



THE UNIVERSITY OF BRITISH COLUMBIA

EARLY YEARS CONFERENCE



20 18

Strengthening Resilience in Today's World - Leading with Kindness and Understanding

Pre-Conference January 25, 2018

MAIN CONFERENCE
January 26-27, 2018

Vancouver, BC



THE UNIVERSITY OF BRITISH COLUMBIA

Interprofessional
Continuing
Education



CONFERENCE DESCRIPTION

This conference will explore the complex factors impacting children's development, recognizing the essential aspect of nurturing relationships within families and in our professional roles as the cornerstone of strengthening children's resilience. The conference will highlight many of the considerations and practices in work with young children and their families, particularly as we adapt to our rapidly changing society.

LEARNING OBJECTIVES

- Consider the influence of diverse social and cultural factors, including digital media and technology in the context of family development
- Recognize the impact of trauma, including intergenerational trauma, and other adverse life experiences
- Consider how children with special needs experience and interact across different environments
- Enhance our understanding of inclusive approaches in supporting the child, family and community
- Review evidence based approaches aimed to strengthen resilience in young children and their families

WHO SHOULD ATTEND

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

- | | |
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| • Aboriginal Early Childhood Development Professionals | • Oral Health Professionals |
| • Administrators/Managers | • Parent Educators |
| • Advocacy Organizations | • Parents/ Family Members |
| • Behavioural Therapists | • Physicians |
| • Community Development Workers | • Physiotherapists |
| • Counsellors | • Policy Makers |
| • Dietitians and Nutritionists | • Pregnancy Outreach Groups |
| • Early Childhood Educators | • Program Facilitators |
| • Education Assistants | • Psychologists |
| • Family Development Workers | • Recreation Therapists |
| • Family Resource Program Staff | • Researchers |
| • Government Representatives | • School Administrators |
| • Infant Development Consultants | • Social Workers |
| • Infant Mental Health Professionals | • Speech Therapists |
| • Nurses | • Students |
| • Occupational Therapists | • Supported Child Development Consultants |
| | • Teachers |

LOCATION | THE HYATT REGENCY VANCOUVER

655 Burrard Street, Vancouver, BC

A special rate of \$159.00+taxes has been set aside for conference participants. Book your accommodation today to avoid disappointment. Specify that you are booking under 'Early Years 2018 Conference' and call: 1.888.421.1442 (North America) or 1.402.592.6464 (International).

PROFESSIONAL CREDITS / CERTIFICATE OF ATTENDANCE

Participants attending the pre-conference will receive a certificate stating 6 hours of educational instruction (3 hours for half day). Participants attending the main conference will receive a certificate stating 12 hours of educational instruction. Please check the website for updates on accreditation.

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: cynthia.ipce@ubc.ca

REGISTRATION

The tuition fee includes conference materials, refreshment breaks, and one lunch (on Saturday). Please see the registration form for further details. The Early Bird discounted registration rate expires on December 8, 2017. Registration prior to January 11, 2018 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

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:

*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)

REFUND AND CANCELLATION POLICY

There will be a \$50 cancellation fee until the end of the Early Bird deadline (December 8, 2017). After that, there will be a \$100 charge for cancellation up to two weeks prior to the conference (all fees incl. taxes). No refunds will be made for cancellation after January 11, 2018.

If you are unable to attend the conference, you are welcome to send a colleague in your place. For transfer terms and conditions, please refer to: <http://interprofessional.ubc.ca/initiatives/earlyyears2018/registration/> By registering to the conference, you are agreeing to the terms and conditions listed on this page.

TRAVEL INFORMATION

The Hyatt Regency Vancouver 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. For more information: www.translink.ca

From Airport to Downtown

Monday - Friday fee is \$9.10 CAD, Saturday and Sunday is \$7.80 CAD**

From Downtown to Airport

Monday - Friday fee is \$4.10 CAD, Saturday and Sunday is \$2.80 CAD**

***Fees for the Canada Line are per way.**

If you would like more information on travelling in the area or things to do and see in Vancouver, please contact:

Tourism BC: www.hellobc.ca

Tourism Vancouver: www.tourismvancouver.com

PLANNING COMMITTEE

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

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

Tanya Brown, Early Intervention Team Leader, Shewaynews Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, 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

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

Amy Mullis, Strategic Communications Lead, Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC

Judie Sahadeo, Infant Development Consultant, Langley, BC

Sherry Sinclair, Executive Director, BC Association of Family Resource Programs, Langley, BC

Rona Sterling-Collins, Rona Sterling Consulting; AECD Regional Advisor- Thompson, Shuswap, Cariboo; ASCD Consultant for Nzen'man Child & Family Development Centre, Merritt, BC

Mary Stewart, Sessional Instructor, Faculty of Education, University of British Columbia, Vancouver, BC; Instructor, Early Learning and Child Care Program, Norquest College, Edmonton AB

Michele Tardif, Supervisor, Sources Infant Development Program, Surrey, BC

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

ADVISORY COMMITTEE

Yvonne K Adebar, BA, MA (in progress), Program Manager, Early Childhood Services, Sources Community Resources Centres, Surrey, BC

Kara Aiton, SMD, CCFP, Physician, Abbotsford Maternity Clinic; Abbotsford Youth Health Centre, Abbotsford, BC

Brent Fawdry, PT, Director of Physiotherapy, Ridge Meadows Child Development Centre, Maple Ridge, BC

Paddy-Jo Gill, MSLP(C), Registered Speech-Language Pathologist, Fort St. John Child Development Centre, Fort St. John, BC

Lise Haddock, Executive Director, Executive Director Indigenous Strategies and Partnerships, Representative For Children and Youth, Victoria, BC

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Jan White, Director, Stakeholder Engagement, Provincial Office for the Early Years, Government of British Columbia, Victoria, BC

Michaela Wooldridge, PhD, Consultant & Educator, Early Childhood, Vancouver, BC

ACKNOWLEDGMENTS

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

Gold Sponsors



Family Panel Support



PROGRAM AT A GLANCE

Thursday, Jan 25 | Pre-Conference		Friday, Jan 26	Saturday, Jan 27
8:00 —	Registration Open	Registration Open	8:00 —
8:30	Registration Open		..... 8:30
9:00 —		Opening & Plenary Session	Plenary Session & Family Panel
9:30	AM Session		..... 9:30
10:00 —		Break - Exhibits Open & Poster Viewing	Break - Exhibits Open & Poster Viewing
10:30	Break - Exhibits Open		..... 10:30
11:00 —	AM Session Continued	Concurrent Session A	Concurrent Session C
11:30 .....			..... 11:30
12:00 —		Lunch (on your own)	Lunch (Provided)
12:30	Lunch (on your own)	Exhibits Open & Poster Viewing	Poster Session (12:45- 1:30 PM)
1:00 —		Concurrent Session B	Concurrent Session D
1:30	PM Session		..... 1:30
2:00 —		Break - Exhibits Open & Poster Viewing	Break - Exhibits Open & Poster Viewing
2:30	Break - Exhibits Open		..... 2:30
3:00 —	PM Session Continued	Plenary Session	Plenary Session
3:30		Networking Reception & Poster Session (Exhibits Open)	..... 3:30
4:00 —			..... 4:00
4:30 .....			..... 4:30
5:00 —	6:30 PM - Free Public Evening Session		..... 5:00

EARLY YEARS PRE-CONFERENCE | THURSDAY

Pre-conference sessions are different from the main conference (plenary and concurrent sessions), in that they provide an opportunity, for participants to go more in-depth about a particular topic related to the Early Years. You can choose to attend the full day, by selecting one AM session AND one PM session. Alternatively, you can attend a half-day session, by selecting either an AM session OR a PM session. For an overview, including topic streams, see pre-conference at a glance (at lower right). Please note, there is a discounted rate for the pre-conference if you also choose to attend the main conference (Friday- Saturday).

