



20 YEAR  
ANNIVERSARY

# EARLY YEARS CONFERENCE

Nurturing Developmental Wellbeing - Strengthening Children and Families

## Sp'e'qum\*



\*Sp'e'qum [spay-come]: Children are regarded as a flower that needs nourishment, love and care. Think of our children as a garden, they need a place to show their beauty and pride. (Cowichan Coast Salish)

Pre-Conference January 28, 2016

**MAIN CONFERENCE**  
**January 29-30, 2016**

Post-Conference January 31, 2016

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**EARLY LEARNING**  
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## General Information

### Conference Committee

**Stacey Walsh | Co-Chair**, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC

**Angela Clancy | Co-Chair**, Executive Director, Family Support Institute, New Westminster, BC

**Tanya Brown**, ASCD Coordinator, Coast Fraser North Region; Squamish Nation Ayas Men Men Child and Family Services, So-Sah-Latch Family Center, North Vancouver, BC

**Dana Brynelsen**, Community Representative, former Provincial Advisor, Infant Development Program of BC, Retired, Halfmoon Bay, BC

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

**Jason Gordon**, Provincial Advocate, BC Association of Child Development and Intervention (BCACDI), Kelowna, BC

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

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

**Sue Khazaie**, President of the Board, Society for Children and Youth of BC; President of the Board, Canadian Association of Family Resource Programs, Langley, BC

**Sally McBride**, Knowledge Translation (KT) Manager, Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC

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

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

**Sue Sterling**, Aboriginal Early Childhood Development Consultant for the Interior Region, Ministry of Children & Families – Interior Region Contractor; Early Childhood Education Instructor, Nicola Valley Institute of Technology, Merritt, BC

**Sonya Vellet**, Psychologist, Vellet and Associates Child Psychological services, Inc., Vancouver, BC

**Michaela Woolridge**, PhD Candidate, University of British Columbia, Vancouver, BC

**Elaine Zamardi**, Project Officer, AIDP/ASCD Provincial Office, Victoria, BC



### Conference Description

Join us to celebrate 20 years of innovative professional development with our 10<sup>th</sup> conference in Canada for early childhood development and family support. Our success reflects the powerful partnerships that we have formed across many communities: University of British Columbia, Infant Development Program, Aboriginal Infant Development Program, Sunny Hill Health Centre, BC Children's Hospital, Family Support Institute and many more. These partnerships allow us to address diverse topics of evidence based practice and research. The 2016 conference will continue to lead the field to improve skill development, practice and systems. Over the last 20 years there has been an explosion of research in areas of child development, child welfare, infant mental health, and family support. The conference has evolved from national to international participation.

### Learning Objectives

- Empowering participants with cutting edge thoughts and practices
- Broadening our understanding of family centered practices and support to enhance family wellbeing
- Developing new skills and competencies
- Facilitating dialogue around diverse practices and beliefs
- Applying evidence based framework to inform practice and policy development
- Building partnerships across complex systems

### Who Should Attend

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
- Development Consultants
- Dietitians and Nutritionists
- Early Childhood Educators
- Education Assistants
- Families
- Family Development Workers
- Family Resource Program Staff
- Government Representatives
- Infant Development Consultants
- Nurses
- Occupational Therapists
- Parent Educators
- Physicians
- Physiotherapists
- Policy Makers
- Pregnancy Outreach Groups
- Program Facilitators
- Psychologists
- Recreation Therapists
- Researchers
- School Administrators
- Social Workers
- Speech Language Therapists
- Students
- Supported Child Development Consultants
- Teachers

### Location | The Hyatt Regency Vancouver

655 Burrard Street, Vancouver, BC

A special rate of \$149.00+taxes has been set aside for conference participants. Book your accommodation today to avoid disappointment. Specify that you are booking under 'Early Years 2016 Conference' and call local: 1-604-683-1234 or call toll-free: 1-888-591-1234 to reserve now and save!

### Professional Credits / Certificate of Attendance

Participants attending will be given a certificate stating 6 hours of educational instruction for FD1, FD2 and FD3, 5.75 hours for FD4, 3 hours for AM1 and 3 hours for PM1. Main conference participants will receive a certificate for 12.5 hours of educational instruction.

The Law Society of BC has approved "FD4: The Infant and Early Childhood Court Team Model" for one CPD credit

Please refer to our website for updates on credits:  
[www.interprofessional.ubc.ca](http://www.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: 604-822-7524 or by e-mail: sandeep.ipce@ubc.ca.

**Registration and Tuition Fees**

Pre-registration prior to January 11, 2016 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)

**Phone:** Register and pay over the phone. Toll-free within Canada/USA: 1-855-827-3112 or Local/International: +1 604-827-3112.

**Fax:** Fax the registration form to +1 604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will email you the secure online 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.

Make cheque payable to: The University of British Columbia

**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)

The tuition fee includes conference materials, refreshment breaks, and one lunch. 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 11, 2016. 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 11, 2016 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](http://www.translink.ca)

**From Airport to Downtown**

Monday - Friday fee is \$9.00 CAD\*, Saturday and Sunday is \$7.75 CAD\*

**From Downtown to Airport**

Monday - Friday fee is \$4.00CAD\*, Saturday and Sunday is \$2.75 CAD\*

\*Fees for the Canada Line are per way.

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)

**Program at a Glance**

**Thursday, January 28, 2016: Pre-Conference**

**Friday, January 29, 2016: Main Conference**

7:30	Registration Open
8:30	Welcome, Opening Remarks, Prayer & Plenary
10:00	Break - Exhibits & Poster Viewing
10:15	Plenary
11:20	Lunch (on your own) - Exhibits
12:30	Concurrent Sessions A
2:00	Break - Exhibits & Poster Viewing
2:30	Concurrent Sessions B
4:00	Break - Exhibits & Poster Viewing
4:30	Plenary
5:30	20th Anniversary Celebration: Evening at the Rooftop

**Saturday, January 30, 2016: Main Conference**

8:00	Registration Open
8:30	Plenary
9:30	Plenary Panel
10:30	Break - Exhibits & Poster Viewing
11:00	Concurrent Sessions C
12:30	Lunch (provided) - Exhibits
12:45	Poster Session
1:30	Concurrent Sessions D
3:00	Break - Exhibits & Poster Viewing
3:30	Closing Plenary & Closing Remarks
4:30	Adjourn

**Acknowledgments**

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

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## EARLY YEARS PRE-CONFERENCE | THURSDAY

**Pre-Conference Schedule\***

8:00 - 9:00	Registration
9:00 - 10:30	Session
10:30 - 10:45	Break (coffee provided)
10:45 - 12:15	Session Continued
12:15 - 1:15	Lunch (on your own)
1:15 - 2:45	Session Continued
2:45 - 3:00	Break (cold beverages provided)
3:00 - 4:30	Session Continued

\*see page 5 for Safe Babies Court Initiative and AMI Schedule

**FD1 Motivational Interviewing****FULL DAY****Motivational Interviewing: Supporting the Wellbeing of Children and Families** (limited enrollment: 40)

*Cristine Urquhart, MSW, RSW, Co-Founder, Change Talk Associates*

This one day knowledge and skills-based workshop will introduce learners to an MI style of communication and highlight some beginning skills and strategies to support engagement and guide towards positive health and related changes, tailored to the conference context.

Learning Objectives:

1. Experience how communication style influences motivation
2. Explore relational and technical components of MI
3. Identify the 4 processes of an MI conversation
4. Practice beginning skills and strategies to strengthen engagement, guide change and support the wellbeing of children and families

**FD2 Developmental Outcomes of Preterm Infants****FULL DAY (full day workshop - 4 sessions, 90 minutes each)**

Through the four sessions of this pre-conference workshop, participants will:

1. Understand that very preterm infants are at high risk for altered sensory processing and poor motor development
2. Understand the weakness experienced by preterm children as they enter Kindergarten and how these weaknesses affect learning at school
3. Understand the basics of language development, describe how exposure to multiple languages affects language development and the importance of hearing for language development and how this applies to the preterm population
4. Understand the developmental pathways of executive functions; identify early behaviors in the very preterm infant that are related to cognitive development and that predict later school-age executive functions

**Session 1: Very Preterm Infants are at High Risk for Atypical Sensory Processing and Developmental Coordination Disorder**

*Jill G Zwicker, PhD, OT(C), Assistant Professor, University of British Columbia, Vancouver, BC*

*Margot Mackay, BScOT, Occupational Therapist, BC Women's Hospital, Vancouver, BC*

*Anne Synnes, MDCM, Neonatologist, BC Women's Hospital, Vancouver, BC*

In a series of retrospective cohort studies, we show that very preterm infants are at high risk of altered sensory processing and poor motor development. We will highlight predictors of sensory processing difficulties and developmental coordination disorder in these children and discuss implications for clinical practice.

**Session 2: Examining Preschool Outcomes in Preterm Children**

*Virginia Frisk, PhD, CPsych, Psychologist, Dufferin-Peel Catholic District School Board, Mississauga, ON; Central West Region & Durham (CWR&D) Initiative*

*Rosanna McCahey, DCS, HBA, Psychometrist, Infant and Child Development Durham, Whitby, ON; CWR&D Initiative*

*Catherine Sondergaard, MEd, REC, AECEO.C, Psychometrist, Infant and Child Development Services Peel, Mississauga, ON; CWR&D Initiative*

This research examines the preschool outcome of preterm children to determine which ones are most at risk for later learning difficulties. It addresses how medical complications in the neonatal period, gender, a family history of learning difficulties, and psychosocial risk affect outcome. These results continue to inform service delivery practices.

