC Council for Families, Vancouver, BC

Maureen Doll, Coordinator, Kamloops Early Language and Learning Initiative, Interior Community Services, Kamloops, BC

Judy Fletcher, Infant Development Consultant, Boundary Family and individual Services Society, Grand Forks, BC

Rita Arciniega Spanish-Speaking Parent-Child Mother Goose Program® Facilitator, Britannia Community Center, Vancouver, BC

Drawing on communities in British Columbia that have had Parent-Child Mother Goose Programs operating for over 10 years, this workshop will consider effects on the children and families attending and on the larger community. This will include the effect of using the first languages of participants in the program.

Learning Objectives

1. To understand the beneficial effects of the experience of rhymes, songs and stories for the young child and for the relationships in which that young child lives
2. To grasp the potential in community programs to affirm the language and culture of participants
3. To recognize the influence of the Parent-Child Mother Goose Program® on the dynamic relationship between the individual children and families in a program and the larger community in which they live

B5 Grandparents Raising Grandchildren: Myths, Realities and What's Best for the Child

Interactive Session – Introductory / Intermediate

Carol Ross, MSW, Executive Director, Parent Support Services Society of BC, Burnaby, BC

Grandparents Raising Grandchildren: Myths, Realities and What's Best for the Child will explore facts and myths pertaining to these families and uncover the inequities they face and the benefits and barriers for the children. This interactive session will rely on research, story, introspection and discussion to uncover "what's best for the child".

Learning Objectives

1. Have examined their own biases and/or assumptions regarding grandparent led families
2. Know more about the realities, barriers and inequities the children and families face
3. Be able to outline a profile of GRG families and describe the benefits to and impacts on the children

B6 Kids in Motion: Early Power Mobility

Interactive Session – Intermediate

Debbie Field, MHScOT, Occupational Therapist, Sunny Hill Health Centre for Children. PhD Candidate, University of British Columbia, Graduate Programs in Rehabilitation Sciences, Vancouver, BC

Roslyn Livingstone, MSc(RS), OT, Occupational Therapist, Sunny Hill Health Centre for Children, Vancouver, BC

This workshop will introduce power mobility use with infants, toddlers and preschool children and highlight the benefits and challenges of using power mobility equipment at an early age.

Learning Objectives

1. Participants will be able to describe at least four benefits for children who use power mobility in the preschool years
2. Participants will be able to describe at least three different groups of children who can benefit from early introduction of power mobility
3. Participants will be able to compare and contrast the features and benefits of at least three different power mobility devices suitable for toddlers and preschool children

B7 Engaged Communities to Understand Healthy First Nation Early Childhood Development

Standard Lecture – Beginner

Tristan Robinson, MSc Student, Community-University Partnership for the Study of Children, Youth, and Families (CUP), Faculty of Extension, University of Alberta, Edmonton, BC

Rebecca Gokiert, PhD, R.Psych, CUP, Faculty of Extension, University of Alberta, Edmonton, BC

Rebecca Georgis, PhD Candidate, Department of Educational Psychology, University of Alberta, Edmonton, BC

Working in partnership, researchers and First Nation communities have identified community perspectives and contributions in raising healthy young children. This partnership has developed new processes and tools for measuring healthy development from a First Nation perspective.

Learning Objectives

1. Learn about research and practice in building a research partnership with First Nation communities
2. Learn First Nation community perspectives on healthy childhood development
3. Learn ways to enhance early childhood screening and assessment tools and processes for First Nation communities



B8 Optimal Neonatal Follow-up Care for Sick and Premature Newborns in Canada and British Columbia

Interactive Session – Beginner

Anne Synnes, MDCM, MHSc, FRCPC, Neonatologist and Medical Director, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Marlee McGuire, MA (Medical Anthropology) Canadian Neonatal Follow-Up Network Coordinator, Vancouver, BC

Michelle Foisy, BA, MA (Psychology: Behavioural Neuroscience), Research Assistant, British Columbia's Women's Hospital, Vancouver, BC

Arsalan Butt, M.Sc, Database Manager, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Lindsay Colby, BScN, Administrative Nurse, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Kathy Couture, BSc (PT), Physiotherapist, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Deb Cuthbert, BSc.O.T (R) Occupational Therapist, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Julie Petrie Thomas, PhD, Consultant, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Neonatal Follow-Up Programs (NFUPs) see very premature and sick newborns. Come hear about plans for Canadian guidelines and ideas for BC in particular. Join a discussion about what works best for children, families, community health care providers, researchers, health administrators and see how your ideas compare with a Canada wide survey.

Learning Objectives

1. Learn about the Canadian Neonatal Follow-Up Network and what it does
2. Participate in a discussion about what you think would be the Optimal Neonatal Follow-up program
3. Highlight the challenges of providing Neonatal Follow-Up care in British Columbia and make your voice heard as to how you would change it

B9 A Cross Cultural Look at Parenting Beliefs about Child Rearing and Verbal Interaction with their Children with Autism Spectrum Disorders

Interactive Session – Intermediate

Veronica Smith, PhD, Associate Professor, Department of Educational Psychology, University of Alberta, Edmonton, AB

Research suggests that parents can learn to be effective language facilitators; however, we know very little about the cultural differences, including beliefs and practices, of parents of children with autism. This session will address how we can better understand cultural differences and how to support families and children in culturally sensitive ways.