AM1

Supporting Compassion and Kindness in Children

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

Learning Objectives:

- Explore aspects of social and emotional development across the early years
- Discuss ways to foster children's social and emotional wellbeing with key researchers in the field
- Summarize the science behind compassion and kindness
- Explain how best to foster and support children's compassion and kindness
- Explore best practices for supporting compassion and kindness in early years learning and care environments

So What Do We Know About Children's Compassion and Kindness?

Robert Roeser, PhD, Professor, Caring and Compassion and Human Development and Family Studies, College of Health and Human Development, Pennsylvania State University, University Park, PA, USA

In this keynote, Dr. Roeser will describe compassion in both adults and children. He will explore the roots of compassion in the early years and how compassion emerges as children develop. He will also discuss the importance of cultivating compassion in adults (e.g., teachers, parents) who play such a profound role in raising and caring for children.

What Do We Know About Supporting Compassion and Kindness?

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

Dr. Schonert-Reichl will respond to the keynote presentation with observations about the ways in which we can support compassionate practice at every level of our society. She will provide examples of compassionate practice and action in policy and in programs and services – both early years and in schools.

Practitioner Panel: Supporting Children's Compassion and Kindness: Best Practices from the Field

A panel of practitioners will speak to the importance of the science about compassion for practitioners. These pecha kucha presentations and the discussions that follow will focus on the use of kindness and compassion techniques in early child development and care settings; social and emotional learning practices in kindergarten classrooms; and community based strategies to promote these competencies.



PM1

Session 1: Social and Emotional Learning (SEL) as a Core to System Leadership

Joanne Schroeder, Executive Director, Comox Valley Child Development Association, Courtenay, BC; Adjunct Faculty, Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC; Senior Fellow, Max Bell Foundation, Calgary, AB

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

Pippa Rowcliffe, MA, Deputy Director, Human Early Learning Partnership, School of Population and Public Health, University of British Columbia (Musqueam Traditional Territory), Vancouver, BC

SEL is a process by which we learn to develop a positive sense of self, manage emotions, and maintain respectful relationships. These are skills that we hope for our children, and that we need as system leaders. This workshop will provide a framework and practical strategies for strengthening systems leadership.

Learning Objectives:

- Identify the core principles and strategies in our framework of building system leadership for children
- Recognize how social and emotional learning can foster personal leadership and systems change
- Practice practical skills and activities for furthering social emotional learning towards systems change

Session 2: What Makes a Good Coach? - The Experience of Coaching and Being Coached in Early Learning and Care

Veronica Smith, PhD, SLP, Associate Professor, Educational Psychology, Faculty of Education, University of Alberta, Edmonton, AB

Vanessa Oslie, MEd Student, Faculty of Education, University of Alberta, Edmonton, AB

This workshop will share dimensions of coaching that contribute to effective change in early learning and care (ELC) settings. Findings from interviews of coaches and 'coachees' will illustrate 1) the structure, process, and content of coaching; and 2) practices that lead to change, including goal setting and monitoring.

Learning Objectives:

- Review an evidence informed project (the Access, Support, and Participation (ASaP) Continuum Project) aimed at improving the quality of care in inclusive early learning and care settings in Alberta
- Contrast stories from educators and coaches who have experienced coaching
- Examine practices, such as goal setting and monitoring, that contribute to the success of coaching in ELC

PRE-CONFERENCE AT A GLANCE

Innovative Practice	Transition: Home, Community & School	Aboriginal	Trauma Informed Practice
AM1 Supporting Compassion and Kindness in Children Presented by: UBC HELP	AM2 2 - 90 min Sessions Ready or Not!?!- A Practical Re-frame... & Using Funds of Knowledge to Support....	AM3 2 - 90 min Sessions 25 Years of Aboriginal Infant Development Programs in BC... & Shewaynewas Family Programs Innovative Practice	AM4 2 - 90 min Sessions Finding the Buried Self... & Understanding Relationships between Negative Food Experiences...
PM1 2 - 90 min Sessions Social and Emotional Learning... & What Makes a Good Coach?...	PM2 2 - 90 min Sessions Take a Chance, Go Outdoors! & Beyond Physical Activity: The Importance of Play...	PM3 The Power of Early Intervention & the Child's Circle of Support	PM4 2 - 90 min Sessions Trauma-Informed Practice for Community-Based Practitioners & Shewaynewas Family Programs Innovative Practice

*for session times, see page 3

AM2**Session 1: Ready or Not!?! - A Practical Re-frame of Readiness in the Early Years!**

Sandra-Lynn Shortall, BEd, BSpEd, MEd, District Principal, Early Learning, Student Support Services, West Vancouver School District, West Vancouver, BC

Moray Mclean, DipCOT (GB), Occupational Therapist, BC Centre for Ability, Vancouver, BC

Challenge traditional notions of 'school readiness'. Learn how a community has been able to elevate a systemic focus on early learning by building an interdisciplinary instructional model. Discover how aligning multiple sources of data complimented with emerging developmental research and implementing intentional professional learning designs can shift a community's perspective.

Learning Objectives:

- Analyze traditional notions of school readiness through the conceptual application of mutual regulation, executive function, play-based learning and physical literacy
- Examine school district and community structures that impede or enhance building instructional capacity and related developmentally appropriate instructional practice in the early years
- Apply the core elements required to build strategic developmentally appropriate learning design in the preschool, K, 1, 2 context

Session 2: Using Funds of Knowledge to Support Successful Transition to School for Children with Developmental Delays

Jacqueline Gibbs, MEd, Coordinator of Early Learning, Southeast Cornerstone Public School Division, Weyburn, SK

This session will introduce ways that school teams can gather and use families' funds of knowledge to support successful transitions for young children with developmental delay as they move from the home environment to the inclusive kindergarten classroom.

Learning Objectives:

- Create a bank of transition strategies from the collective experiences of participants, which will support children experiencing developmental delay by accessing the family's funds of knowledge
- Consider a number of practical applications for school transition teams that serve to access a family's funds of knowledge
- Create a bank of transition strategies, from the collective experiences of participants, which will support children experiencing developmental delay by accessing the family's funds of knowledge

PM2**Session 1: Take a Chance, Go Outdoors!**

Iris Berger, PhD, Lecturer, Coordinator, Early Childhood Program, Faculty of Education, University of British Columbia, Vancouver, BC

Hartley Banack, PhD, Lecturer & Coordinator, Outdoor Environmental Education, Faculty of Education, University of British Columbia, Vancouver, BC

In recent years, early childhood outdoor programs have been sprouting around British Columbia (BC) in unprecedented numbers. Based on stories we gathered from various early childhood outdoor programs across BC, this session focuses on the transformations that occur for children, educators, parents, and administrators when learning shifts to the outdoors.