**Session 3: How Does Exposure to Languages Other Than English Affect Young Children Born Preterm?**

*Anne Synnes, MDCM, MHSc, Neonatologist, Director Neonatal Follow-Up, BC Women's Hospital, Vancouver, BC*

*Jennifer Agnew, BSc(PT), Physiotherapist, BC Women's Hospital, Vancouver, BC*

*Laurie Usher, MSc, RAUD, Audiologist, BC Women's Hospital, Vancouver, BC*

*Julie Petrie, PhD, Consultant, Infant and Early Childhood Development, BC Women's Hospital, Vancouver, BC*

*Peggy Chow, MA, CCC-SLP, RSLP, Speech and Language Pathologist, BC Women's Hospital, Vancouver, BC*

*Lindsay Colby, RN, BScN, Neonatal Follow-up Program, BC's Women's and Children's Hospitals, Vancouver, BC*

*Sarah Wright, PT, Physiotherapist, Neonatal Follow-up Program, BC Women's and Children's Hospitals, Vancouver, BC*

Canada is a multicultural country and children are often exposed to different languages in the home. This presentation will review how exposure to multiple languages affects language development and provide new findings about the effects of language exposure on development at 18 months corrected age in a large Canadian study of very preterm children.

**Session 4: Research on Executive Functions in a Developmentally "At-Risk" Population: From Infancy through Early Childhood**

*Julianne Petrie Thomas, PhD, Developmental Consultant, Psychology Department, Neonatal Follow-up Program, Children's & Women's Health Centre of BC, Vancouver, BC*

*Anne Synnes, MDCM, Neonatologist, BC Women's Hospital, Vancouver, BC*

In developmentally vulnerable children, including those born very prematurely, attention and executive functions difficulties are very common. Participants will gain new knowledge of the brain, behavioral and physical developments that underlie the executive functions development and of research linking infant measures to, and factors that promote attention and executive functions.

**FDE Indigenous Perspectives on Providing for Children and Place Based Pedagogy****FULL DAY (full day workshop - 2 sessions, 3 hours each)**

Learning Outcomes:

Families, community, relationships and connections all in relation to a child's sense of self and their growth in a positive, supportive culturally appropriate environment. Offering ideas and information to assist children to become self-regulating beings.

**Session 1: Creating a Multi Aboriginal Cultural Space; Embracing Nature Based Learning through Play**

*Danielle Alphonse, MEd, BC Regional Innovation Chair, Aboriginal Early Childhood Development, Vancouver Island University, Nanaimo, BC*

*Sheila Grieve, MAIS, Early Childhood Education & Care Co Chair, Vancouver Island University, Nanaimo, BC*

The session will examine how to renew connection through play in natural based environments by considering child development focusing on self-regulation, self-identity and environment assessment. The session will integrate how to be inclusive to how to weave in many Nations into play and learning environments.

**Session 2: It Takes A Village**

*Denise Marie Findlay, MEd, Educator and Consultation, Squamish Nation Ayas Men Men Child and Family Services, West Vancouver, BC*

Attachment is a pre-eminent need that if met allows our children the rest and freedom required to learn and grow. Without attachment our children become very difficult to parent and teach resulting in many behaviors that don't often make sense to us. Never before have we had more access to information and technology on how to parent and teach children and never before have we been so misguided. During this workshop Denise reveals the power a strong attachment gives us as parents and caregivers. As Dr. Neufeld says "attachment is the womb of maturation". In order to raise kids who can thrive in a world that is wounding we must look beyond popular parenting interventions. Our relationship with the children in our care is the most important determinant in their growth and emergence towards becoming fully human, fully engaged beings with good hearts and good minds. If you are interested in an approach that transcends behavior management techniques and provides concrete answers and insights as to where to begin then this workshop is foundational.



**FD4 The Safe Babies Court Team Initiative****FULL DAY****The Infant and Early Childhood Court Team Model: How the Courts, Child Welfare Agencies, and Related Child-serving Organizations can Work Together to Meet the Developmental and Mental Health Needs of Infants and Young Children in Foster Care**

This workshop will be of interest to family lawyers, judges, child protection and child development experts who wish to explore an alternative model for the delivery of child protection and court services to children under 5. Participants in this workshop will learn:

1. The state of our knowledge regarding the developmental consequences of early neglect and abuse and how this research can be introduced as evidence
2. A description of an Infant and Early Childhood Court Team model that is showing significant improvement in reducing the time to permanency and risk of re-entry into care for babies and toddlers

**The Safe Babies Court Team Initiative Schedule**

8:30 - 9:00	Registration
9:00 - 9:15	Opening <b>Sonya Vellet</b> , PhD, RPsych, Psychologist, Vellet & Associates Child Psychological Services, Inc., Vancouver, BC
9:15 - 9:30	Introductory Comments <b>Grand Chief Edward John</b> , BA, LL.B, Hereditary Chief of Tl'azt'en Nation, First Nations Summit Political Executive, Honorary Doctor of Laws degrees, University of Northern British Columbia and University of Victoria, Nak'al Bun (Stuart Lake), BC
9:30 - 10:45	Impact of Disrupted Attachment, Trauma, and Toxic Stress on Infant and Child Development; Infant & Toddler Court Team Model; Interventions with Case Example <b>Neil W Boris</b> , MD; Chief, Behavioral Health at Nemours Children's Hospital and Professor of Psychiatry, University of Central Florida College of Medicine
10:45 - 11:00	Break
11:00 - 12:00	BC Experience: Case studies as Examples of Key Issues for Infants and Young Children in Foster Care in BC <b>Vanessa Lapointe</b> , PhD, Registered Psychologist (#1856), The Wishing Star Lapointe Developmental Clinic, Surrey, BC <b>Joanne Crandall</b> , PhD, R.Psych. Regional Clinical Team Leader for Child and Youth Mental Health, Northern BC, Ministry of Children and Family Development, Prince George, BC <b>Sonya Vellet</b> , PhD, RPsych, Psychologist, Vellet & Associates Child Psychological Services, Inc., Vancouver, BC
12:00 - 1:00	Lunch (on your own)
1:00 - 2:30	Examples of Canadian Models <b>Honourable Judge Lynn Cook-Stanhope</b> , Stanhope, Judge, The Provincial Court of Alberta, Calgary, AB <b>Evelyn Wotherspoon</b> , MSW, RSW, Evelyn Wotherspoon & Associates, Ltd., Calgary, AB
2:30 - 3:00	Break
3:00 - 4:30	Panel Discussion <b>Drs. Vanessa Lapointe, Joanne Crandall, Sonya Vellet, and Grand Chief Edward John</b>
4:30 - 5:00	Closing remarks presenter TBA

an opportunity to dialogue with key researchers in the field to gain a better understanding of how to foster child social and emotional competencies.

1. Increase understanding of the pathways to social and emotional development in the early years
2. Increase knowledge of social and emotional competencies in early childhood
3. Identify and compare evidence-based interventions that support the development of social and emotional competence and well-being in the early years

**AM1 Schedule**

8:30 - 9:00	Registration
9:00 - 10:30	Mini Panel Presentations Trends in Social and Emotional Development in BC <b>Eva Oberle</b> , PhD, Postdoctoral Fellow, Social & Emotional Learning Research, Collaborative for Academic, Social, and Emotional Learning, (CASEL), Vancouver, BC Social and Emotional Learning: Recent Research and Practical Strategies for Helping Children Thrive <b>Kim Schonert-Reichl</b> , PhD, Professor and Director, Human Early Learning Partnership, School of Population and Public Health, Faculty of Medicine, Department of Educational & Counselling Psychology, and Special Education, Faculty of Education, University of British Columbia, Vancouver, BC The Role of Social and Emotional Factors in Children's Ability to Exercise Executive Functions and Do Well in School <b>Dr. Adele Diamond</b> , PhD, FRSC, Canada Research Chair Tier 1 and Professor of Developmental Cognitive Neuroscience, Department of Psychiatry, University of British Columbia, Vancouver, BC
10:30 - 10:50	Break
10:50 - 12:00	Facilitated Discussion moderated by: <b>Maria LeRose</b> , MEd, Program Consultant, Dalai Lama Center for Peace and Education, Vancouver, BC The panel discussion will be guided by questions from communities and practitioners in a wide variety of professions working with families and children in their early years that emerge during the panel presentation session.

**PM1 Using Evidence in Early Child Development & Family Support: What's in Your Toolkit?****HALF DAY (1:15pm - 4:30pm)**

**Stephanie Glegg**, MSc, Knowledge Broker Facilitator, Occupational Therapist, Child Development & Rehabilitation Evidence Centre, Sunny Hill Health Centre for Children, Vancouver, BC

**Andrea Ryce**, MLIS, Clinical Librarian, Child Development & Rehabilitation Evidence Centre, Sunny Hill Health Centre for Children, Vancouver, BC

This interactive workshop will equip those involved in early child development and family support to access, evaluate, and use evidence from research, professional experience and the family perspective for effective, evidence informed decision-making. Participants will access online tools and apply learning using case examples and evidence specific to the field.

Learning Objectives:

1. To develop competencies in carrying out the steps involved in evidence informed decision-making through the application of evidence-based frameworks, models and tools
2. To facilitate collaborative learning across diverse professions and backgrounds to enhance understanding about the variability involved in evidence informed practice in different contexts
3. To empower participants to access and apply the best evidence to support the children and families with whom they work through the use of a comprehensive online resource toolkit designed for paediatric health professionals

**AM1 Child Social and Emotional Well-being - An Essential Foundation for Lifelong Health and Well-being****HALF DAY (9:00am - 12:00noon)**

**Presented by:** The Human Early Learning Partnership, School of Population and Public Health, UBC & The Dalai Lama Centre for Peace and Education

Research has established that child social and emotional development are critical to lifelong success. A recent study found a clear relationship between social and emotional skills in kindergarten and key young adult outcomes including education, employment, criminal activity, substance use and mental health.

Learning Objectives:

This pre-conference session will provide participants with an insight into aspects of social and emotional development across the early years. It will be

**PUBLIC FORUM****Making BC's Young Children and Families a Priority: A Call to Action**

Thursday, January 28, 2016 | 6:30pm - 8:30pm

**Lynell Anderson**, BComm, CPA, CGA, Public Policy Researcher & Community Engagement Specialist, Vancouver, BC

**Adrienne Montani**, BA Hons, Provincial Coordinator, First Call: BC Child and Youth Advocacy Coalition, Vancouver, BC

This interactive session will provide an overview of the scale and scope of socio-economic realities and how to make young children and families a public policy and investment priority in BC.