Learning Objectives

1. How 'child directed talk' influences language development in young children generally and young children with autism will be explored
2. Participants will examine how parenting beliefs and practices differ among cultures, especially as they relate to autism and language development
3. Together, we will consider how we support families of children with autism in culturally sensitive ways

B10 Helping Children Learn to Manage Stress: Promoting Resilience and Self-regulation in Early Learning Environments

Interactive Session – Beginner

Cindy Andrew, B.P.E., B.Ed, Program Consultant, Psychology Foundation of Canada, Victoria, BC

This presentation focuses on how parents, ECEs, teachers, and parents/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 young 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

B11 Integrated ECE Systems Development: The Early Childhood Education Report

Interactive Session – Intermediate / Advanced

Kerry McCuaig, Atkinson Foundation Fellow, Early Childhood Policy, Atkinson Centre, Ontario Institute for Studies in Education, University of Toronto, Toronto, ON

Jane Bertrand, Program Director, Margaret and Wallace McCain Family Foundation, Toronto, ON

Early Years Study 3 (McCain, Mustard & McCuaig, 2011) introduced the Early Childhood Education Report – a provincial/territorial early childhood policy monitoring tool. The ECE Report is now supported within the Atkinson Centre at OISE, University of Toronto and will be issued every three years. The ECE Report in 2014 will reveal provincial and territorial progress in the past three years. The session will briefly review the history of the ECE Report and preview findings in the 2014 ECE Report related to governance, access, funding, quality and monitoring of ECE across Canada.

Learning Objectives

1. To synthesize public information and data that reveal early childhood policy trends across jurisdictions in Canada
2. To analyze the value, benefits and challenges of an early childhood education policy monitoring tool
3. To review the specific indicators related to governance, access, funding, quality and monitoring

■ 3:45 PM – 4:15 PM Break – Cold beverages provided Exhibits Open and Poster Viewing

■ 4:15 PM – 5:15 PM Plenary Session

How Might Family Outcomes be Incorporated in Early Childhood Programs?

Don Bailey, PhD, Distinguished Fellow, RTI International, Research Triangle Park, NC

Early childhood programs are, by their very nature, designed to provide care and education for young children. Families of young children are integral to this process – they too provide care and education, but they also benefit from services. But is this just a nice “added benefit” to services, or should documenting family outcomes be a part of an overall accountability framework? This presentation examines this issue from a number of perspectives, argues that family outcomes are indeed important, and gives examples of how family outcomes could be assessed, to the mutual benefit of both families and programs.

Learning Objectives

1. Give a rationale for thinking about family outcomes in early childhood
2. Give examples of important family outcomes that could be documented
3. Learn strategies for assessing family outcomes
4. Identify ways that a family outcomes framework could also be used for planning services that meet the needs of individual families

■ 5:15 PM – 6:15 PM Networking Reception Exhibits Open and Poster Session

■ **8:00 AM – 8:30AM Registration Open**
Coffee will be provided

■ **8:30 AM – 9:30 AM Plenary Session**
Responsive Caregiving and Developmental Parenting: How to Help Parents Support Children's Early Development

Mark Innocenti, PhD, Utah State University, Logan, UT
Lori Roggman, PhD, Utah State University, Logan, UT

This talk will address the following question: what is it that parents do with infants and young children that support their early development? Several aspects of everyday parenting interactions, simple things parents do with their children, are associated with positive outcomes in children's social, emotional, cognitive, and language development. We have developed a measure of these "developmental parenting" behaviors that predict children's long term outcomes, both for typically developing children and for children with disabilities. This measure, called PICCOLO, was developed to be both psychometrically sound and easy to use by practitioners who work with families with infants and young children. By observing what parents already do with their children that supports early development, and providing positive feedback, practitioners who work with parents can increase the developmental support available for children at risk due to family poverty or children's special needs. This session will describe developmental parenting, introduce the PICCOLO measure of developmental parenting, and explore ways practitioners can use a measure like this to improve child outcomes.

Learning Objectives

1. Participants will be able to describe several specific things parents do to support their children's early development
2. Participants will be aware of the basic characteristics of a practical observational measure of developmental parenting
3. Participants will learn possible ways to use an observational measure with parents to increase developmental parenting and improve child outcomes

■ **9:30 AM – 10:30 AM Parent Panel**
Families - Key Roles in Shaping Childhood

Panel Facilitator: **Angela Clancy**, Executive Director of the Family Support Institute and Planning Committee Member of the 2014 Early Years Conference, Vancouver, BC

Learning Objectives

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

■ **10:30 AM – 11:00 AM Break-Coffee provided**
Exhibits Open and Poster Viewing

■ **11:00 AM – 12:30 PM Concurrent Sessions C**

C1i Healthy Start: An Intervention to Support Healthy Development and Prevent Disease Among Early Years Children in Childcare

Panel Session – Intermediate

Anne Leis, PhD, Professor, Department of Community Health & Epidemiology, University of Saskatchewan, Saskatoon, SK

The early years presents a unique window of opportunity to establish lifelong health promoting behaviours. As such, a physical activity and healthy eating intervention (Healthy Start) was implemented in rural childcare centres.