Learning Objectives:

- Support the development of outdoor early education in their community
- Appraise challenges and benefits of outdoor early education
- Develop curricula and pedagogies suitable for outdoor early learning

Session 2: Nature-Based Play and Risky Play for Young Children's Health and Development

Susan Herrington, BLA, MLA, Professor and Programs Chair, Landscape Architecture, School of Architecture and Landscape Architecture, University of British Columbia, Vancouver, BC

Children today spend significant time indoor in structured activities, in front of screens and with little time for outdoor play time and risk taking. Research supporting more outdoor play and the evidence that natural play spaces provide more diverse forms of play for children of varying competencies as well as the connections between play, nature and young children's healthy development will be presented.

Learning Objectives:

- Review the connection between inclusion of natural elements and emotional health in preschool children
- Examine strategies that may help restore balance through outdoor play and nature-based play spaces

AM3**Session 1: 25 Years of Aboriginal Infant Development Programs in BC - What We Have Learned Leading with Kindness and Sometimes Taking the Lead of the Aboriginal Families We Work With**

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

AIDP in 25 years, is on our third generation of Aboriginal families involved in AIDP. We will highlight how we have built and maintained our cultural identity. What have we changed and what have we maintained to ensure our Elder's remain proud and supportive of the work we do?

Learning Objectives:

- Identify what has worked and what has not worked in communication with parents
- Determine how programs can utilize social media while maintaining personal connections and relationships
- Consider what works best in engaging Aboriginal parents in to our programs and services

Session 2: Shewaynewas Family Programs Innovative Practice

Tanya Brown, Early Intervention Team Leader, Shewaynewas Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, North Vancouver, BC

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

Verna Oberg, MA, Infant Development Facilitator, Shewaynewas Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, North Vancouver, BC

Tammie Baker, Family Support Worker, Early Intervention Team Leader, Shewaynewas Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, North Vancouver, BC

Our mission is to achieve peace for Squamish children through supporting their care, well-being, spiritual, social and emotional development, and safety while recognizing the strength and care giving abilities of all Squamish Families. The Circle of Security® Parenting™ model provides the foundation, underlying principles, and organizing framework guiding our good work.

Learning Objectives:

- Be inspired by a multifaceted, attachment-based early intervention model of service used in an urban, Indigenous community
- Increase knowledge regarding specific relationship capacities fostering Bigger, Stronger, Wiser, Kind and Committed relationships and communities
- Reflect on their multi-disciplinary team practices that promote secure attachment with families and children
- Illustrate culturally safe and family centred early intervention services and assessment practices

PM3**The Power of Early Intervention & the Child's Circle of Support**

Laranna Androsoff, BA CYC, ECE, Sp Nd, I/T, Aboriginal Early Years Outreach & Parent Educator, Boundary Family & Individual Services Society; Aboriginal Infant Development Consultant, Circle of Indigenous Nations Society, Grand Forks, BC

Nadine Gagné, ECE, SpNd, I/T, Provincial Advisor, Aboriginal Supported Child Development Programs of BC, BC Association of Aboriginal Friendship Centres, Victoria, BC

This interactive storytelling style workshop is also designed to be in talking circle format. First, participants will be inspired by a motivating real life story of the power of early intervention and then learn about the development of the "Child's Circle of Support" and the new Aboriginal Supported Child Development (ASCD) Practice Guidelines Manual.

Learning Objectives:

- Enhance understanding of inclusive Indigenous approaches in supporting children with special needs and their families in the context of their communities
- Illustrate the importance of the early years and the power of early intervention
- Highlight the ASCD Program and the new 2017 ASCD Practice Guidelines Manual

AM4**Session 1: Finding the Buried Self: Working Safely with Intergenerational and Vicarious Trauma**

Shaun Phillips, MEd, SFTT, Registered Clinical Counsellor, Focusing-Oriented Therapist and Trainer, Private Practice (Phillips Focusing Inc.), Vancouver, BC

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

Through experiential exercises participants will learn new skills to help identify and work with intergenerational and vicarious trauma, with a special focus on working with Indigenous populations. Participants will be introduced to the process of transmission, and ways of attending to vicarious trauma.

Learning Objectives:

- Describe a working definition of intergenerational and vicarious trauma
- Identify how intergenerational and vicarious trauma can affect professionals in the Early Childhood field
- Apply techniques to work through vicarious trauma in order to remain healthy in the workplace

Session 2: Understanding Relationships between Negative Food Experiences in Early Childhood and Subsequent Feeding and Eating Disruptions: Responding with Trauma Informed, Attachment Based Interventions

Andrea Chatwin, MA, CCC, Founder and Clinical Director, A Child's Song, Surrey, BC

Joanne Crandall, PhD, Registered Psychologist, A Child's Song, Surrey, BC

Current research and clinical experience highlight important connections between early malnourishment or food scarcity and persistent eating or feeding difficulties. Trauma informed and attachment-based therapies offer strategies that facilitate the child's ability to shift early beliefs and to develop a positive relationship with food within a family context.

Learning Objectives:

- Identify and assess eating and feeding difficulties in young children who have experienced trauma
- Identify relationships between a child's current presentation and their early learning related to feeding and eating
- Build a comprehensive treatment plan to facilitate changes in early beliefs through experiences of safety and connection associated with eating within a family context

PM4**Session 1: Trauma-Informed Practice for Community-Based Practitioners**

Mary Motz, PhD, CPsych, Psychologist, Breaking the Cycle Program, Early Intervention Department, Canadian Mothercraft Society, Toronto, ON

Margaret Leslie, DipCS, CPsych Assoc, Director, Child and Family Services, Canadian Mothercraft Society, Toronto, ON

Community-based practitioners are uniquely situated to provide trauma-informed services to families, which can cultivate safety, trust and compassion. Specific approaches and interventions to understand the impact of trauma across generations and to provide trauma-informed services for families with infants and young children will be demonstrated and discussed.

Learning Objectives:

- Examine recent research into the impact of traumatic experiences in childhood on the physical health, mental health, and behavior of individuals into adulthood
- Develop the ability to recognize and discuss the application of trauma-informed practices into community-based programs for families with infants and young children
- Hear the story of a woman with a history of trauma, including the therapeutic approaches and service provider qualities which impacted her parenting and helped her to heal

Session 2: Shewaynewas Family Programs Innovative Practice (AM3 - Session 2 Repeated)

Please see session AM3 - Session 2 (page 5) for information on this session

PUBLIC EVENING FORUM

Screening of the one-hour documentary film:

Resilience: The Biology of Stress & The Science of Hope

followed by: a panel discussion

Thursday, January 25, 2018 | 6:30pm - 8:00pm

Join us for a screening of RESILIENCE: The Biology of Stress & The Science of Hope, followed by a panel discussion where regional representatives share their perspectives in relation to the Early Years.

The original research was controversial, but revealed the most important public health findings of a generation. RESILIENCE is a one-hour documentary that delves into the science of Adverse Childhood Experiences (ACEs) and the birth of a new movement to treat and prevent Toxic Stress. Now understood to be a leading cause of everything from heart disease and cancer to substance abuse and depression, extremely stressful experiences in childhood can alter brain development and have lifelong effects on health and behavior.