## EARLY YEARS MAIN CONFERENCE | FRIDAY

7:30am – 8:30am Registration Open

8:30am – 9:00am Welcome and Opening Remarks

**Stacey Walsh**, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC  
**Angela Clancy**, Executive Director, Family Support Institute New Westminster, BC

## Welcome and Opening Remarks

**Chief Ian Campbell**, X?lek'/Seky? Siy?m, Squamish Nation, North Vancouver, BC

9:00am – 10:00am Opening Plenary and Q&amp;A



### What Early Experiences Really Are Important for Children?

**Dale C. Farran, PhD**, Professor of Education and Psychology, Associate Director, Peabody Research Center, Vanderbilt University, USA

With the pressure toward “kindergarten readiness” and academic preparedness, parents (and teachers) can be confused about the types of experiences they

should be providing for young children. This presentation will speak to some dangerous trends happening now in the care of children. It will focus on the positive experiences children actually need.

Learning Objectives:

1. Increasing awareness of the importance of early experiences for brain development
2. Deepening understanding of the problems with adult-centered instruction
3. Developing an understanding of the dangers new media poses for family interactions
4. Learning important principles for positive interactions

10:00am – 10:15am Break (coffee provided)  
Exhibits Open | Poster Viewing

10:15am – 11:20am Plenary and Q&amp;A



### Attachment, Trauma and Clinical Intervention: Moving the Field Forward

**Neil W. Boris, MD**, Chief, Behavioral Health at Nemours Children's Hospital and Professor of Psychiatry, University of Central Florida College of Medicine

Attachment is best conceived as a biobehavioral system hardwired into humans and this session begins with a brief overview of the attachment

system. Traumatic experiences, including those impacting the caregivers of infants and young children, can lead to disruption or disorganization in early attachment. Using case material and the framework of an important early intervention called the Circle of Security, the remainder of this session will focus on how attachment-based interventions can impact early relationships and improve attachment security.

Learning Objectives:

1. Participants will understand the developmental importance of early attachment
2. Participants will consider the impact of early trauma on the development of attachment
3. Participants will appreciate how models like the Circle of Security can enhance attachment security even in the context of early trauma

11:20am – 12:30pm Lunch (on your own)  
Exhibits Open

12:30pm – 2:00pm Concurrent Sessions A

## A1 Urban Aboriginal Mother Goose

Panel Session | Intermediate

**Doreen Macfarlane**, Early Childhood Development Team Leader, Vancouver Native Health Society, Aboriginal Child & Family Support Services, Vancouver, BC

**Cindy Pete**, Aboriginal Infant Development Worker, Vancouver Native Health Society, Aboriginal Child & Family Support Services, Vancouver, BC

**Lorinda Seto**, Aboriginal Infant Development Worker, Vancouver Native Health Society, Aboriginal Child & Family Support Services, Vancouver, BC

A thriving Parent-Child Mother Goose Program® in Aboriginal Vancouver is described, with its influence not only on parent-child relationships and language development, but also a growing sense of belonging and cultural pride for participants. The community, program, and the necessary respect and understandings to make this work will be described.

Learning Objectives:

1. Understand the capacity of the Parent-Child Mother Goose Program® to adapt to many communities through incorporating languages, cultures and practices
2. Invoke thoughts of connecting to cultural history and pride in many community settings
3. Learn about the challenges and richness of the diverse cultural make-up of the urban Aboriginal population of Vancouver

## A2 Honouring the Knowledge & Skills of Families: Weaving Together Empowerment Practices and Advocacy through Storytelling

Interactive Session | Intermediate

**Terri Peterson**, MSW, SASW(SK), KidsFirst Counsellor, KidsFirst Saskatoon, Saskatoon Health Region, Saskatoon, SK

“Honouring the Knowledge & Skills of Families” will introduce a ‘Narrative Approach’ to both support and enhance family wellbeing. The ‘Collective Narrative Assignment’ is an empowerment based framework. It can also serve as an evidence based framework to inform practice and inspire both helpers and communities alike.

Learning Objectives:

1. Develop skills and competencies to use the ‘Narrative Approach’ in our direct work with families
2. Utilizing the ‘Collective Narrative Approach’ to support and enhance family wellbeing
3. Understand the ‘Collective Narrative Approach’ as an empowerment based methodology, a community development practice, advocacy tool, and an evidence based framework to inform practice and policy development
4. Respecting the diversity of families and supporting cultural safety by informing our practices in the ‘Narrative Approach’

## A3 The Role of Parents on the Development of Digital Literacy in Young Children

Standard Lecture | Advanced

**Yvonne K Adebare**, BA, ECE, MA (in progress), Program Manager, Early Childhood Development, Sources, Surrey, BC

This presentation will review current research on the development of digital literacy in young children. Included will be:

- a definition of digital literacy
- why this is an issue in today's world
- the role of parents on the development of digital literacy

Learning Objectives:

1. Provide cutting edge thoughts and practices related to the area of digital media for young children
2. Broaden understanding of the family role in the healthy development of digital practices
3. Contribute to a discussion related to digital literacy practices and beliefs



## Two 45-minute Sessions

### A4i Cultural Construction of Early Year's Programs: Intersections of Gender, Health Literacy, Literacy and Education through the Voice of Karen Refugee Women

Standard Lecture | Intermediate

Nancy Clark, RN, PhD, Vancouver, BC

This ethnographic study highlights how intersections of geography, gender and literacy impacted the mental health and well-being of Karen refugee women accessing Early Years Programs. Advances are put forward for integrated systems of settlement support that promote social justice and include a trauma/violence and cultural safety framework.

Learning Objectives:

1. Facilitate understanding of how Early Years Refugee Programs can facilitate literacy and health literacy for women and families
2. Facilitate dialogue amongst various stakeholders and community service providers
3. Provide evidence based frameworks that integrate a gender, literacy and health literacy into early year programs to inform practice and policy specifically for women and families who do not speak English and who have not had access to formal education

### A4ii Helping Immigrant and Refugee Parents Support Child Health: Increasing Understanding and Uptake of Prevention and Early Intervention Strategies

Standard Lecture | Intermediate

Judith A Colbert, PhD, Consultant, Guelph, ON

Professionals face challenges when working with families with different health beliefs, who are unfamiliar with the concept of prevention. Explore patterns for understanding health issues and preventive activities. Learn how changes to communication strategies make it more likely that health messages "feel right" and lead to action supporting child health.

Learning Objectives:

1. Develop a framework for understanding cultural differences in health beliefs and practices
2. Explore specific strategies for prevention and early interventions that parents with diverse cultural backgrounds, especially immigrants and refugees, may be reluctant to use
3. Discover how changes to communication strategies can increase parent understanding and make it more likely that they will take action in support of their child's health

## 3-hour Session

### A5 B5 The Transdisciplinary use of the Circle of Security-Parenting (COS-P) Program to Promote Child Development and Secure Caregiver-Child Attachment

Panel Session | Intermediate

Sonya Vellet, PhD, RPsych, Psychologist, Vellet & Associates Child Psychological Services, Inc., Vancouver, BC

Dianne Tower, MA, S-LP (C) RegBC, Speech-Language Pathologist, Tower Speech & Language Services, Dawson Creek, BC

Ami-Jo Dunn, MSc(OT), Occupational Therapist, Child Development Centre, Fort St John, BC

Joanne Brown, MSW, New Directions Parenting Centre, Winnipeg, MB

Jody Carrington, PhD, RPsych, Psychologist, Private Practice, Olds, AB

Charlie Slaughter, MPH, RD, Department of Children and Families, Hartford, CT, USA

The purpose of this session will be to discuss the use of attachment-based principles and COS-P by professionals from various disciplines (OT, SLP, SW, Dietician, Psychologist) and settings as the relational context in which to promote the child's self-regulation, communication, and social skills, learning, and healthy eating and sleeping habits.

Learning Objectives:

1. Understand the importance of attachment as a key foundation for parent-child relationships and optimal developmental outcomes
2. Recognize how a relationship-based approach and COS-P create a unified platform across disciplines to support and strengthen families and their children
3. Gain awareness of how COS-P can be utilized to build capacity within their own teams and communities to engage and support families

### A6 Trauma Informed Practice in Child and Youth Systems of Care

Interactive Session | Intermediate

Nancy Poole, DipCS, MA, PhD, Researcher, BC Centre of Excellence for Women's Health, Vancouver, BC

This session will introduce evidence on trauma informed practice (TIP) in work with children and families, and engage participants in consideration of TIP as a cutting edge practice that can be applied in their contexts to promote the resilience of children, parents, workers, agencies and whole systems of care.

Learning Objectives:

1. Introduce evidence on TIP in work with children and families
2. Demonstrate how TIP as an evidence based framework has informed practice and policy development in a range of contexts
3. Engage participants in consideration of how TIP might be applied in their settings

### A7 Helping Children Manage Stress: Tools for Resiliency

Interactive Session | Introductory

Claude Painter, MEd, Faculty, Early Childhood Education Program, Langara College, Vancouver, BC

Cindy Andrew, BPE, BEd, Program Consultant, The Psychology Foundation of Canada, Toronto, ON

While the critical role of stable, supportive relationships cannot be understated, equally important to fostering children's resiliency is promoting adaptive responses and supporting their development of the competencies needed to cope with life's challenges. This participatory workshop will introduce participants to practical strategies and resources that can help.

Learning Objectives:

1. Learn how stress can effect developing brains and its relevance to fostering resiliency in young children
2. Learn about evidence-informed developmentally appropriate strategies that can assist in helping young children develop the skills to cope with life's challenges
3. Explore an array of mutually reinforcing strategies, including some focused on supporting parents/caregivers, designed to enhance the resiliency of youngsters

### A8 Thinking Like a Village - Using a Systems Approach to Create Impact for Children

Interactive Session | Intermediate

Joanne Schroeder, Executive Director, Comox Valley Child Development Association, Courtenay, BC

Lynn Joseph, Success by 6 Coordinator, Comox Valley, Courtenay, BC

Michelle Guthrie, Early Years Centre Coordinator, Comox Valley Child Development Association, Courtenay, BC

For over two decades, communities have been working together to create change for children, yet we know that we are not making a significant difference. This workshop will describe how systems thinking can be used to deepen our impact. Systems thinking is more than what we often call collective impact. It is a holistic approach that focuses on the way that a system's distinct parts interrelate and continually change. Using the story of the Comox Valley, participants will learn about: local engagement, the interaction with provincial systems, the importance of leadership, and hiccups along the way.