Learning Objectives

1. Increase knowledge and awareness about the importance of influencing the healthy behaviours among early years children
2. Learn how Healthy Start can be adapted for various childcare centre environments
3. Increase understanding of how to work with a community and involve participants in implementing a community-based intervention

C1ii Interventions to Address Childhood Obesity in a Parenting Program

Interactive Session – Beginner

Thanary Nadarajah, RN, BScN, Public Health Nurse, Toronto Public Health, Toronto, ON

Childhood obesity is associated with immediate and long-term health consequences. Toronto Public Health developed interventions to address excessive screen time to reduce childhood obesity in a parenting program.

Learning Objectives

1. Expand knowledge in developing activities based on adult education principles/theories
2. Practice developing activities utilizing current research findings
3. Consider practical implications for implementing screen time activities in parenting groups

C1iii Family FUNdamentals - Fun, Unique, Nurturing Family Activities

Interactive Session – Beginner

Mimi Hudson, MA, RCC, Director, Community & Provincial Programs, Family Services of the North Shore, North Vancouver, BC

Dawn Livera, BSc, Program Coordinator, Family FUNdamentals, North Vancouver, BC

Help your families foster a joyful (FUN!) and competent parent/child relationship with food and activity. Explore the Family FUNdamentals program themes through participation in a series of interactive activities and games.

Learning Objectives

1. Participants will learn how they can use the Family FUNdamentals program principles and messages to support the families they serve
2. They will assess their own attitudes and beliefs about food, activity and body shape and size
3. Through examples of interactive activities and games, participants will explore the program themes of Being Me, Being You (positive self image and acceptance of others); Healthy Relationships; Joyful Eating; Creative Activity and Movement; and Being Confident

C2 Rural and Urban Contexts: Assets and Challenges for Parents Raising Children with Additional Needs

Standard Lecture – Intermediate

Maria J Pighini, PhD Faculty, Faculty of Education, The University of British Columbia, Vancouver, BC

Mary J Stewart, MA, Instructor, Faculty of Education, The University of British Columbia, Vancouver, BC

Silvia Vilches, PhD, Department of Sociology and Anthropology, Simon Fraser University, Burnaby, BC

This presentation is about families' experiences with children with developmental delays/ disabilities. The presentation provides insights – and solutions – related to urban/rural contexts and how they shape EI services for children and families.

Learning Objectives

1. To share with participants our findings about families voices and their experiences with accessing early intervention services in rural and urban communities in BC
2. To outline and discuss possible solutions to challenges identified by these families, by drawing on the riches of their unique geographical and community settings



C3 Learning and Developing With Disabilities: An Interactive and Adaptive Child-centred Habilitation Program

Panel Session – Intermediate

Jean-Paul Collet, MD, PhD, Professor and Associate Head Research, The University of British Columbia - Department of Pediatrics, BC Children's Hospital at Child and Family Research Institute, Vancouver, BC

Vivien Symington, Founder, Empowering Steps Therapy Program, Coquitlam, BC

Anton R Miller, Developmental Pediatrician, Sunny Hill Health Centre for Children, Vancouver, BC

William McKellin, Medical Anthropologist, Department of Anthropology The University of British Columbia, Vancouver, BC

We report the experience of a successful child-centred, interactive, gymnastics-based program. Through the acquisition of physical skills along with psychological and social abilities disabled children reactivate learning and developing capacities.

Learning Objectives

1. To understand the interactive learning process during early childhood and the effects of different interventions for children with disabilities
2. To understand the ESMT program from the perspective of a complex adaptive system and different learning theories
3. To know which tools to use for assessing the impact of multi-level interventions on child development, from the ICF-CY perspective
4. To reflect on how this program might represent a holistic model for community based, non-categorical, family-centred, habilitation

C4 FIGHT! FLIGHT! FREEZE! DIR Floortime™ for Children with Anxiety and Developmental Disabilities

Standard Lecture - Beginner

Paula Jurczak, BSW, MA, RCC, RSW, Child and Family Therapist; DIR Floortime Consultant/Trainer; Special Needs Consultant, Child and Family Counseling Services, Richmond, BC

Children with developmental disorders have complex profiles and symptoms of anxiety are often intertwined. Developmental pathways of anxiety will be outlined. Research and clinical cases will show how DIR Floortime helped ameliorate symptoms of anxiety, supporting children and parents to develop healthy capacities for responding to stressors.

Learning Objectives

1. Understand the core aspects of the DIR model, the developmental progression of anxiety and different types of anxiety disorders
2. Comprehend how Functional Emotional Developmental Capacities serve as an organizing construct for other developmental capacities including motor, sensory, language and cognitive functioning
3. Recognize how biological patterns interact with environmental influences in the formation of Neurodevelopmental vulnerabilities

C5 The Power of Collaboration and Integration - Tripartite Maternal Child Health

Panel Session – Intermediate

Hanna Scrivens, MSW, Clinical Supervisor, Inter Tribal Health Authority, Nanaimo, BC

Dale Hunt, MA, Coordinator, Returning Home Demonstration Project, Vancouver Island Health Authority, Nanaimo, BC

Susan Lane, MA, Provincial Intervention Coordinator, Early Hearing Program, Victoria, BC

Lucy Barney, RN, MSN, Aboriginal Lead, Perinatal Services, Vancouver, BC

This presentation will outline the benefits, challenges and learning lessons of Tripartite collaboration and integration through the discussion of three maternal child health projects that provide innovative solutions to the unique health care needs of First Nations and Aboriginal people in British Columbia.