However, as experts and practitioners profiled in RESILIENCE are proving, what's predictable is preventable. These physicians, educators, social workers and communities are daring to talk about the effects of divorce, abuse and neglect. And they're using cutting edge science to help the next generation break the cycles of adversity and disease.

For more information about the film, please go to:
<http://kpjrfilms.co/resilience/>

The panel will be facilitated by:

Joanne Schroeder, Executive Director, Comox Valley Child Development Association, Courtenay, BC; Adjunct Faculty, Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC; Senior Fellow, Max Bell Foundation, Calgary, AB



EARLY YEARS MAIN CONFERENCE | FRIDAY

7:30am – 8:30am Registration Open

8:30am – 9:00am Welcome, Opening Prayer 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

Opening Prayer

Welcome by Coast Salish Leader

Opening Remarks

Honourable Katrina Chen, Minister of State for Child Care, Victoria, BC

9:00am – 10:15am Plenary Session and Q&A



The Social Ecology of Resilience: Nine Ways Families, and Communities Nurture a Child's Wellbeing

Michael Ungar, PhD, Canada Research Chair, Child, Family and Community Resilience; Scientific Director, Children and Youth in Challenging Contexts (CYCC) Network; Director, Resilience Research Centre, Dalhousie University, Halifax, NS

Learning Objectives:

1. Recognize how individuals and families with complex needs use “problem” behaviours to enhance their resilience and wellbeing when more socially acceptable solutions are not available
2. Explore and become familiar with resilience assessment
3. Identify nine resilience-promoting resources necessary for positive child development
4. Develop strategies for working without resistance with hard-to-reach, culturally diverse children and their families
5. Consider how services can be structured for children, and families that make resilience more likely to occur

10:15am – 10:45am Break (coffee provided)
 Exhibits Open | Poster Viewing

10:45am – 12:15pm Concurrent Sessions A

A1/B1

The Heartbreak Kid: Understanding the Impact of High Conflict Divorce on Young Children

3 Hour Session | Standard Lecture | Intermediate

Deborah Bell, PhD, Registered Psychologist, Sand Story Psychology Services, Vancouver, BC
Evelyn Wotherspoon, MSW, RSW, Evelyn Wotherspoon & Associates, Ltd., Calgary, AB
Jennifer Malcolm, Registered Psychologist, Private Practice, Calgary, AB

Understanding what constitutes a high conflict divorce and the repercussions on child development is imperative to recognizing a need for intervention. This presentation covers what happens for children in situations of High Conflict Divorce. The role of Early Childhood professionals in a Parenting Capacity Assessment (PCA) will also be covered.

Learning Objectives:

- Define high conflict divorce and toxic stress
- Describe the process of the PCA and possible role of Early Childhood professionals
- Utilize ways to support children of high conflict divorce



A2 (Repeated in Session D2)

The ABC's of Social and Emotional Health

Interactive Session | Intermediate

Estelle Paget, BA(Hon), MA LPL (France), Founder, Executive Director, KIDCARECANADA Society, Victoria, BC

Andrew Macnab, MD, FRCPC, Professor, Division of Critical Care, Department of Pediatrics, University of British Columbia, Vancouver, BC

The ABC's for New Parents was developed in collaboration with the Health Authority and over 30 early childhood specialists. It is designed to empower parents to raise socially and emotionally healthy children. Can it work in your professional context? Learn the results of the BC pilot study.

Learning Objectives:

- Discuss relevance of the ABC's book for their own professional/cultural contexts
- Review the findings from the pilot study conducted by the Health Authority with families and professionals using the ABC's book
- Receive a copy of the ABC's for New Parents to use in their community

A3

Truth and Reconciliation for Early Years Educators

Interactive Session | Introductory

Jennifer Markides, MEd, Doctoral Student, Werklund School of Education, University of Calgary, Calgary, AB

Looking for ways to engage Early Years learners in reconciliation, but not sure how? Come join this participatory session and together we will open up possibilities. Bring your questions, concerns, stories, and ideas for discussion and planning around authentic, meaningful ways to engage in Indigenous teaching and learning.

Learning Objectives:

- Reflect on prior knowledge and experiences relating to Indigenous peoples
- Evaluate possible methods for engaging with Indigenous topics in Early Years programming
- Identify and share meaningful ways to take action towards reconciliation in their individual contexts and settings.

A4

Canadian 24-Hour Movement Guidelines for the Early Years (0-4 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep

Interactive Session | Intermediate

Mark Tremblay, MSc, PhD, DLitt (hc), FACS, CSEP-CEP, Director, Healthy Active Living and Obesity Research Group, Children's Hospital of Eastern Ontario Research Institute; Professor, Pediatrics, Faculty of Medicine, University of Ottawa, Ottawa, ON

Valerie Carson, MSc, PhD, Faculty of Physical Education and Recreation, University of Alberta, Edmonton, AB

Guy Faulkner, MA, PhD, School of Kinesiology, University of British Columbia, Vancouver, BC

Casey Gray, MAppHSc, PhD, Healthy Active Living and Obesity Research Group, Children's Hospital of Eastern Ontario Research Institute, Ottawa, ON

This session introduces the new Canadian 24-Hour Movement Guidelines for the Early Years (0-4 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep. The background research and process for developing these paradigm-shifting guidelines will be described, the new Guidelines will be presented, and how a “whole day approach” to healthy movement behaviours can inform and influence policy and practice in early year's settings.

Learning Objectives:

- Describe the relationships between movement behaviours (i.e., light, moderate, and vigorous physical activity, sedentary behaviour, and sleep) and health indicators in children of the early years
- Summarize the key elements of the public health guideline development process
- Share the new “Canadian 24-Hour Guidelines for the Early Years (0-4 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep” and identify strategies for applying the guidelines in work with children of the early years

A5

Neurons and Synapses and Fiber Tracts, Oh My! Early Brain Development

Interactive Session | Introductory

Amelia Bachleda, PhD, Outreach and Education Specialist, Institute for Learning & Brain Sciences, University of Washington, Seattle, WA, USA

Brains are built. This session will cover the latest research on brain development. Together, we will discuss major phases of brain development and how early experiences lay the foundation for a lifetime of learning. We will also highlight the role of everyday interactions in supporting this period of children's development.

Learning Objectives:

- Identify the growing brain as a work in progress. An enormous amount of brain development occurs in the first five years of life
- Describe how a child's early experiences shape the physical development of the brain
- Explain at least three ways to support children's learning and brain development

A6

Breaking Through the Barriers of Shame and Guilt: Engaging Isolated Families

Interactive Session | Intermediate

Donna Balkwill, BSW, RSW, Social Worker, Ranch Ehrlo Society, Regina, SK

Deena Hall, BSW, RSW, Social Worker, Ranch Ehrlo Society, Regina, SK

An intermediate level interactive session on engaging isolated families using trauma focused kindness and empathy skills. The session will provide demonstrations of engagement skills to break down barriers such as shame, guilt, and ambivalence for families struggling to engage with services.

Learning Objectives:

- Demonstrate an understanding of isolation for families
- Demonstrate enhanced engagement skills
- Exposure to resources to break through ambivalence, shame, and guilt

A7

Supporting Children's Resilience through Play

Interactive Session | Introductory

Jessica Chisholm, Métis Early Childhood Educator, Manitoba First Nations Education Resource Centre, Winnipeg, MB

As the adult we can support our children to redirect their play with changing the role or simply allowing the play so the child can make sense of their surrounding and feel empowered. This is the tool to teaching resiliency to our children. In this workshop we will have a sharing circle of introduction and welcoming not only each other but honour each others gifts, as we role model our own self-regulation techniques that focus on resiliency. We will end the session with an hands on activity that promotes positive play experiences for all children.