Learning Objectives:

1. Increase their understanding of complex systems theory and how it can be applied in early child development services and supports
2. Gain tools that can be applied in their communities
3. Understand how provincial and local policy can interact to support community efforts



**A9 “He Can’t Attend Without me Paying Double”: Barriers to Access in Informal Early Learning for Children with Disabilities**

*Interactive Session | Introductory*

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

This presentation reports on a study of early learning opportunities that found that the vast majority failed to anticipate, plan for, or invite the participation of children with disabilities. Attendees will be invited to critique some examples together and to collaborate on ways to help boost inclusion aims across settings. Learning Objectives:

1. Gain a clearer understanding of some of the early learning information aimed at parents of young children
2. Consider and articulate their thoughts on the implications of early learning messages that imply typical development as a pre-requisite
3. Discuss and critique some mainstream representations of young children that fail to reflect diversity

**A10 Basic Needs Informed Care – the Myth of Self Sufficiency**

*Interactive Session | Intermediate*

**Joanne S Goldblum**, MSW, Executive Director, National Diaper Bank Network, New Haven, CT, USA

This interactive session will provide a comprehensive understanding of the impact of poverty on the development of a child. We will examine personal feelings about poverty, as well as the role that poverty plays in toxic stress. We will discuss strategies for asking questions differently and will provide practical tools to take away. Learning Objectives:

1. Encourage consideration of basic needs and poverty in general assessments, intakes and ongoing service delivery to children and families
2. Identify behaviors and conditions that may spring from a lack of basic needs - linked to broadening our understanding of family centered practices and support to enhance family wellbeing
3. Recognize and overcome barriers to discussing basic needs with clients - linked to developing new skills and competencies
4. Understand personal feeling about poverty and the needs of families - linked to facilitating dialogue around diverse practices and beliefs

**A11 Interactive Poster Session**

*Interactive Session | All Levels*

For a complete presentation log, please see page 15

This session will be structured to allow participants to engage with their choice of poster presenters, facilitate small group presentations and discussions.

**2:00pm – 2:30pm**      **Break** (cold beverages provided)  
Exhibits Open | Poster Viewing

**2:30pm – 4:00pm**      **Concurrent Sessions B**

**B1 Our Stories: by First Nations Teen Parents**

*Interactive Session | Introductory*

**Kerry Robertson**, BEd, Co-Director & Co-Producer of Film, “Our Stories”, Partner of Parenting Path Group Productions, Port Alberni, BC

**Juliana McCaig**, BA, MSW, Partner of Parenting Path Group Productions, Port Alberni, BC

**Nicole Watts**, Co-Director and Narrator of Film, “Our Stories”, Port Alberni, BC

The film, “Our Stories: by First Nations Teen Parents”, was envisioned by Nicole Watts, of the Tseshah Nation, while she was 15 years old and pregnant. A powerful documentary and resource for teen parents and all who support them. View the film and partake in follow up discussion with Nicole and her co-producer, Kerry Robertson. Learning Objectives:

1. Better understand the realities of teen First Nation parents
2. Better understand the interplay between culture and pregnancy/parenting
3. Consider how community support for First Nations teen parents might be improved

**B2 Supporting and Connecting with Families for Successful Intervention**

*Standard Lecture | Introductory*

**Leora Shipley**, BA, Infant Development Consultant, Reach Child and Youth Development Society, Delta, BC

Participants will gain family-centered strategies to help them better support families, thus increasing their chances for successful intervention. Areas covered include ensuring sensitivity in our work, empowering families, as opposed to “fixing” children, strategies for proceeding when we suspect there may be a need for a diagnostic assessment, and incorporating wellness in the family unit. Learning Objectives:

1. Gain strategies that can be used in their daily work to help better support families, thus increasing the success of their work and successful intervention, depending on their role
2. Learn strategies for approaching families with more positivity, even when there are significant concerns regarding a child’s development
3. Gain greater understanding of the importance of wellness and quality of life for children and families, even when a child faces significant challenges

**B3 Ecology of Technology: Mobile Screen Devices for Infants and Toddlers**

*Standard Lecture | Intermediate*

**Michaela Wooldridge**, PhD Candidate, University of British Columbia, Vancouver, BC

This session presents the results of a research study that examined mobile screen devices in the family home environments of Canadian families with children aged birth to three years, with a focus on the importance of understanding parental beliefs about mobile devices as linked to children’s first experiences with technology. Learning Objectives:

1. How mobile technology shapes the infant’s developmental environment.
2. What Canadian parents know and believe about mobile technology for their young child
3. Developmentally informed recommendations for infant-toddler use of mobile devices

**B4 Nurturing and Supporting Children: Connectivity and Isolation for Families in Rural and Urban Communities in BC**

*Interactive Session | Intermediate*

**Mari J Pighini**, PhD, Institute for Early Childhood Education and Research, Faculty of Education, University of British Columbia, Vancouver, BC

**Mary Stewart**, MA, Institute for Early Childhood Education and Research, Faculty of Education, University of British Columbia, Vancouver, BC

**Silvia L Vilches**, PhD, Centre for Health Leadership and Research, School of Leadership Studies, Faculty of Applied and Social Sciences, Royal Roads University, Victoria, BC

Our interactive presentation provides participants with an opportunity to learn from the findings in two projects working with children and families receiving early childhood/early intervention services in urban/rural communities in British Columbia; drawing from these findings, participants are invited to add their views and devise solutions for their own communities.

A premise guiding our presentation, based on the Conference’s theme on the “garden where children need to show their beauty and pride” refers to the importance for children to grow in well-supported families and with strong communities backing them up through the network of services.

Learning Objectives:

1. Expand knowledge and share views about common issues that non-Aboriginal and Aboriginal families and their ECE and EI service providers experience in different urban and rural communities in BC as they experience successes and challenges in raising their children with special/additional needs while accessing/receiving ECE and EI services
2. Identify and relate to issues raised through the discussion of the “per capita funding model,” in their own community of work and/or residence, and, subsequently
3. Connect potential problems or challenges and possible solutions that are meaningful and important in their work with families



## 3-hour Session Continued

**B5 A5** **The Transdisciplinary use of the Circle of Security-Parenting (COS-P) Program to Promote Child Development and Secure Caregiver-Child Attachment**

Panel Session | Intermediate

**Sonya Vellet**, PhD, RPsych, Psychologist, Vellet & Associates Child Psychological Services, Inc., Vancouver, BC

**Dianne Tower**, MA, S-LP (C) RegBC, Speech-Language Pathologist, Tower Speech & Language Services, Dawson Creek, BC

**Charlie Slaughter**, MPH, RD, Department of Children and Families, Hartford, CT, USA

**Ami-Jo Dunn**, MSc(OT), Occupational Therapist, Child Development Centre, Fort St John, BC

**Joanne Brown**, MSW, New Directions Parenting Centre, Winnipeg, MB

**Jody Carrington**, PhD, RPsych, Psychologist, Private Practice, Olds, AB

See A5 for full description.

**B6** **Resilience Among Families of Children with Autism Spectrum Disorder: Exploring Pathways to Adaptation and Implications for Practice**

Panel Session | Intermediate

**Emily Gardiner**, PhD, Postdoctoral Fellow, University of British Columbia, Vancouver, BC

**Grace Iarocci**, PhD, Professor, Simon Fraser University, Burnaby, BC

**Gisella LaMadrid**, BA, MA Student, Adler University, Vancouver, BC

We present findings from two studies examining risk and protective factors in quality of life and resilience among families of children with autism spectrum disorder. The findings identify opportunities for supporting such families, and the practical applications of the research will be discussed.

Learning Objectives:

1. Become familiar with a model of family resilience that incorporates family belief systems, organizational processes, and communication patterns
2. Understand child factors and family processes that place families at risk, as well as those that protect against adversity
3. Participants will consider their role in supporting families of children with autism spectrum disorder

**B7** **Calm, Alert, and Learning: Using Theory and Research in Everyday Practice to Optimize Children's Social and Emotional Well-Being**

Interactive Session | Intermediate

**Kiran Sidhu**, BACYC, MEd, LECE, Director, Supported Child Development Program, Fraser Valley Child Development Centre, Abbotsford, BC

**Bonnie Laverty**, BACYC, Child Development Consultant, Fraser Valley Child Development Centre, Abbotsford, BC

**Jodie Elliott**, BACYC, Child Development Consultant, Fraser Valley Child Development Centre, Chilliwack, BC

This interactive workshop will provide participants with an increased understanding of stressors that children experience in the domains of self-regulation. Participants will be able to link theory and research to practice through hands-on activities that will reinforce their understanding and immediate implementation.

Learning Objectives:

1. Empower participants with cutting edge thoughts and practices
  - Increase their knowledge regarding current research in the area of social and emotional learning to help inform their practice
2. Develop new skills and competencies
  - Complete the workshop with increased skills, knowledge and practical strategies they can implement in their work with children and families
3. Apply evidence based framework to inform practice
  - Learn evidence-based strategies to support children with social and emotional challenges

**B8** **Building a Foundation of Effective Coaching for Improving Quality of Early Childhood Environments**

Standard Lecture | Advanced

**Barb Reid**, MEd, Executive Director, The GRIT Program (Getting Ready for Inclusion Today), Edmonton, AB

**Veronica Smith**, PhD, Professor, Education, University of Alberta, Edmonton, AB

The ASaP Continuum Project implemented an evidence based model to support adult capacity building in the area of supporting children's social and emotional development. This session will share our implementation plan and highlight our research outcomes in areas of increase in educator's skills and coaching practices.