Kayla Pompu, Health Planner, Policy, Planning and Strategic Services, First Nations Health Authority, West Vancouver, BC

Learning Objectives

1. Describe the change in health governance happening in British Columbia as First Nations Health services transition to management by the First Nations Health Authority
2. Evaluate the benefits, challenges and lessons learned in working collaboratively in a Tripartite context
3. Synthesize information about and reflections regarding collaborative practice in relation to the Returning Home Project, Your Child's Hearing DVD and Aboriginal Doula Initiative

C6 Engaging Fathers in Early Years Programs

Interactive Lecture – Beginner

Joseph Dunn, MA, Early Years Community Developer / Researcher, Early Years Community Development Institute / Children First / Success by 6, Cumberland, BC

This interactive session will begin with a survey of Early Years Father Involvement programs and Aboriginal Early Years Father Involvement programs and services in BC. Current research and best practices in Early Years Father Involvement supports and program delivery will be presented. Participants will develop strategies for engaging and retaining fathers in Early Years program settings. The case for public policy advocacy in regard to funding, training and resources for Early Years Father Involvement in BC will also be addressed.

Learning Objectives

1. Participants will gain a familiarity with current statistics and demographic trends in regard to fatherhood and Aboriginal fatherhood in BC, with a brief overview of current Father Involvement research
2. Participants will consider the critical need, in light of the evolving role of fathers as primary caregivers in the Early Years, to engage fathers in Early Years supports and services (creating father-friendly environments and institutional practices, outreach to young fathers, etc.)
3. Discussion of current Early Years Father Involvement and Aboriginal E.Y.F.I. Program models and services available in BC
4. Participants will discuss the relative absence of fathers in universal access Early Years programs, and identify the characteristics of effective, community-based E.Y.F.I. supports across BC

C7 The Intersection of Multimodality and Early Literacy: A Case Study of Two Young Children with Disabilities in their Homes and Child Care Settings

Standard Lecture – Intermediate / Advanced

Tess Pendergast, Doctoral Student, Department of Language and Literacy Education, The University of British Columbia, Vancouver, BC

Using multimodality theory as a lens to explore meaning-making and communication, a graduate student researcher observed two young children (who both have disability labels) within their homes and child care settings. This study provides a thorough exploration of the children's activities and multimodal approaches to learning. The results of the study may help practitioners connect the dots between multimodality theory, early literacy for children with disabilities and overall inclusion aims in early childhood education.

Learning Objectives

1. By examining two case studies, participants will increase their understanding of what constitutes early literacy learning in early childhood
2. By carefully considering various factors made evident in these case studies, participants will increase their knowledge of how to support children with disabilities as they participate alongside their typical age peers in diverse early childhood settings
3. Participants will be introduced to multimodality theory as it applies to early literacy and be able to begin applying this theory to their own work with young children



C8 The Reading Corner: Designing Learning Spaces for the Home

Standard Lecture - Beginner

Jacqueline Pizzuti Ashby, Ed.D, Site Assistant, Simon Fraser University, Abbotsford, BC

The purpose of this presentation is to discuss the role that the home's physical environment has in early childhood development and identify environmental characteristics that contribute to meaningful learning experiences.

Learning Objectives

1. Recognize the role that the physical environment plays in early childhood learning
2. Identify the characteristics of learning spaces that contribute to meaningful learning experiences
3. Learn how to transform a home into a learning space that encourages imagination, creativity, and exploration

C9 The Heartbreak Kid: Parenting after Trauma

Standard Lecture – Intermediate

Deborah Bell, PhD, Registered Psychologist, Sand Story Psychology, Vancouver, BC

This workshop is directed towards any foster parent, caregiver, educator, or other front line worker who works with children who have experienced trauma. A brief overview of the effect of trauma on the brain and the importance of attachment will be provided, along with strategies that promote healing of the child. How this approach is culturally sensitive and supports Aboriginal cultural practices will also be addressed. Many of the strategies presented are applicable across the many different contexts that we work with children.

Learning Objectives

1. To have a working knowledge of the impact of trauma on brain development
2. To gain understanding of how taking an attachment-based approach in working with children can ameliorate the impact of trauma

C10 How and Why Screening for Sleep Problems Can Become Part of Standard Practice

Standard Lecture – Beginner

Louise A Scott, PhD, Paediatric Neuropsychologist, Dr Scott & Associates, Paris, ON

Osman Ispiroglu, MD, PhD, Developmental Pediatrician, Sleep Research Lab, BC Children's Hospital, Vancouver, BC

Effects of undiagnosed sleep problems in young children is just beginning to be understood. Those working in Early Intervention programmes are uniquely placed to be able to screen for such problems as part of their standard practice. This workshop will train participants on how and why such screening is needed via the use of the Vancouver Polar BEARS.

Learning Objectives

1. Learn the importance of sleep to a developing brain
2. Learn to identify which children require screening for sleep problems
3. Learn to administer the Polar BEARS
4. Learn when to refer for a more intensive sleep assessment

C11 Bridging Cultural Differences through Knowledge of Childrearing – A Key Factor in the Transmission of Culture and the Shaping of Childhood

Standard Lecture – Intermediate

Judith A Colbert, PhD, Consultant, Guelph, ON

In increasingly diverse cultural contexts, teachers, counsellors and others working with children from infancy through childhood can benefit from knowledge of research findings on cultural transmission within families as well as an awareness of professional practices, beginning with observation and reflection, that can help them respond to cultural differences.