Learning Objectives:

- Create a positive and loving environment for all children to feel successful.
- Understand what the child is feeling and interested in to help with inclusion and self awareness.
- Support them through self regulation techniques and tools to be successful in their play.
- Support children with their peer groups and responding to their emotional cues.
- Create an environment where the child feels comfortable to make mistakes and try again.
- Promote a child's self confidence by games with rules & socio-dramatic play

A8

Two 45-minute Sessions

A8i

Working with Immigrant and Refugee Families in a Bilingual Family Literacy Program: Looking Back, Looking Ahead

45-Minute Session | Interactive Session | Intermediate

Jim Anderson, PhD, Professor, Early Literacy and Family Literacy, Department of Language and Literacy Education, University of British Columbia, Vancouver, BC

Aliza Dhungana, BSc, BEd, MA, Program Manager, Decoda Literacy Solutions, Vancouver, BC

We report on a bilingual family literacy program, Parents As Literacy Supporters in Immigrant Communities with 500+ families from five language groups (Farsi, Karen; Mandarin, Punjabi, and Vietnamese) in the Greater Vancouver area. We share results of the research project, and hear the perspectives of current participating families.

Learning Objectives:

- Identify essential factors to consider when working with immigrant/refugee families
- Identify components of a successful bilingual family literacy programs
- Deduce principles for working with young immigrant children and families, and in bilingual family support programs

A8ii

Baby Group – From Fragile Beginnings to Strong Futures

45-Minute Session | Standard Lecture | Introductory

Dawn Grunert, BEd, IDSCD Certificate, Infant Development Consultant, Early Intervention Program, Queen Alexandra Centre for Children's Health, Vancouver Island Health Authority, Victoria, BC

Dee O'Connor, BSc, BEd, ECE, Infant Development Consultant, Early Intervention Program, Queen Alexandra Centre for Children's Health, Vancouver Island Health Authority, Victoria, BC

Cheryl Fertich, BA, BSW, Infant Development Consultant, Early Intervention Program, Queen Alexandra Centre for Children's Health, Vancouver Island Health Authority, Victoria, BC

Infant Development Consultants within an early intervention program run a unique group for families with babies who have experienced fragile beginnings. Parent-to-parent connection and support is facilitated by bringing together potentially isolated families in a physically & emotionally safe environment. Learn how to implement this successful model in your community.

Learning Objectives:

- Identify four key benefits to parent participants in a specialized baby group
- Develop and employ the necessary tools to replicate this model of support in their own community (i.e. space needs, scheduling ideas, etc.)
- Describe the value of this program and advocate for its implementation with funding sources and professional partners



A9 Two 45-minute Sessions**A9i****'Take a Video!': Children's Digital and Non-digital Play in Their Homes***Standard Lecture | Introductory***Laura Teichert**, PhD Candidate, MEd, Grad.Dip, BA, Department of Language and Literacy Education, University of British Columbia, Vancouver, BC

This session will explore the issue of digital media in the early years by describing the digital and non-digital play activities of three young children in their homes. Findings highlight the fluid nature of children's engagement with digital and non-digital tools in their homes to make meaning in their worlds.

Learning Objectives:

- Appreciate the fluidity with which children move from non-digital to digital play spaces
- Identify ways to support children's meaning-making using digital media
- Critically evaluate digital tools and analyze their capabilities in order to provide activities that mimic home-based play activities

A9ii**How Does Parental Use of Digital Media Affect Young Children's Behavior?***Standard Lecture | Intermediate***Yvonne Kiefert Adebare**, BA, MA (in progress), Program Manager, Early Childhood Services, Sources Community Resource Centres, Surrey, BC

A summary of current literature related to technology and child development will be provided. Research results from case studies related to play choices of three young children will be presented.

Learning Objectives:

- Develop an understanding of the current literature related to digital media and child development
- Engage in reflection to question their own beliefs and experiences related to young children and digital media
- Develop strategies for working with parents and caregivers related to education

12:15pm – 1:30pm**Lunch** (on your own)
Exhibits Open | Poster Viewing**1:30pm – 3:00pm****Concurrent Sessions B****A1/B1 Continued****The Heartbreak Kid: Understanding the Impact of High Conflict Divorce on Young Children***3 Hour Session | Standard Lecture | Intermediate***Deborah Bell**, PhD, Registered Psychologist, Sand Story Psychology Services, Vancouver, BC**Evelyn Wotherspoon**, MSW, RSW, Evelyn Wotherspoon & Associates, Ltd., Calgary, AB**Jennifer Malcolm**, Registered Psychologist, Private Practice, Calgary, AB

See A1/ B1 on page 7 for full description

B2 (Repeated in Session D4)**Young Scientists: Building STEM Skills and Exploring the World through Play***Interactive Session | Introductory***Marley Jarvis**, PhD, Outreach and Education Specialist, Institute for Learning & Brain Sciences (I-LABS), University of Washington, Seattle, WA

Explore the latest research on how children use experiences in their early lives to build theories about the world and how it works. In this session we will discuss playful and developmentally appropriate ways to help children build STEM skills — Science, Technology, Engineering, and Mathematics — through everyday activities.

Learning Objectives:

- Examine how young children build theories about their world
- Identify ways young children naturally exhibit STEM skills
- Develop strategies to support children's STEM skills through playful, inquiry-based activities

B3**HELP's Program of Research as Tools to Understand Aboriginal Children's Wellbeing in BC***Standard Lecture | Intermediate***Duane Jackson**, Aboriginal Steering Committee, Human Early Learning Partnership, Vancouver, BC**Laranna Androsoff**, BA CYC, ECE, Sp Nd, I/T, Aboriginal Early Years Outreach & Parent Educator, Boundary Family & Individual Services Society; Aboriginal Infant Development Consultant, Circle of Indigenous Nations Society, Grand Forks, BC

The Human Early Learning Partnership (HELP) is a collaborative, interdisciplinary research network at the School of Population and Public Health at the UBC. HELP's unique partnership brings together many scientific viewpoints to address early child development (ECD) issues. This session will introduce HELP's Aboriginal Steering Committee (ASC) and their role in guiding the program of research. The ASC advises on all aspects of HELP's data collection, analysis, and community engagement. They also guide HELP on the implementation of the principles of OCAP (Ownership, Control, Access and Possession).

Learning Objectives:

- Consider HELP's unique structure, which includes an Aboriginal Steering Committee, who advise on core child well-being research projects, which may have implications for their own work
- Examine the relevance of HELP's work, as it's guided by the research principles of OCAP®
- Integrate ideas about HELP's community engagement strategy into their own work

B4**Kids on Wheels: Early Wheeled Mobility for Young Children Who Have Difficulty Sitting, Standing or Walking***Interactive Session | Intermediate***Debbie Field**, PhD, Occupational Therapist, Therapy Department, Sunny Hill Health Centre for Children, Vancouver, BC**Roslyn Livingstone**, MSc(RS), Occupational Therapist, Therapy Department, Sunny Hill Health Centre for Children, Vancouver, BC

Independent mobility is important for learning and development. This session shares information about innovative and therapeutic child-friendly wheeled mobility devices for infants and toddlers who have delayed sitting, standing or walking skills. Their use can enhance children's overall development and promote opportunity for independent play and exploration of the environment.