Learning Objectives:

1. Gain understanding of the steps of implementation science leading to successful program development
2. Identify professional practices needed for successful development of a coaching relationship
3. Gain awareness of the impact of conditions of learning (centre leadership and educator readiness) on the outcomes of effective coaching and adult capacity building

**B9** **BC Early Years Centres**

Panel Session | Advanced

**Jan White**, Masters - Child Youth Care, Director Stakeholder Engagement, Provincial Office for the Early Years, Victoria, BC

**Danielle Smith**, Masters - Child Youth Care, Director Aboriginal Stakeholder Engagement, Provincial Office for the Early Years, Victoria, BC

The Provincial Office for the Early Years is implementing BC Early Years Centres to ensure government and community programs and policies are integrated to meet the needs of children and families.

Local models of BC Early Years Centres will present promising practices which support families in receiving a consistent and convenient single point of access to a range of services and supports for their children. Building on initial lessons learned from the first year of evaluation, presentations and discussions will focus on the success factors related to establishing integrated early years centres.

Learning Objectives:

1. Empower participants with cutting edge thoughts and practices. Local models of BC Early Years Centres will present promising practices which support families in receiving a consistent and convenient single point of access to a range of services and supports for their children
2. Apply evidence based framework to inform practice and policy development - Continuum of Service Integration as a framework being used by communities to begin to move complex systems from 'coordination to service integration'. Discussions about strategies to move along the continuum within the context of the BC Early Years Centres will be a part of the panel presentation
3. Build partnerships across complex systems - using qualitative data from the evaluation, initial findings will provide an opportunity to discuss the success factors and challenges related to establishing integrated early years centres

**B10** **Bonding Through Bars - Giving Voice To The Silenced Children of Incarceration**

Interactive Session | Introductory

**Samantha Sarra**, MA, International Communications, Activist, Writer, Mission, BC

This session will take the shape of an interactive workshop. Showcasing a 5 minute documentary of Canadian women with lived prison experience, presentations on the impact of parental incarceration on children and mothers and engage the group in circle style dialogue.

Learning Objectives:

1. Empower participants with cutting edge thoughts and practices - there is a dearth of research, information and education in working with justice involved families, this session will help address this gap
2. Broaden our understanding of family centered practices and support to enhance family wellbeing - justice involved families are often dealing with shame, PTSD, the child protection system, mandated parenting classes and much more - this session will enhance understanding, empathy and awareness of both the global context, local context and how child and family service providers can help
3. Facilitate dialogue around diverse practices and beliefs - adequately caring for justice involved families requires an interdisciplinary approach and enhanced understanding of the systemic barriers these families may be facing

**B11 The 3 M's - Music, Massage, and Movement: A Collaborative Approach Between Music Therapy and Physiotherapy for At-Risk Babies**

Interactive Session | Introductory

Janet Ross, BPT, Physiotherapist, Chilliwack, BC

Kim Ross, BA, BMT, Music Therapist, Chilliwack, BC

This presentation will highlight the benefit of music, massage, and movement on the developing baby. It will give practical ideas and an in-depth understanding of why and how these activities help, and demonstrate how music therapy and physiotherapy can work in partnership to provide an effective early intervention for vulnerable babies.

**Learning Objectives:**

1. Understand the use of music and its impact on development
2. Understand the importance of touch in development
3. Understand the sensory information of movement and the importance of sensory input for motor skill development



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

Exhibits Open | Poster Viewing

4:30pm - 5:30pm **Plenary and Q&A**



**A New Kind of Fitness: Strengthening Social and Emotional Competence and Well-being in Early Childhood**

Kimberly Schonert-Reichl, PhD, Professor and Director, Human Early Learning Partnership, School of Population and Public Health, Faculty of Medicine, Department of Educational & Counselling Psychology, and Special Education, Faculty of Education, University of British Columbia, Vancouver, BC

Understanding the factors that predict young children's success in school and in life has long been of interest to researchers, parents, educators, and societal agencies interested in the promotion of competence and the prevention of educational, psychological, and behavioural problems. The past decade has seen the emergence of groundbreaking research documenting the critical role that self-control, self-regulation, and social-emotional processes, such as emotional understanding and empathy play in forecasting young children's short- and long-term adjustment. In this presentation, Dr. Schonert-Reichl will begin with a brief overview of some of the latest scientific discoveries on young children's social and emotional competence and describe how recent innovations in the development and implementation of evidence-based social and emotional learning approaches can inform practice and policy. The presentation will then include examples of programs and practical strategies that parents and early childhood educators can use with the children in their lives.

**Learning Objectives:**

1. Increase participants' understanding of the cutting edge research on the key dimensions of social and emotional competence and well-being in the early years, and the impact of these dimensions on later adjustment in adolescence and adulthood
2. Increase knowledge and the skills of parents, practitioners, and educators in order to strengthen their awareness of social and emotional competence in early childhood
3. Increase awareness of evidence-based programming that supports the development of social and emotional competence and well-being in the early years

5:30pm - 7:00pm **20th Anniversary Celebration: Evening at the Rooftop**

The first Early Years Conference was held in 1996! Join us for an evening of celebration and networking on the 34th floor at the Hyatt rooftop rooms with views of Vancouver, mountains, and the ocean. For only \$20 you will enjoy a reception including hors d'oeuvres and a beverage.

**Presentation**

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

Space is limited, so please sign up early to avoid disappointment.

**EARLY YEARS MAIN CONFERENCE | SATURDAY**

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

8:30am - 9:30am **Plenary and Q&A**



**Motivational Interviewing: Compassionate Conversations of Change with Families**

Cristine Urquhart, Cristine Urquhart, MSW, RSW, Co-Founder, Change Talk Associates, Vancouver, BC

Increasing attention is being paid to the benefits of using a Motivational Interviewing (MI) approach to enhance parent engagement and support overall child and family health. MI is an evidence-based communication style that combines partnership and compassion with purposeful skills and strategies to guide health and related change. This one hour plenary will provide an overview of Motivational Interviewing, highlighting what it is, how it works and the value of this approach to engage and guide change with families across Early Years practice areas.

**Learning objectives:**

1. Identify the key components of Motivational Interviewing
2. Expand understanding of how service provider communication style influences motivation for change
3. Share beginning skills and strategies

9:30am - 10:30am **Plenary Panel including Q&A**

**Nurturing Developmental Wellbeing Strengthening Children and Families: Perspectives from Family Members**

Throughout their lives, parents learn the power of storytelling and the impact that their intimate story has on the lives of those working in support roles. Always a favourite part of the Early Years Conference, the panel members will share with us their stories related to our conference, our themes, and our attendees. We will hear of their experience, of their strengths and of their reflections on services received.

**Learning Objectives:**

1. Learn the ways in which a family's lived experience is deeply complex and can sometimes have more layers than we see during our time with them
2. Hear about the ways in which families find their own ways of coping and finding balance as they begin on new, sometimes unexpected journeys
3. Learn about the key ingredients and components that contribute to positive family experiences and relationships with professionals providing child or family services
4. Understand the value, hows and whys of emotional support for families in an unexpected and confusing time
5. Consider various service delivery models from the viewpoint of family experience

10:30am - 11:00am **Break** (coffee provided)

Exhibits Open | Poster Viewing

11:00am - 12:30pm **Concurrent Sessions C**

**C1 Seeds of Hope: Creating Change by Building Connection and Capacity in Community**

Standard Lecture | Intermediate

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

Shaun Phillips, MEd, Registered Clinical Counsellor, Sand Story Psychology Services, Vancouver, BC

The Seeds of Hope project is a community wide, attachment-based intervention implemented to support the children, parents, teachers, and community of Long Lake #58 Nation. This presentation will cover the model of the intervention, and the delivery of the Seeds of Hope program over the two years. The journey of how the program was received by the community, and how the work evolved and grew over time providing a model of community wide change that spans the generations will be shared for discussion.

**Learning Objectives:**

1. Understand how the Seeds of Hope project was created and the importance of a transactional model
2. Provide understanding of the intergenerational nature of attachment and how the attachment relationships were disrupted through colonization and residential schooling
3. Initial results of using a transactional model of intervention in First Nations communities

## C2 Family Network for Growth and Sustainability - Family Support Institute of BC's Peer Mentor Program

### Standard Lecture | Introductory

**Angela Clancy** (Co-Chair), Executive Director, Family Support Institute, New Westminster, BC

The Family Support Institute (FSI) is a provincial non-profit charitable society registered in 1985. FSI supports and connects with approximately 10,000 families each year who have a family member with a disability. This support to families stems mainly from our large volunteer network of Resource Parents (RP's) and Resource Family Members (RFM's) who act as peer mentors to other families in need of support. Currently our peer mentor network supports over 250 volunteer parents who support families regionally by sharing experiences and expertise, connecting families with each other, guiding families to supports and services in their regions, and facilitating training and educational sessions. FSI is unique in Canada and is the only grass roots, parent to parent support organization with a broad volunteer base and mandate.

Learning Objectives:

1. Learn about the benefits of parent to parent support with a grass roots approach and foundation
2. Hear specific testimonials and tangible data/statistics that have enhanced the reduction in family reliance on paid, formal supports and services
3. Learn about formal strategies implemented by FSI that have enabled families to become more educated and empowered to think and act creatively in terms of supports for their children
4. Hear about approaches to family engagement that allow for more robust engagement in community and families' development of strong relationships and networks
5. Learn about the formal building blocks for a strong, engaged volunteer network and how the volunteers are supported regionally and provincially with best practice approaches to family support

## C3 Engaging Parents: The Adaptability of the Nobody's Perfect Parenting Program

### Interactive Session | Introductory

**Cathy Ryan**, Policy Analyst, Division of Children, Seniors and Healthy Development, Public Health Agency of Canada, Ottawa, ON

**Carmen Contreras**, Coordinator of Family Resource Programs, Mount Pleasant Neighbourhood House, Vancouver, BC

**Ruby Banga**, Nobody's Perfect Provincial Coordinator, BC Council for Families, Vancouver, BC

**Jesus Gonzalez**, Nobody's Perfect Facilitator, Mount Pleasant Neighbourhood House, Vancouver, BC

**Lea Labege**, Coordinator of Family and Seniors Programs, Frog Hollow Neighbourhood House, Vancouver, BC

**Carmen Paterson-Payne**, Nobody's Perfect Manitoba Provincial Coordinator, Youville Centre, Winnipeg, MB

**Lavonne Roloff**, Nobody's Perfect Provincial Coordinator, Alberta Home Visitation Network Association, Edmonton, AB

**Tanis Shanks**, Nobody's Perfect Provincial Coordinator, Saskatchewan Prevention Institute, Saskatoon, SK

"There are no perfect parents... We can only do our best..." This interactive session will highlight how the Nobody's Perfect Parenting Program can be adapted to meet the diverse needs of fathers and newcomers. It will also demonstrate how other resources can be incorporated to address mothers' mental health.