Learning Objectives

1. To define culture so that it is relevant to the activities of daily life
2. To learn what research says about how culture is transmitted within the family through specific child rearing practices
3. To discover specific steps to take, beginning with observation and reflection, to respond to cultural differences and help the individual child and family bridge those differences and achieve the dual goals of advancing social integration and intergenerational solidarity

■ 12:30 PM – 1:30 PM Lunch provided Exhibits Open and Poster Session

■ 1:30 PM – 3:00 PM Concurrent Sessions D

D1i Music and Movement: The Value of Music in Developing Motor and Postural Control – A Collaborative Approach between Music Therapy and Physiotherapy for Children with Developmental Disorders

Interactive Session – Beginner

Janet Ross, BPT, Physiotherapy for Babies and Children, Chilliwack, BC
Kim Ross, BA (Psychology, Music), Music Therapy Student, Chilliwack, BC

Music and movement naturally go together. In this presentation, we will explore the value of music in child development and how music can have an impact in promoting motor and postural control in children with developmental disorders.

Learning Objectives

1. Identify normal and abnormal motor and postural control in children
2. Identify a child's response to music and describe the impact of music in children with developmental disorders
3. Describe the benefits of collaborative work between Music Therapy and Physiotherapy

D1ii The Impact of Early Sensory Motor Experiences on Cognition, Connection and Character

Interactive Session – Intermediate

Christine M Roberts, BA, Early Childhood Creative Dance Educator, Founder of Nurturing Pathways, Nurturing Pathways Inc, Lynnwood, WA

Curious to understand why early sensory motor experiences have such a profound impact on brain development and school readiness? Discover what the brain does, when the prime windows for development occur, and how to deliver appropriate sensory motor experiences to babies and toddlers.

Learning Objectives

1. Participants will be able to describe the primary functions of the brain
2. Participants will practice and engage in movement activities that stimulate early sensory motor development
3. Participants will understand and have the rationale to explain the importance of early motor development to parents and other educators



D2 Building Communities, Addressing Diversity, and Creating Networks for Families of Children with Down Syndrome in a Multicultural Environment

Interactive Session – Intermediate

Ravi Ahluwalia, M.A.D.C.S, Psychometrist, Infant and Child Development Services Peel, Mississauga, ON

Lynda MacIntosh, BA, RECE, Infant and Development Consultant, Infant and Child Development Services Peel, Mississauga, ON

This interactive presentation will describe a group model designed to affect change in the lives of children with Down syndrome and their families. This model combines early intervention and parent support/networking at the point of the child and family's entry into the service system and involves the child, his family, and all those who make up his social environment.

Learning Objectives

1. Discuss the benefits of using a group structure that mimics the experience of families within their own communities and society at large
2. Present the benefits and challenges of introducing a new model of service for a population that has traditionally been at the core of early interventions' home visiting services
3. Discuss the potential long term benefits of parent-to-parent connections built within an environment that expands family's perceptions of their child, and of disability, while promoting intergenerational and cross cultural acceptance of difference in all its' forms.

D3 Movement Matters! Do You Believe?

Standard Lecture – Intermediate

Marnie Eastman, BScPT, MSc, Physical Therapist, Visual Impairment Program, Hearing Loss Resource Team, Provincial Autism Resource Centre, and Positioning and Mobility Team, Sunny Hill Health Centre for Children, Vancouver, BC

Christina Duncan, BHK, TRS, Recreation Therapist, Visual Impairment Program, Hearing Loss Resource Team, Sunny Hill Health Centre for Children, Vancouver, BC

Bruce Taylor, COMS, Vision Consultant and Orientation and Mobility Specialist, Visual Impairment Program, Sunny Hill Health Centre for Children, Vancouver, BC and VIHA-Queen Alexandra Center. Victoria, BC

Movement matters! Does it? Join us (Physiotherapist, Recreation Therapist and an Orientation and Mobility Specialist) as we explore the 5 Ws (why, when, who, where and why) that will make you believe movement is the key.

Learning Objectives

1. To identify strategies infants use when 'learning' to move
2. Strategies to support movements in children with visual impairment
3. Strategies to support a child's participation in activities in the community

D4 Empowering Families Who Have Children with Mental Health Challenges

Standard Lecture: Beginner

Victoria Keddiss, Parent In Residence, The F.O.R.C.E. Society for Kids' Mental Health, West Vancouver, BC

Marlisse McRobie, Parent In Residence, The F.O.R.C.E. Society for Kids' Mental Health, West Vancouver, BC

This workshop will provide an introduction to the FORCE Society for Kids' Mental Health, and how this non-profit organization is supporting and empowering families who have children with mental health challenges across the Province of BC.

Learning Objectives

1. Participants will be given the opportunity to hear and reflect on a narrative, in the telling of one family's journey with their son through the mental health system
2. The listener will be provided with the opportunity to make connections between this story and the lived-experience of the families they work with and support as educators
3. Participants will leave with a better understanding of the resources available to support children with mental health challenges and how families can access those services
4. Participants will create a community specific algorithm of resources and referrals, a tool they can use and immediately offer to the families they work with

D5 Essential Touch for the Growing Child

Interactive Session – Intermediate

Tina Allen, Director, Little Kidz Foundation, Vancouver, WA

Children have an essential need for healthy touch. Touch stimulates our brains most noticeably in our Limbic Cortex, which allows us to generate emotions and make connection with others.