Learning Objectives:

- Identify at least two different groups of children who can benefit from use of early childhood wheeled mobility devices
- Describe four benefits of wheeled mobility devices for children 5 years and younger who have delayed or impaired mobility
- Compare and contrast the features and benefits of at least three different mobility devices suitable for toddlers and preschool children

B5**Building Brains for Success in School and Life***Interactive Session | Introductory***Susy Komishin**, Education Partnership Project Lead, Manitoba First Nation Education Resource Centre Inc., Winnipeg, MB**Anne Rundle**, Early Learning Content Writer/Researcher, Manitoba First Nation Education Resource Centre Inc., Winnipeg, MB**Sheila Murdock**, Early Learning Facilitator, Manitoba First Nation Education Resource Centre Inc., Winnipeg, MB**Louise Cameron**, Early Learning Facilitator, Manitoba First Nation Education Resource Centre Inc., Winnipeg, MB

Participants will increase their understanding of how experiences impact the architecture of the brain. Participants will play the brain architecture game examining how experiences in the early years will impact students' mental, physical, spiritual and emotional well-being. Participants will discuss programs or strategies that can create positive learning experiences.

Learning Objectives:

- Examine experiences which shape brain development in early childhood. These experiences can be positive, negative or tolerable for children. Negative experiences can produce toxic stress for children impacting their overall development
- Recognize that the serve and return interactions that adults have with children have a lifelong impact
- Consider the types of social supports we provide to children and families that can foster healthy child development

B6

Reaching Millennial Parents: What Today's Parents Know, Do, and Believe About Parenting and Early Development

Interactive Session | Introductory

Rebecca Parlakian, MEd, Senior Director of Programs, ZERO TO THREE, Washington, DC, USA

Jodi Whiteman, MEd, Director of Professional Development, ZERO TO THREE, Wake Forest, NC, USA

Dive into findings from Tuning In, ZERO TO THREE's National Parent Survey, to hear and discover what Millennial parents understand about child development and behavior. Listen to parents' challenges, what they want to learn, and what support they seek. Join the discussion about how these findings might impact your work!

Learning Objectives:

- Articulate what millennial parents' greatest child-rearing challenges are and what aspect(s) of parenting they would like to improve
- Offer suggestions for designing parenting messages and/or programming for millennial parents, based on survey findings
- Identify 2 ways they might integrate key positive parenting messages from the survey into their own work/professional practice with families

B7

Bolstering Wellbeing Among Early Learning and Care Educators across Alberta

Standard Lecture | Intermediate

Veronica Smith, PhD, SLP, Associate Professor, Educational Psychology, Faculty of Education, University of Alberta, Edmonton, AB

Zoey Zhang, PhD, Postdoctoral Fellow, Department of Educational Psychology, University of Alberta, Edmonton, AB

Today's teachers, including Early Learning and Care (ELC) educators, face ever-increasing stress that easily leads to burnout and turnover (Billingsley, 2004). This is concerning because the wellbeing of ELC educators is also related to child outcomes. The Access, Support and Participation (ASaP) Continuum Project was implemented to build the skills, knowledge and confidence of educators to provide intentional teaching experiences in the area of social and emotional development to children in their care. In this session findings will be shared from research that explored whether the ASaP project played a positive role on bolstering the wellbeing (i.e., teacher efficacy, depression and burnout) among the educators who participated in this innovative coaching model.

Learning Objectives:

- Describe the importance of personal wellbeing among early learning and care (ELC) educators
- Share findings from a survey of Alberta ELC educators that examined their social and emotional wellbeing
- Describe important dimensions of wellbeing that were impacted by a novel coaching program aimed at bolstering social and emotional developmental knowledge and pedagogy

B8

The Intersection of FASD and Infant Mental Health: Applying a Trauma-Informed Lens for Children in the Child Welfare System

Interactive Session | Intermediate

Mary Motz, PhD, CPsych, Psychologist, Breaking the Cycle Program, Early Intervention Department, Canadian Mothercraft Society, Toronto, ON

Margaret Leslie, DipCS, CPsych Assoc, Director, Child and Family Services, Canadian Mothercraft Society, Toronto, ON

Infant mental health approaches integrating a trauma-informed lens can be successfully used to support families who have children at risk for FASD. Through a case presentation we will describe the seamless integration of these services for a child who moves between the community and the foster care system.

Learning Objectives:

- Develop the ability to recognize the intersecting factors related to infant mental health and FASD: including attachment, regulation, development, parental substance misuse, and child maltreatment
- Hear the story of a vulnerable family and identify the continuum of interventions which were utilized while a young child with FASD experienced disrupted caregiving contexts
- Examine specific service recommendations which integrate infant mental health and FASD perspectives using a trauma-informed lens

B9

Raising Resilient Children

Interactive Session | Introductory

Denise Findlay, MEd, ACC, CPCC, Educator and Facilitator, Parent Support, Squamish Nation Ayas Men Men Child and Family Services; Owner, Kweykway Consulting, West Vancouver, BC

Indigenous people have suffered significant stressors as a result of intergenerational trauma making resilience paramount. Many of the answers already exist within traditional culture and now need to be restored. This session reveals what adults can do to foster and recover resilience in the children they parent and teach.

Learning Objectives:

- Identify the Six Stages of Attachment and how human potential is intended to naturally unfold
- Describe what adults can do to foster optimal functioning, resiliency, and empathy
- Impart a relational approach to parenting and teaching rooted in Dr. Neufeld's developmental theory

3:00pm - 3:30pm

Break (coffee provided)
Exhibits Open | Poster Viewing

3:30pm - 4:30pm

Plenary Session and Q&A



Early Adversity and Lifelong Health: Risk & Resilience

Sarah Enos Watamura, PhD, Associate Professor, Department of Psychology, University of Denver, Denver, CO, USA

Learning Objectives:

- Understand the science of early adversity and consequences for health
- Apply the concept of plasticity to aspects of early development
- Clarify key contributions to resilience
- Discuss effective strategies for prevention and remediation

4:30pm - 4:45pm

Award Presentations

Presentation

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

4:45pm

Adjourn

4:45pm - 5:30pm

Networking Reception & Poster Session
Some Exhibits Open



EARLY YEARS MAIN CONFERENCE | SATURDAY

8:00am – 8:30am Registration Open

8:30am – 9:30am Plenary Session and Q&A

**Tots and Today's Technology**

Sarah R. Lytle, PhD, Director of Outreach and Education, Institute for Learning & Brain Sciences (I-LABS), University of Washington, Seattle, WA, USA

Learning Objectives:

- Explore how cognitive development influences children's ability to learn from screen media
- Consider the content, the context, and the individual child in selecting screen media for children
- Identify ways that caregivers and parents can jointly engage with children around screen media to increase learning
- Summarize the evidence for making recommendations about technology use for parents

9:30am – 10:30am Family Panel and Q&A

Strengthening Resilience in Today's World: Perspectives from Family Members

Facilitator:

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

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. We are most grateful to have the opportunity to be informed and empowered by the panel members as they share with us their stories related to our conference, our themes, and our attendees. We will hear of their experience, their strengths, their struggles, their reflections on services received, and also on pivotal relationships that have had a significant impact on their lives and the lives of their loved ones. Always a favourite part of the Early Years Conference.