Learning Objectives:

1. Increase awareness of a variety of adaptations that can be made to parenting programs to better meet the needs of vulnerable participants
2. Increase awareness of facilitation techniques that can be used when offering parenting programs
3. Increase awareness of the Nobody's Perfect Parenting Program

## C4 The More We Get Together, the Happier We'll Be; Collaboration that Works Supporting the Parent-Child Mother Goose Program®

### Interactive Session | Introductory, Intermediate

**Maureen Doll**, BSW, Coordinator, Kamloops Early Language and Literacy Initiative (KELLI), Kamloops, BC

**Bonnie Potter**, BACYC, Child and Family Services Consultant, Cowichan Valley Mother Goose Community Collaborative (CVMC), Island Health, Duncan, BC

This interactive presentation will examine a collaborative model of support in three BC communities that has facilitated the growth of Parent-Child Mother Goose Programs®. It will describe the beginnings of this collaboration, its current

structure and funding and the effects on the broader community as well as within individual families.

Learning Objectives:

1. Understand that participation in Parent-Child Mother Goose Program® can result in tremendous benefits to parent-child relationships, to infant and child development and to family and community connections as well as bringing pleasure in the moment
2. Grasp the potential in the collaboration of non-profit agencies and programs with governmental agencies such as school boards, health authorities and city councils for community development
3. Recognize the influence of this level of community collaboration and of many PCMGPs on long term child and family development and the larger community

## C5 Managing Depression: A Self-help Resource and Facilitators Guide for Working with Women Living with Depression During Pregnancy, After Delivery and Beyond

### Standard Lecture | Intermediate

**Jo-Anne Robertson**, BA, MPH, Health Promotion Consultant, Best Start Resource Centre, Toronto, ON

This presentation will showcase two Best Start Resource Centre resources "Managing Depression" for pregnant and parenting women. Participants will be guided through the self-help resource which features information about depression and healthy lifestyle behaviours, as well as self-help skills for managing depression. An overview of the Facilitator's Guide and an opportunity to experience one of the activities will be provided.

Learning Objectives:

1. Support the well-being of pregnant and parenting women who live with depression in one-on-one or group settings
2. Develop skills in facilitating a skills-based group for pregnant and parenting women who live with depression
3. Use evidence-based interventions such as healthy lifestyle behaviours, building support systems, and cognitive behavioural skills to help pregnant and parenting women living with depression to manage and reduce symptoms and prevent reoccurrence

## C6 The Roots of Pain: The Role of Early Childhood Educators within Trauma Informed Systems of Care

### Interactive Session | Introductory

**Áurea Vericat**, MA, PhD Student, University of British Columbia, Vancouver, BC

This interactive session will focus on highlighting the challenges embedded in caring for children who have gone through emotional abuse or trauma. We will consider the concept of Trauma Informed Systems of care and focus on the role of Early Childhood Educators in supporting the emotional rehabilitation of the child.

Learning Objectives:

1. The needs and challenges involved in working with very young children who have experienced emotional abuse or trauma will be explained with regards to current research
2. Become familiar with the concept of Trauma Informed Systems of Care and the current international research on the topic
3. Engage in an interactive consideration of building Community-Based Collaboratives among Early Childhood Development professionals (ECE, Supported Child Care Development Facilitators, Early Development Specialists, etc.) with regard to existing models of Trauma Informed Practice

## C7 Benefits and Values of Outdoor Learning for Children, Families and Educators

### Standard Lecture | Introductory

**Hartley Banack** PhD, Associate Professor, Lecturer, Department of Curriculum and Pedagogy, Faculty of Education, University of British Columbia, Vancouver, BC

Over the past several decades, children have begun school at a younger age. Generally, school tends to take place indoors. Furthermore, children's lives have become more programmed during out-of-school times, and free play has dropped. Thus, children are spending less and less time outdoors. There is much literature supporting the benefits of time spent outdoors (TSO), including: physical health, mental health, social health, and educational health. Schools and informal learning programs (public, independent, ECE, daycares, etc.) require support in transitioning learning outdoors. This session aims to provide background information, current practices, and space for discussion.

Learning Objectives:

1. Inform participants of current research around outdoor learning including: benefits, theory, and implementation
2. Create space for a discussion around key outdoor learning topics and networking
3. Support development of outdoor learning competencies and practices.



## C8 Transforming Reflective Practice in Northern British Columbia

*Standard Lecture | Advanced*

**Joanne Crandall**, PhD, R.Psych. *Regional Clinical Team Leader for Child and Youth Mental Health, Northern BC, Ministry of Children and Family Development, Prince George, BC*  
**Rachel Boulding**, MD, *Infant Psychiatrist, Northern Health, Prince George, BC*  
**Dawn Sather**, MSW, *Clinical Social Worker, Intersect, Prince George, BC*

This dynamic presentation provides both an opportunity to explore new ways to transform current practice at a community level, and to experience how a transdisciplinary model and mentalization can enhance community learning. This presentation uses the Prince George model as a guide and discusses the lived experience of the participants.

Learning Objectives:

1. Empower participants to incorporate reflective practice into their work setting
2. Develop competencies in reflective practice, transdisciplinary model, and mentalization
3. Create an opportunity to experience how reflective practice works and providing a framework on how to build local community of practice groups

## C9 The Effects of Parental Experiences of Trauma on Attachment and Early Childhood Mental Health: Applying Trauma-informed Practice and Providing Wraparound Services

*Standard Lecture | Intermediate*

**Erika Ono**, MSW, RSW, *Social Worker, Infant Psychiatry and Neuropsychiatry, BC Children's Hospital, BC Mental Health and Substance Use Services; PhD student, School of Social Work, University of British Columbia, Vancouver, BC*

This presentation will include information on how experiences of trauma can impact parenting and attachment, and its connections with early childhood mental health. The presenter will provide practitioners with tools to apply trauma-informed practice and deliver wraparound services. The presentation will include case studies and an analysis of current research.

Learning Objectives:

1. Better understand the impacts of trauma on parenting and attachment
2. Better understand the connections between trauma and parenting with early childhood mental health
3. Increase skills in applying trauma-informed practice and providing wraparound services specific to early childhood mental health and families

## C10 A Transdisciplinary Approach to Promoting Optimal Feeding Development

*Standard Lecture | Introductory*

**Dianne Tower**, MA, S-LP (C) *Reg. BC, Speech-Language Pathologist, Tower Therapy Services, Dawson Creek, BC*

**Ami-Jo Dunn**, MSc (OT), *Occupational Therapist, Child Development Centre of Fort St. John, Fort St. John, BC*

The purpose of this session will be to discuss the developmental progression of feeding skills and to promote effective feeding practices from a physiological regulation and co-regulation perspective. The use of attachment-based principles will be explored as the foundation for supporting optimal growth and development in early childhood.

Learning Objectives:

1. Understand the importance of the developmental progression of feeding skills in early childhood health and wellness
2. Recognize the importance of the parent-child relationship in successful feeding and optimal growth and development
3. Incorporate strategies that support regulation and successful feeding with infants and young children

## C11 The Importance of Social Support for Parents of Children in Kindergarten

*Interactive Session | Intermediate*

**Michaelyn Hoven**, BEd, MA, *Kindergarten Teacher, Surrey School District, Don Christian Elementary, Surrey, BC*

This session will explore the relationship between social support and parent self-efficacy and the impact of this relationship on children. Discussions will develop around the topic of how professionals in early learning environments such as kindergarten classrooms can help to increase social support for families.

Learning Objectives:

1. Understand the relationship between social support and parent self-efficacy
2. Identify the benefits of strong parent self-efficacy
3. Discuss various ways in which schools can increase the levels of social support for kindergarten parents and how institutions such as preschools can help to facilitate this

12:30pm – 1:30pm Lunch (provided)  
Exhibits Open | Poster Viewing

12:45pm – 1:30pm Poster Session

1:30pm – 3:00pm Concurrent Sessions D

## D1 'It's Relational': A Critical Reframing of How an Early Intervention Program Promotes Indigenous Families' Well-being and Fosters Children's Health Equity in BC

*Standard Lecture | Intermediate*

**Alison J Gerlach**, MSc(OT), PhD Candidate, *Graduate Programs in Rehabilitation Sciences, University of British Columbia, Vancouver, BC*

The findings of a qualitative study undertaken in partnership with urban Aboriginal Infant Development Programs in BC will be shared and discussed. Findings highlight relational understandings of family well-being and a socially responsive approach to intervention that fosters children's health equity. Practice, organizational, and policy implications will be discussed.

Learning Objectives:

1. Generate a greater understanding of the relationship between family well-being and children's health equity
2. Generate a greater understanding of an innovative and socially responsive form of EI
3. Generate a greater understanding of implications for EI practices, organizations and policies. These objectives are directly aligned with the learning objectives of this conference.

## D2 Facilitating Change One Family at a Time, With Multimedia

*Interactive Session | Intermediate*

**Estelle Paget**, HonBA, *Grad Studies, France, Executive Director, KidCareCanada Society, Victoria, BC*

**Padmapriya Kandhadai**, MSc, PhD Research Associate, *UBC Infant Studies Centre, Department of Psychology, University of British Columbia, Vancouver, BC*

**Carolyn Steinberg**, MSc, MD, FRCPC *Medical Leader Infant Child & Adolescent Psychiatry, Department of Psychiatry, Richmond Hospital, Richmond Early Childhood Mental Health Program, Richmond, BC*

This dynamic session offers a way to share knowledge about the importance of the early years in a way that it can be understood, retained and integrated into thoughts and actions. It promotes learning from experience and provides participants skills and a framework they can use in many contexts.