Learning Objectives

1. Describe evidence based benefits of children's massage and touch therapy
2. Describe three components of children's massage that may positively contribute to healthy growth and development
3. Demonstrate simple hands-on children's massage protocol

D6 Honouring Our Babies: New Aboriginal Safe Infant Sleep Education Tools

Interactive Session – Intermediate

Adam King, BA, MPH, Provincial Lead-Health Promotion, Perinatal Services BC, Vancouver, BC

Lucy Barney, RN, MSN, Provincial Lead-Aboriginal Health, Perinatal Services BC, Vancouver, BC

In BC, the rate of Sudden Infant Death Syndrome (SIDS) is four times higher among Aboriginal babies. A new set of culturally relevant and interactive education tools has been developed to help service providers promote safe infant sleep.

Learning Objectives

1. Participants will have an awareness of the current research, rates, and theory on SIDS
2. Participants will have an awareness of the historical and contextual factors associated with the high rates of SIDS in First Nations and Aboriginal communities
3. Participants will have an understanding of the 7 key safe sleep practices that reduce the risk of SIDS
4. Participants will have an understanding of how to use the new Aboriginal Safe Sleep Discussion Cards and Facilitator's Guide

D7 Visual Media, a Tool to Teach Social and Emotional Development

Standard Lecture – Intermediate

Estelle Paget, Executive Director, KidCareCanada Society, Victoria, BC

Padmapriya Kandhada, PhD, Research Associate, Infant Studies Centre, Instructor Cognitive Systems, University of British Columbia, Vancouver, BC

Participants will view samples of KidCareCanada videos on topics such as emotional safety, toxic stress, epigenetics and postpartum depression, discuss their relevance to new parents, caregivers, health providers and others who support families, and other innovative and inclusive approaches to supporting new parents, helping them gain insights and skills.

Learning Objectives

1. Experience an innovative approach to knowledge translation for new parents and those who support them, using visual media
2. See how leading researchers share complex concepts in an inclusive and accessible format
3. Discuss collaborative approaches using visual media to enhance early child development



D8 Developmental Psychopathology of Worry: Interventions and a Glance at the Little Champions Curriculum

Standard Lecture – Intermediate

Danielle Kavin, MA, RCC, Mental Health Clinician, SFU/Child and Youth Mental Health, Mission, BC

During this presentation, participants will learn about the development of the pathology of worry for young children. The presenter will provide a review of the Little Champions curriculum, propose ideas for future research, and provide a sample of interventions used to treat worry from the Little Champions manual.

Learning Objectives

1. To increase participants' understanding of the development of pathology of worry
2. To review the Little Champions curriculum and to include ideas for future research
3. To increase awareness of the interventions used to treat worry using the Little Champions Curriculum

D9 Working with Families in the Downtown East Side

Standard Lecture – Beginner

April MN Kennedy, Infant Development Consultant, Sheway, Vancouver, BC

We offer non-discriminating, culturally sensitive, respectful Family Education in groups or individually. Safety and development education and assessments through home visits or in our drop in offer learning in a comfortable environment. Trust is paramount, and comes from acceptance of the client no matter where she is at. We believe the parent is the child's best teacher. Approximately seventy percent of our clients are Aboriginal. Before Sheway, our target clientele would deliver their babies in emergency, and would have their infants removed by MCFD. Now more than fifty percent of these babies go home with their mothers, some thirty percent are in parent approved living arrangements.

Learning Objectives

1. Learn how a cooperative community can come together in Vancouver's poorest postal code to help families who've had past trauma

D10 Creating Sex-positive Childhoods

Standard Lecture – Beginner

Marnie Goldenberg, Sexplainer, BA, LLB, Educator, Writer, Speaker, Vancouver, BC

The mindset that sexuality can only injure young children means that parents and professionals miss opportunities to reinforce healthy sexual development within early childhood. The session will outline healthy sexual development in the early years and discuss ways for professionals to educate, support, and reinforce these milestones with parents, other caregivers, and children themselves.

Learning Objectives

1. List why sex-positive education and communication is critical to child development
2. Present to parents practices that support the sexual health and safety of young children
3. Utilize appropriate language and sex-positive perspectives that meet the needs of diverse communities and values

D11 The Power of Risk Taking in Children's Outdoor Play

Interactive Session – Intermediate

Beverlie Dietze, PhD, Assistant Professor, Saint Vincent University, Halifax, NS

There are many different views on the merits and value of children's risk-taking in early learning outdoor play environments. This session will examine what is meant by risk taking, the types of perceptions and challenges adults have toward children's risky play, and strategies to advance risk-taking in children's outdoor environments.

Learning Objectives

1. Classify Sandseter's six categories of risky play and the benefits and challenges of them occurring in early learning programs
2. Examine perceptions, factors, and attitudes that influence the level and types of risky play in early learning programs
3. Create action plans that would support bringing 'risky safe play' back into early learning environments

■ 3:00 PM – 3:30 PM Break – Cold beverages provided, Exhibits Open and Poster Viewing

■ 3:30 PM – 4:30 PM Closing Session, Closing Remarks & Evaluation

Through the power of music the Drum Cafe collectively creates incredible experiences that last a lifetime. Everyone gets to play a traditional African hand drum and together with a team of professional musicians and facilitators will transform us into a community that is United, Uplifted and Inspired!