Learning Objectives:

- Reflect on the ways in which a family's lived experience is deeply complex and can have more layers than we see during our time with them
- Identify examples of ways in which families find their own ways in strengthening children's resilience as they begin on new, sometimes unexpected journeys
- Summarize key ingredients and components that contribute to positive family experiences and relationships with professionals providing child or family services
- Recognize the value of emotional support for families
- 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/D1

Little Ones and Trauma: Best Practice in Compassionate Learning Communities for ACEs Children

3 Hour Session | Standard Lecture | Intermediate

Linda O'Neill, PhD, CCC, CTS, Associate Professor, Regional Counselling Program Coordinator; Community Counselling Clinic, University of Northern British Columbia, Prince George, BC

Through stories of thriving ACEs children and clinical and community practice, this presentation will provide an overview of possible ACEs children's context and strategies for assisting such children live a life less defined by the adverse events that have happened to them.

Learning Objectives:

- Identify and describe ACEs children's coping
- Assess developing brain under stress
- Use appropriate strategies to establish safety and stabilization with children who have experienced adverse events

C2

Reconciliation and Indigenous Place in the Early Years

Interactive Session | Introductory

Kristin Webster, Senior Early Childhood Educator, UBC Child Care Services, University of British Columbia, Vancouver, BC

Lisa McArthur, Senior Early Childhood Educator, UBC Child Care Services, University of British Columbia, Vancouver, BC

This workshop addresses ways in which Early Childhood Educators can introduce Indigenous Place and perspectives to young children. Participants and facilitator can discuss age appropriate ways to learn about Canada's dark history, how it can create empathy and open a world up to children who will better understand indigenous cultures.

Learning Objectives:

- Consider how indigenous perspectives can build on a child's sense of compassion and empathy
- Reflect on how to talk to children about the impacts of colonization
- Acquire the tools to equip educators to discuss challenging ideas with children

C3

Sound to Meaning

Standard Lecture | Introductory

Marlene Lewis, MA, R-SLP, Speech Therapist, Access Speech-language Services, Victoria, BC

Janet Gibson, BSc Logopaedics, R-SLP, R-AUD, Speech-Language Pathologist and Audiologist, Janet Gibson's Speech Pathology and Audiology Services, North Vancouver, BC

An Audiologist and Speech-Language Pathologist convey research of Dr. Nina Kraus. Sound to meaning connections, including through music, can profoundly, positively impact language and literacy development in young children, at a neurobiological level. Practical recommendations are provided to parents and educators, to enhance auditory environments to the benefit of children.

Learning Objectives:

- Recognize the neurobiological importance of providing a rich auditory environment
- Describe the elements of an auditorily rich environment
- Employ practical activities that will enhance the auditory experiences of children to expand their language/listening and pre-literacy skills, and prevent possible difficulties down the line

C4

The Interface Between Mothers with Experiences of Trauma and Children's Mental Health Services

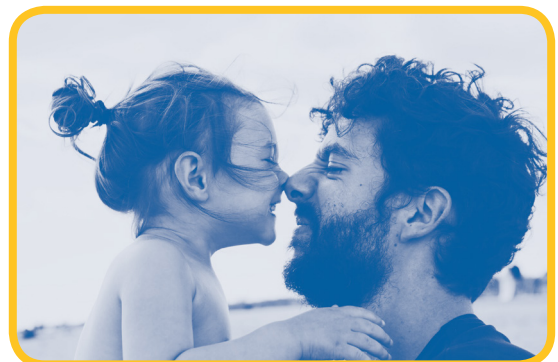
Standard Lecture | Intermediate

Erika Ono, MSW, RSW, Social Worker, Neuropsychiatry Clinic, BC Children's Hospital; PhD Candidate, School of Social Work, University of British Columbia, Vancouver, BC

This session will introduce the connections between maternal trauma and childhood mental health. The presenter will share the beginning stages of their research on mothers with experiences of trauma and children's mental health service delivery and use. The study applies trauma- and violence-informed care, intersectionality, and institutional ethnography.

Learning Objectives:

- Identify the connections between maternal trauma and childhood mental health
- Recognize how policies and practices in early childhood and mental health services may shape the experiences of mothers with trauma when they access support with their children
- Discuss ways to apply trauma- and violence-informed care with families in early childhood and mental health services



C5

Screening and Interventions for Behavior Regulation, Executive Functions and/or Sensory Processing in Difficulties in Very Pre-term Children

[Standard Lecture](#) | [Intermediate](#)

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

Margot MacKay, Occupational Therapist, Neonatal Follow-up Program, Children's & Women's Health Centre of BC, Vancouver, BC

Children born very prematurely are at-risk for behavior regulation, executive functions and sensory processing difficulties. The session, co-presented by Psychology and OT staff from BC's Neonatal Follow-up program, will use a developmental framework to identify problems in each of these areas and share effective screening tools and interventions.

Learning Objectives:

- Distinguish and Identify commonalities in problems of behavioral regulation, executive functions and sensory processing
- Choose screening tools that are developmentally appropriate to identify potential difficulties in each of these areas
- Access resources and implement developmentally appropriate interventions that assist children with problems in each of these areas

C6

Building the Pathway of Change

[Interactive Session](#) | [Intermediate](#)

Sheila Grieve, MAIS, Chair, Early Childhood Education and Care Program, Vancouver Island University, Nanaimo, BC

Joan Gignac, Executive Director, Aboriginal Head Start Association of BC, Duncan, BC

Marc Lalonde, Executive Coordinator, Beaufort Children's Centre, Courtney, BC

Prepare to discover a new evaluation initiative that complements the Early Childhood Environment Rating Scales (ECERS). Explore the Learning to Observe, Value, Inspire and Transform (L.O.V.I.T.) process. Practice using the initiative and L.O.V.I.T. documents together. Resources will be provided to promote observation, encourage stakeholder buy-in and document the qualitative aspects of programs.

Learning Objectives:

- Develop new skills and competencies related to evaluation tools
- Recognize the importance of evaluation and practice a new evaluation method
- Create a dialogue relating to evaluation in culturally based programs

C7

Build Resiliency in Families

[Interactive Session](#) | [Introductory](#)

Johanna Martens, Community Development Worker, South Peace Building Learning Together Society; Regional Coordinator, South Peace Success By 6 & Children First, Dawson Creek, BC

Gloria Cleve, Early Learning Project Manager, School District #59, Peace River South; South Peace Building Learning Together Society, Dawson Creek, BC

Positive Discipline (PD) is fun, interactive, and designed to create long-term resiliency in children and families - not just a short-term quick fix. Join this interactive session to learn the history of PD in BC, play with some of the activities, and explore options to grow PD in your area.