Learning Objectives:

1. Through dialogue, share key messaging about current research that has an impact on families' wellbeing
2. Gain competence in using an innovative model that promotes learning from experience
3. Connect and lay the groundwork for new partnerships with colleagues and their networks, serving families from diverse backgrounds

### Two 45-minute Sessions

## D3i Supporting Culturally Diverse Families in Surrey at the Infant Development Program

*Standard Lecture | Intermediate*

**Yvonne Kiefert Adebar**, BA, MA (in progress), *Program Manager, Early Childhood Services, Sources Community Resource Centres, Surrey, BC*

**Suman Gill**, BA, *Infant Development Consultant, Sources Community Resource Centres, Surrey, BC*

This workshop will discuss the importance of a socio-cultural framework when working with families, particularly those with diverse ethnic backgrounds. We will focus on how the Surrey White Rock Infant Development Program has revised practices of service provision for culturally diverse families using current research on the topic.

Learning Objectives:

1. Provide with cutting edge thoughts and practices
2. Learn about how we have implemented evidence based frameworks to inform our practices
3. Broaden the understanding of family centered practices and support (from a multicultural perspective)

**D3ii Implementation of Infant Massage Programs at Surrey/ White Rock Infant Development Program***Standard Lecture | Intermediate**Yvonne Kiefert Adebar, BA, MA (in progress), Program Manager, Early Childhood Services, Sources Community Resource Centres, Surrey, BC**Suman Gill, BA, Infant Development Consultant, Sources Community Resource Centres, Surrey, BC*

Infant Massage has been shown to have a positive effect on parent child interactions. Through this course parents are provided with techniques to provide relief, relaxation, stimulation and interaction with their baby through touch. This workshop will discuss how and why this program was implemented in the Surrey White Rock Communities through the Infant Development Program.

Learning Objectives:

1. Develop an understanding of new skills and methods for providing service to families
2. Feel empowered to try new practices which are somewhat outside of mainstream service (cutting edge)
3. Participate in a dialogue about a diverse practice which some view as controversial

**D4 Hand in Hand: Developmental Support Planning for Infant Wellness***Standard Lecture | Intermediate**Chaya Kulkarni, BAA, MEd, EdD, Director, Infant Mental Health Promotion at the Hospital for Sick Children, Toronto, ON*

Through pilot project outcomes, Infant Mental Health Promotion developed the Hand in Hand Developmental Support Plan model, demonstrating the use of the Hand in Hand resources to provide simple every day strategies and activities to help a child reach appropriate developmental goals, making the most of lengthy wait times.

Learning Objectives:

1. Apply concrete, simple every day activities and strategies for children 0 to 60 months
2. Recognize the importance of early intervention when families are waiting for services through a review of current research
3. Implement the developmental support planning model in their own practices

**D5 "Connections": A Manualized Group Intervention for Mothers and Children Experiencing Violence in Relationships***Standard Lecture | Intermediate**Mary Motz, PhD, C.Psych, Clinical Psychologist, Mothercraft - Breaking the Cycle, Toronto, ON**Margaret Leslie, DipCS, C.Psych.Assoc, Director, Early Intervention Programs, Mothercraft - Breaking the Cycle, Toronto, ON*

Connections is a manualized group intervention which supports mothers to explore experiences of abuse in relationships and to consider impact on a) parenting, b) substance use recovery, and c) development of their children (0-6 years). The manual is available in English and French, and a version adapted for Aboriginal communities.

Learning Objectives:

1. Introduce a manualized, family-focused intervention for mothers of infants and young children who are experiencing risks related to domestic violence, substance use and parenting difficulties
2. Learn about quantitative and qualitative research outcomes related to implementation of the Connections group, in the context of a children's mental health program
3. Understand the importance of integrated, collaborative approaches when working with mothers and very young children at risk due to familial violence

**D6 Access, Supports and Participation (ASaP) Continuum Project: An Innovative Project to Promote Social and Emotional Competence in the Early Years***Standard Lecture | Intermediate**Marilyn Armstrong, BHSA, ASaP Project Lead, The GRIT Program (Getting Ready for Inclusion Today), Edmonton, AB**Gina Blank, BSc, MEd, Early Learning Coach, The GRIT Program (Getting Ready for Inclusion Today), Edmonton, AB*

ASaP provides early learning and care programs with access to the right supports, at the right time to ensure the meaningful participation of all children. This presentation will explore our three year learning journey implementing an evidence based Pyramid Model to enhance the skills, knowledge and confidence of educators.

Learning Objectives:

1. Learn about ASaP's stages of implementation from the exploration stage of identifying a community need through to full implementation and planning for sustainability
2. Explore the evidence based Pyramid Model to promote social and emotional competence in young children and practices that can be embedded into your early learning and care program
3. Review implementation data and our lessons learned from our three year learning journey

**D7 Therapeutic Interventions for Adoptive Families: Understanding the Role of a Modified Version of Watch, Wait and Wonder in Strengthening Parent Child Connection***Standard Lecture | Intermediate**Andrea L Chatwin, MA, CCC, Clinical Director, A Child's Song, Surrey, BC*

In the context of a newly developing attachment relationship between adoptee and adoptive parent, traditional therapy is more likely to interfere with the process than to help. The Watch, Wait and Wonder is a therapeutic intervention that focuses on the interactions between parent and child while supporting the parent to reflect on their child's experience and their own experience of the child. This workshop explores the adaptations to Watch, Wait and Wonder that have proven effective in clinical work with adoptive families, both in the context of local and international adoptions. Common themes that emerge with adoptive families are discussed and shifts in the parent child relationship are explored.

Learning Objectives:

1. Introduce how WWW can be implemented in working with adoptive families, focusing on the unique needs of this populations and the adaptations being used
2. Identify common themes that emerge from sessions with adoptive parents and children through the use of video clips and case studies
3. Explore outcomes of WWW sessions with a focus on shifts in parent awareness and the relationship between parent and child.



**D8 The Power of Early Intervention**

*Interactive Session | Introductory, Intermediate, Advanced*

**Laranna Cameo Androsoff**, BA CYC, ECE, Sp Nd, I/T, Aboriginal Early Years Outreach & Parent Educator, Boundary Family & Individual Services Society, Grand Forks, BC

In this interactive story-telling style workshop, participants will have the opportunity to be inspired by a motivating real life story of the power of early intervention. Participants will learn practical and creative tips for effective advocacy as well as culturally inclusive tools for supporting children with special needs and their families.

Learning Objectives:

1. Empower participants with cutting edge thoughts and motivating practices
2. Broaden our understanding of family centered practices and support to enhance family well-being
3. Facilitate dialogue and building partnerships

**D9 Engaging Learners with Online Multimedia Tools**

*Standard Lecture | Intermediate*

**Mia Elfenbaum**, BA, MSc, Researcher, Project Lead, Research Department, School of Health Sciences and Community Services, Red River College, Winnipeg, MB

A picture is worth a thousand words - what is a video worth? This session showcases videos of experts and children's programs, and interactive learning tools. Participants will discuss how to use multimedia tools across disciplines, to inform and engage learners to support the health and well-being of children and families.

Learning Objectives:

1. Explore ways to engage learners in an online learning environment
2. Reflect on the learning opportunities provided by video and interactive
3. Discuss the potential for online tools to facilitate communities of practice

**D10 What is Positive Discipline in Everyday Parenting?**

*Standard Lecture | Introductory*

**Leslie Barker**, RN, BScN, Master Trainer, Positive Discipline in Everyday Parenting, Calgary, AB

**Tanis Shanks**, BA, BSW, RSW (SK), Program Coordinator, Saskatchewan Prevention Institute, Saskatoon, SK

Positive Discipline in Everyday Parenting (PDEP) is an approach to parenting that teaches children and guides their behaviour, while respecting their rights to healthy development and protection from violence. Find out about the impact this program has had throughout Canada and more than 30 other countries around the world.

Learning Objectives:

1. Describe the components of the PDEP framework
2. Articulate how the PDEP approach is related to promoting healthy child development
3. Describe the impact of the program based on preliminary evaluation result

3:00pm - 3:30pm

**Break** (cold beverages provided)  
Exhibits Open | Poster Viewing

3:30pm - 4:30pm

**Closing Remarks and Closing Keynote**



**Reflections on Nurturing Children During their Early Years**

**Tamara Taggart** is a working mother and committed community leader. Parenting her three children, ages 5, 7 and 8, has become a grounding focus of her life, while also working in the high profile job as a broadcast news anchor at CTV. In addition, Tamara, a third generation Vancouverite, contributes her energy to an array of organizations and initiatives throughout the Lower Mainland, including the BC Centre for Ability, BC Women's Hospital Foundation's Newborn ICU Campaign, Developmental Disabilities Association, The Kettle Society and Pacific Parklands Foundation.

Tamara will present the closing address with reflections on the mutual goals and hopes shared by parents and professionals who are supporting the development and wellbeing of children during their early years.

Learning Objectives:

1. To reflect on the values of acceptance and belonging and to better understand why the commitment to inclusion is so important.
2. To identify how collaboration with early years professionals can enhance a family's strength and wellbeing
3. To observe one individual's reflections on nurturing the development and wellbeing of her children
4. To recognize the role of the broader society in children's early years, as reflected in the Cowichan Coast Salish term featured as the Early Years Conference subtitle: "Sp'e'qum" [spay-come]: Children are regarded as a flower that needs nourishment, love and care. Think of our children as a garden, they need a place to show their beauty and pride.

**Closing Remarks**

**Stacey Walsh**, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC  
**Angela Clancy**, Executive Director, Family Support Institute New Westminster, BC





## EARLY YEARS POST-CONFERENCE | SUNDAY

**The Developmental Assessment of Young Children 2<sup>nd</sup> Edition**

**Michaela Wooldridge**, PhD Candidate, University of British Columbia, Vancouver, BC

The second edition of the Developmental Assessment of Young Children (DAYC2, 2013) is a developmental assessment instrument for practitioners working with children from birth to six years of age.