Sunday February 2

■ 8:30 AM – 4:30 PM Post-conference Session Strategies and Tools for Home Visiting: Developmental Parenting Approach

Mark Innocenti, PhD, Utah State University, Logan, UT

Lori Rogman, PhD, Utah State University, Logan, UT

Building on the plenary session on Saturday morning this workshop will deepen your knowledge of a Developmental Parenting approach. This approach focuses on parenting and child development, engages parents and children in developmentally supportive interactions, promotes specific developmental parenting behaviors, and helps parents and other family members use everyday activities to support children's development in the context of each family's culture and values. These components of the approach, based on research from multiple disciplines, will be described in detail.

Programs that deliver developmental parenting support services through home visiting need a way to ensure the quality of the home visiting process. HOVRS (Home Visit Rating Scales) is a tool to measure the quality of home visits to families with infants, toddlers, and young children. Using the HOVRS helps practitioners and their supervisors track their progress toward home visiting that effectively supports developmental parenting. The HOVRS tool includes four rating scales that measure home visiting process quality—Responsiveness, Relationship, Facilitation, and Non-Intrusiveness—and three rating scales that measure parent-child interaction, parent engagement, and child engagement. In this workshop, home visiting practitioners and supervisors will learn about HOVRS, how it was developed, and its reliability and validity. The latest version of the tool, HOVRS-A+, has been adapted for easier use and for observing indicators of excellence. Short video clips of home visits will provide opportunities to practice scoring HOVRS-A+ and to observe examples of indicators of home visiting excellence.

(Please note attendance in the plenary session is not required to attend this session)

Learning Objectives

1. State the basic assumptions of a developmental parenting approach
2. Describe specific strategies to increase developmentally supportive parenting
3. Recognize indicators of research-based dimensions of high quality home visiting
4. Understand how home visiting observation can be used in reflective supervision



Poster Listing

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

Friday, January 31, 2014, 5:15pm - 6:15pm (Networking Reception) - Saturday, February 1, 2014, 12:45pm to 1:30pm (Lunch)

Aboriginal Head Start in the Northwest Territories- "Making a Difference" - Implementation of a Culture-based Early Childhood Curriculum

Jennifer Chalmers, Clinical Psychologist, Tloondih Healing Society, Fort McPherson, NWT, BC; **Reanna Erasmus**, Program Manager, Yellowknives Dene First Nation, Yellowknife, NWT, BC; **Joyce McLeod**, Program Coordinator, Deh Gah Goti Dene Council, Deh Cho- South Slave Fort Providence, NWT, BC; **Rene Squirrel**, AHS Teacher, Hay River Dene Reserve District Authority, Hay River Reserve Dene, NWT, BC

Advancing Healthy Development in Child Care Settings: Impact of Nutrition Standards

Misty Rossiter, Ph.D, Pdt, Department of Applied Human Nutrition, Mount Saint Vincent University, Halifax, NS

APPLE in the Early Years - Active Play and Physical Literacy Everyday

Alannah Turcott, Child Studies Student/Research Assistant, Mount Royal University, Calgary, AB

Assessing Pre-service and In-service Early Childhood Educators' Linguistic Knowledge

Julia Forgie, MA Ph.D Candidate, School of Early Childhood Studies, Ryerson University, Toronto, ON

Better Together BC: Reconnecting Food and Fun

Sidney Massey, MPH, RD, Director of Nutrition Education BC Dairy Association, Burnaby, BC

Breastfeeding Promotion: A Canada Prenatal Nutrition Program (CPNP) Success Story

Katie Graham, MPH, Program Consultant, Public Health Agency of Canada, Western Region, Vancouver, BC

Cultural Continuity among Aboriginal Families Living Off Reserve in Alberta

Navjot K. Lamba, PhD, Research Scientist, Alberta Centre for Child, Family and Community Research, Edmonton, AB

Do Children's Weights Relate to Neighborhood Safety?

Morgan Yates, BScN, MN (student), RN, University of Calgary, New Westminster, BC

Do Design Features within Mathematics Story eBooks Really Support Mathematics Learning?

Soaad M Abdelhadi, MA, Teaching Assistant, Research Assistant; PhD Candidate, Simon Fraser University, Burnaby, BC; **JieChao Zhao**, MA, Education Department, Simon Fraser University, Burnaby, BC

Evaluating Family-centred Practice Using the Measure of Processes of Care (MPOC-ID): Lessons Learned from Peel Region

Lynda Macintosh, B.A, RECE, ECE.C, Occupational Therapist, Infant and Child Development Services Peel, Mississauga, ON; **Liv Elliot**, M.C.H.S., O.T. Reg (Ont), Occupational Therapist, Infant and Child Development Services Peel, Mississauga, ON; **Tammy Tang**, O.T. Reg (Ont.), Infant and Child Development Services Peel, Mississauga, ON; **Nikki Palmer**, BHSc (OT), O.T. Reg (Ont.), Occupational Therapist, Infant and Child Development Services Peel, Mississauga, ON; **Heather Boyd**, O.T. Reg (Ont.), M.Sc. Occupational Therapist, McMaster Children's Hospital, Hamilton, ON

Exploring Primary Students' Perceptions of Kindness: What Drawings Reveal

John Tyler Binfet, PhD, Assistant Professor, Faculty of Education, The University of British Columbia, Okanagan Campus, Kelowna, BC

Feeding Behavior at Four Months Predicts Neurodevelopmental Impairment in Preterm Infants

Margot Mackay, BScOT, Occupational Therapist, Neonatal Follow-Up Program, Children's and Women's Centre of BC, Vancouver, BC

Figuring the Ideal Child: Critical Considerations for Early Child Development Theory and Practice

Colleen Varcoe, PhD, RN, School of Nursing, The University of British Columbia, Vancouver, BC

Has the Prognosis Changed for Babies Born at 23 Weeks Gestational Age; the Lower Limit of Viability?

Anne Synnes, MDCM, MHSc, FRCPC, Neonatologist and Medical Director, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC; **Michelle Foisy**, BA, MA (Psychology: Behavioural Neuroscience), Research Assistant, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC; **Arsalan Butt**, M.Sc, Database Manager, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC; **Lindsay Colby**, BScN, Administrative Nurse, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC; **Jennifer Agnew**, BSc.(PT), Physiotherapist, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC; **Julie Petrie Thomas**, PhD, Consultant, Infant and Early Childhood Development, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC

Iti Nao, He Pito Mata (With Care a Small Seed Can Sustain a People)

Sonya Amana Rimene, MA Social Sciences, Social Work, BA History, Diploma of Physical Education, Tribal Affiliations: Ngāti Kahungunu & Rangitaane, General Manager Māori Health, Royal Plunket Society, New Zealand- Aoteora

Mental Wellness for Parents

Karin Rai, B.A M.A, Adult Mental Health Resource Coordinator, Family Education and Support Centre, Maple Ridge, BC; **Jenni Earley**, Program Coordinator, Dip Family Systems Theory, Maple Ridge, BC

Pediatric Assessment of Hearing-Impaired Preschoolers

Dianne Munz, MDCM, FRCP-C, Pediatrician, MAB-Mackay Rehabilitation Centre, Westmount, QC

Predicting Motor Outcomes of High-Risk Infants: Which Assessment is Best?

Margot Mackay, BScOT, Occupational Therapist, Neonatal Follow-Up Program, Children's and Women's Centre of BC, Vancouver, BC

Preterm Patient Journeys: Travels through the Health Care System

Anne Synnes, MDCM, MHSc, FRCPC, Neonatologist and Medical Director, Neonatal Follow-Up Program, British Columbia's Women's Hospital, Vancouver, BC. **Marlee McGuire**, MA (Medical Anthropology) Canadian Neonatal Follow-Up Network Coordinator, Vancouver, BC

Understanding Self-regulation in Young Children

Liv Elliot, M.C.H.S., O.T. Reg (Ont), Occupational Therapist, Infant and Child Development Services Peel, Mississauga, ON



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Pre-registration prior to January 8, 2014 is strongly recommended to ensure you receive all conference materials.

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

Refund / Transfer and Cancellation Policy

Refunds will be made (less a \$50 processing fee) if written notice of withdrawal is received by January 8, 2014. 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 8, 2014 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.



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)

Fees for the Canada Line are per way.

From Airport to Downtown: Monday - Friday fee is \$9.00 CAD

Weekdays after 6:30 pm, Saturday and Sunday is \$7.75 CAD

From Downtown to Airport: Monday - Friday fee is \$4.00 CAD

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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:

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The Early Years Conference 2014 Shaping Childhood: Factors that Matter. Thursday, January 30 - Sunday, February 2, 2014

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 address

Please inform us of any dietary requirements:

Affiliation

Please indicate which Affiliation/Profession best describes you:

- | | |
|--|---|
| <input type="checkbox"/> Administrator/Manager | <input type="checkbox"/> Psysiotherapist |
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| <input type="checkbox"/> Early Childhood Educator | <input type="checkbox"/> Speech-Language Pathologist |
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| <input type="checkbox"/> Infant Development Consultant | <input type="checkbox"/> Supported Child Development Consultant |
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| <input type="checkbox"/> Parent | <input type="checkbox"/> Other _____ |
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| <input type="checkbox"/> Pediatrician | |

Main Conference Session Choices

Please refer to the program for the 90-Minute 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:

	1st Choice	2nd Choice
	A1	A4

Friday, January 31st, 2014:

Session A: _____

Session B: _____

Saturday, February 1, 2014:

Session C: _____

Session D: _____

I will participate in the Networking Reception on Friday January 31st, from 5:15pm-6:15pm Yes No

I will participate in the Closing Session on Saturday February 1st, from 3:30pm-4:30pm Yes No

Pre-conference and Post-conference Tuition Fees

Pre-registration prior to January 8, 2014 is strongly recommended to ensure you receive all conference materials. All rates are quoted in CAD and the tuition fee includes GST. Please use one registration form per person. The pre/post-conference registration fee includes: Pre/Post-conference Material, Coffee/Tea Breaks, and a Certificate of Attendance.

If you also register for the main conference:

- Pre-conference Session \$150(\$142.85+GST)
 Post-conference Session \$150(\$142.85+GST)

If you are only attending the pre-conference and/or post-conference session:

- Pre-conference Session \$200(190.47+GST)
 Post-conference Session \$200(190.47+GST)

Total Payment = \$ _____

Thursday, January 30, 2014 (Pre-Conference)

Please choose which session you plan to attend:

- Session 1 Session 2

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For more detailed information on registration payment methods, please refer to "Registration & Tuition Fees" on Page 16