In B.C., Infant Development, Aboriginal Infant Development, Supported Child Development, Aboriginal Supported Child Development programs and associated Early Childhood practitioners have been implementing the DAYC2 since the spring of 2014. The DAYC2 is an assessment instrument that meets the standards set forth by the B.C. Ministry of Children and Family Development as part of their recent review and revision of our Practice Manuals.

As the fields of early childhood development and family-based support and intervention have advanced, there has been a simultaneous call for a shift towards more authentic, context-based assessment practices.

Within this framework, participants will be guided through the steps of conducting a DAYC2 assessment. Using case studies, participants will practice scoring, generating composite scores, interpreting scores, and communicating the assessment results in a written report.

While participants need not have experience in conducting developmental assessments, a basic understanding of the developmental assessment process is recommended and experience working with families and/or developmental screening is an asset.

Following this orientation session, it is expected that practitioners will be ready to begin the process of developing competency with the DAYC2 as they incorporate the instrument into their practices.

Learning Objectives:

1. Understanding data gathering by observation, interview, and direct testing
2. Generating raw scores
3. Converting to standard scores
4. Interpreting scores
5. Communicating assessment results

**Post-Conference Schedule**

9:00 - 10:30	Session
10:30 - 10:45	Break (coffee provided)
10:45 - 12:15	Session
12:15 - 1:15	Lunch (on your own)
1:15 - 2:45	Session
2:45 - 3:00	Break (cold beverages provided)
3:00 to 4:30	Session

Please note: DAYC2 kits are not provided as part of this workshop. They are available from the publisher, Pro Ed at: <http://www.proedinc.com/customer/productView.aspx?id=5157>

**Poster Presentations**

There are two formal poster sessions. The first one is a concurrent session, A11 on Friday, and will give you a structured interactive session. The second session is scheduled during lunch on Saturday at 12:45 - 1:30 pm. Poster presenters will be available to answer any questions during these times. The posters will be set up for delegates to view throughout the main conference.

P1. Knowledge, Attitude and Behavior of Educated and Uneducated Urban Women about the Concept and Practice of Family Planning: A Case of Tehsil Takht Bhai, District Mardan, Khyber Pakhtunkhwa Province, Pakistan

**Muhammad H Ibrar**

P2. Happy Healthy Beginnings: Overview of A Community-Based Family Education Program and its Impact on Food Choices

**Mary E Jung**

P3. Sociodemographic Characteristics of Families of Children Born Preterm in Canada

**Arsalan Butt, Philippa Hubber-Richard, Mandy Chen, Anne Synnes**

P4. Safe Sleep, Day and Night: Metro Vancouver Mothers' Experiences Regarding Infant Sleep Safety

**Annie Lau**

P5. Well-being of Visible Minority Immigrant and Refugee Children: Reducing Barriers and Increasing Protective Factors

**Sarah Maiter**

P6. Innovative and Accessible Professional Development - JIBC's Advanced Specialty Certificate in Community Care Licensing

**Nathan Wright**

P7. Factors Influencing Oral Health Care Practices of Chinese Immigrant Parents for Their Young Children (ages 0-6) in Vancouver, BC: Parents' and Community Service Providers' Perspectives

**Chelsea (Hui Juan) Gao**

P8. Emerging Practices in Early Years Community Development: Inspiring Examples from Across British Columbia

**Joseph Dunn**

P9. Developmental Difficulties in Preschool Children in Foster Care

**Diane Munz**

P10. Preventing Punitive Violence - Early Outcomes of the Positive Discipline in Everyday Parenting Program

**Leslie AS Barker, Tanis Shanks**

P11. The Canadian Neonatal Follow-Up Network (CNFUN) Cohort of Children Born Preterm: Outcomes at Three Years

**Alberta Girardi, Anne Synnes**

P12. A Child and Family-Centred Approach to Mental Health and Substance Use Resources and Support: Kely Mental Health Resource Centre and Website for BC Residents

**Michelle Horn**

P13. Parent Evaluations of Infant-Toddler Technology

**Michaela Wooldridge**

P14. Full-day Kindergarten is Here! Media Representations of Ontario's New Full-Day Kindergarten Program

**Heather A Coe, Douglas J Nesbitt**

P15. Competence and Confidence Matter: Increasing Early Childhood Educator Self-Efficacy to Provide Children with Opportunities to Improve their Physical Literacy and Increase Active Play

**Amanda Froehlich Chow**

P16. CPT 1a on Vancouver Island

**Yumiko Kakutani, Beckie Wesley**

P17. Building a Foundation of Effective Coaching for Improving Quality of Early Childhood Environments

**Barb Reid, Veronica Smith**

P18. Access, Supports and Participation (ASaP) Continuum Project: An Innovative Project to Promote Social and Emotional Competence in the Early Years

**Marilyn Armstrong, Gina Blank**

Please visit our website for updates and to register online  
[www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca)

**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

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

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

\_\_\_\_\_  
 Email (you will receive your confirmation of registration and receipt via email)

Please inform us of any dietary requirements

**AFFILIATION**

- |   |  |
|---|--|
| <input type="checkbox"/> Aboriginal Early Childhood Development Professionals | <input type="checkbox"/> Occupational Therapists                 |
| <input type="checkbox"/> Administrators/Managers                              | <input type="checkbox"/> Parent Educators                        |
| <input type="checkbox"/> Advocacy Organizations                               | <input type="checkbox"/> Physicians                              |
| <input type="checkbox"/> Behavioural Therapists                               | <input type="checkbox"/> Physiotherapists                        |
| <input type="checkbox"/> Community Development Workers                        | <input type="checkbox"/> Policy Makers                           |
| <input type="checkbox"/> Counsellors  | <input type="checkbox"/> Pregnancy Outreach Groups               |
| <input type="checkbox"/> Development Consultants                              | <input type="checkbox"/> Program Facilitators                    |
| <input type="checkbox"/> Dietitians and Nutritionists                         | <input type="checkbox"/> Psychologists                           |
| <input type="checkbox"/> Early Childhood Educators                            | <input type="checkbox"/> Recreation Therapists                   |
| <input type="checkbox"/> Education Assistants                                 | <input type="checkbox"/> Researchers                             |
| <input type="checkbox"/> Families   | <input type="checkbox"/> School Administrators                   |
| <input type="checkbox"/> Family Development Workers                           | <input type="checkbox"/> Social Workers                          |
| <input type="checkbox"/> Family Resource Program Staff                        | <input type="checkbox"/> Speech Language Therapists              |
| <input type="checkbox"/> Government Representatives                           | <input type="checkbox"/> Students                                |
| <input type="checkbox"/> Infant Development Consultants                       | <input type="checkbox"/> Supported Child Development Consultants |
| <input type="checkbox"/> Nurses   | <input type="checkbox"/> Teachers                                |
| <input type="checkbox"/> Other: _____   |  |

**MAIN CONFERENCE SESSION CHOICES**

Please refer to the program for the 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.

<b>Example</b>	<b>1<sup>st</sup> Choice</b>	<b>2<sup>nd</sup> Choice</b>
	A7	A4

**Friday, January 29, 2016**

Session A: \_\_\_\_\_

Session B: \_\_\_\_\_

**Saturday, January 30, 2016**

Session C: \_\_\_\_\_

Session D: \_\_\_\_\_

**METHOD OF PAYMENT**

**Please indicate below how you would like to pay:**

For more detailed information on registration payment methods, please refer to "Registration & Tuition Fees" on page 3.

- 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 the post-conference session DAYC2 kits are not provided. See page 15 for more information.

**TUITION FEES**

Pre-registration prior to January 11, 2016 is strongly recommended to ensure you receive all conference materials. All rates are quoted in CAD and the tuition fee includes 5% 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. The main conference registration fee includes: Conference Bag, Conference Syllabus, One Lunch and Coffee/Tea Breaks. Please note that the main conference registration does NOT include pre/post-conference sessions

**EARLYBIRD REGISTRATION RATES (before or on December 4, 2015)**

- Pre-conference and/or Post-conference PLUS Main Conference attendance
- Pre-conference Full Day - choose 1:  FD1  FD2  FD3  FD4 \$175
- Pre-conference Half Day - choose 1:  AM1  PM1 \$100
- Main Conference \$445
- Post-conference Full Day \$175
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

- Pre-conference and/or Post-conference ONLY (not attending Main Conference)
- Pre-conference Full Day - choose 1:  FD1  FD2  FD3  FD4 \$200
- Pre-conference Half Day - choose 1:  AM1  PM1 \$125
- Post-conference Full Day \$200
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

- Main Conference ONLY (not attending Pre- or Post-conferences)
- Main Conference \$445
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

**REGULAR REGISTRATION RATES (after December 4, 2015)**

- Pre-conference and/or Post-conference WITH Main Conference attendance
- Pre-conference Full Day - choose 1:  FD1  FD2  FD3  FD4 \$200
- Pre-conference Half Day - choose 1:  AM1  PM1 \$100
- Main Conference \$495
- Post-conference Full Day \$200
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

- Pre-conference and/or Post-conference ONLY (not attending Main Conference)
- Pre-conference Full Day - choose 1:  FD1  FD2  FD3  FD4 \$225
- Pre-conference Half Day - choose 1:  AM1  PM1 \$125
- Post-conference Full Day \$225
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

- Main Conference ONLY (not attending Pre- or Post-conferences)
- Main Conference \$495
- Single Day Conference - choose 1:  Friday  Saturday \$275
- Student\*\* \$250
- 20th Anniversary Celebration: Evening at the Rooftop (Friday, 5:30-7:00pm) \$20
- TOTAL: \$ \_\_\_\_\_

\*\*A copy of valid student photo ID must be sent with student registrations. Please fax a copy if you register online.

**Please select the format you would like to receive the syllabus in:**

- Paper    or     Electronic (You will receive a memory stick on site)

**SPECIAL EVENT ATTENDANCE**

I will attend the Public Evening Forum:  Yes     No  
 Thursday, January 28, 2016, 6:30 - 8:30pm