Learning Objectives:

- Summarize a history of the how Positive Discipline began in BC and how it is growing
- Experience Positive Discipline activities, such as, the power of a hug and the importance of family meetings
- Explore options of how you and your community can help grow the Positive Discipline parenting model throughout BC

C8 Two 45-minute Sessions

C8i Understanding the Why: Parent Beliefs About Mobile Devices for Infants and Toddlers

[45-minute Session](#) | [Standard Lecture](#) | [Intermediate](#)

Michaela Wooldridge, PhD, Consultant & Educator, Early Childhood, Penticton, BC

Public discourse about infant/toddler use of media technology and parenting young children in the digital age seldom considers parental attitudes toward technology. This session explores the role of parent beliefs about media technology as linked to when and why children birth to three years are given access to mobile devices.

Learning Objectives:

- Identify key concepts in parent beliefs research literature
- Consider complexities of parent perspectives on infant/toddler use of media technology
- Realize the role of their own beliefs in working with young children and families

C8ii

Parental Awareness of Pediatric Screen Time Recommendations and Screen Time Use in Children Less than Two Years of Age

[45-minute Session](#) | [Interactive Session](#) | [Introductory](#)

Annie Lau, MScN, RN, Family Immunization Clinic Resource Nurse, Provincial Health Services Authority; Adjunct Professor, School of Nursing, University of British Columbia, Vancouver, BC

Wendy Hall, PhD, RN, Professor, Associate Director Graduate Programs, School of Nursing, University of British Columbia, Vancouver, BC

Florence Escandor, MSN, Registered Nurse, Vancouver Coastal Health, Vancouver, BC

Reda Wilkes, BSN, Registered Nurse, Vancouver Coastal Health, Vancouver, BC

This cross-sectional survey study examined Vancouver parental awareness of the screen time guidelines and factors influencing screen time use among their children under the age of two. Implications for clinical practice, education and further research will be presented to support parents to foster optimal development in their children.

Learning Objectives:

- Describe parental awareness of the screen time use guidelines for children younger than two years of age, actual screen time use and factors influencing parents' decision to permit screen time
- Explore collaborative strategies in clinical practice, education and research to support parents to adhere to screen time use guidelines to promote optimal development in their young children
- Identify strategies and resources to support parents to find opportunity for self-care and household chores other than screen time use among their children

C9 Two 45-minute Sessions

C9i

Appetite to Play: Healthy Eating and Physical Activity in the Early Years

[45-Minute Session](#) | [Interactive Session](#) | [Introductory](#)

Jennifer Scarr, RN, MSN, Provincial Director, Primary Care & Preventive Health, Child Health BC, Vancouver, BC

PJ Naylor, PhD, Professor, School of Exercise Science, Physical and Health Education, University of Victoria, Victoria, BC

The Appetite to Play presentation will include the background on the initiative, review of the recommended practices for healthy eating and physical activity, examples of games and activities, interactive web based resource, and preliminary evaluation results.

Learning Objectives:

- Recognize the importance of food literacy and physical literacy in early childhood development
- Identify recommended practices that support healthy eating and physical activity
- Utilize the information from the session into their own settings

C9ii

Healthy Together: An Innovative Family Education Program, Easy to Integrate within Core Services

[45-Minute Session](#) | [Interactive Session](#) | [Intermediate](#)

Michele Hopkins, MSW, RSW, Program Coordinator, The Bridge Youth & Family Services, Kelowna, BC

Anima Anand, PhD, Program Lead, The Bridge Youth & Family Services, Kelowna, BC

Healthy Together (HT)© is an innovative family education model that has been successfully implemented and evaluated across Canada. This program promotes healthier weights for families through group learning, physical activity, healthy cooking and eating. Key values, principles, and details on how to incorporate this program within core service are presented.

Learning Objectives:

- Become informed about the Healthy Together program background, content and delivery
- Identify principles and strategies to engage vulnerable populations around health promoting behaviours
- Build organizational or community capacity and readiness to integrate Healthy Together

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

12:45pm – 1:30pm Poster Session

1:30pm – 3:00pm Concurrent Sessions D

C1/D1 Continued

Little Ones and Trauma: Best Practice in Compassionate Learning Communities for ACEs Children

3 Hour Session | Standard Lecture | Intermediate

Linda O'Neill, PhD, CCC, CTS, Associate Professor, Regional Counselling Program Coordinator; Community Counselling Clinic, University of Northern British Columbia, Prince George, BC

See C1/ D1 on page 11 for full description

D2 (Session A2 Repeated)

The ABC's of Social and Emotional Health

Interactive Session | Intermediate

Estelle Paget, BA(Hon), MA LPL (France), Founder, Executive Director, KIDCARECANADA Society, Victoria, BC

Andrew Macnab, MD, FRCPC, Professor, Division of Critical Care, Department of Pediatrics, University of British Columbia, Vancouver, BC

The ABC's for New Parents was developed in collaboration with the Health Authority and over 30 early childhood specialists. It is designed to empower parents to raise socially and emotionally healthy children. Can it work in your professional context? Learn the results of the BC pilot study.

Learning Objectives:

- Discuss relevance of the ABC's book for their own professional/cultural contexts
- Review the findings from the pilot study conducted by the Health Authority with families and professionals using the ABC's book
- Receive a copy of the ABC's for New Parents to use in their community

D3

Creating Culturally-Safe and Trauma-Informed Physical Activity Programming for Pregnant and Parenting Aboriginal Women in the Downtown Eastside (DTES): A Community Based Approach

Standard Lecture | Introductory

Jessica Webb, BA, Aboriginal Infant Development Consultant, YWCA Crabtree Corner, Vancouver, BC

Francine Darroch, PhD, Post-doctoral Research Fellow, Critical Research in Health and Healthcare Inequities, School of Nursing, University of British Columbia, Vancouver, BC

Robyn Fabiosa, BA, Aboriginal Infant Development Consultant, YWCA Crabtree Corner, Vancouver, BC

This presentation will focus on the role Community Based Participatory Research (CBPR), with a postcolonial feminist theoretical lens, played in the development of a weekly physical activity program for pregnant and/or parenting women through the Aboriginal Infant Development Program at YWCA Crabtree Corner.

Learning Objectives:

- Gain insight into the process of Community Based Participatory Research (CBPR) and it is applied create accessible programming for Aboriginal women
- Identify the barriers faced by pregnant and parenting in the DTES when accessing Physical Activity (PA) as they were presented in our CBPR
- Review how information found in CBPR was used in the creation of a walking program created by the Aboriginal Infant Development Program at Crabtree Corner

D4 (Session B2 Repeated)

Young Scientists: Building STEM Skills and Exploring the World through Play

Interactive Session | Introductory

Marley Jarvis, PhD, Outreach and Education Specialist, Institute for Learning & Brain Sciences (I-LABS), University of Washington, Seattle, WA

Explore the latest research on how children use experiences in their early lives to build theories about the world and how it works. In this session we will discuss playful and developmentally appropriate ways to help children build STEM skills — Science, Technology, Engineering, and Mathematics — through everyday activities.

Learning Objectives:

- Examine how young children build theories about their world
- Identify ways young children naturally exhibit STEM skills
- Develop strategies to support children's STEM skills through playful, inquiry-based activities

D5

How to Incorporate Family Support into Your Work and Why it's Important: Lessons from Family Resource Programs

Interactive Session | Introductory

Sherry Sinclair, MEd, Executive Director, BC Association of Family Resource Programs, Langley, BC

Gini Bonner, BA, ECE, Executive Director, Mount Pleasant Family Centre Society, Vancouver, BC

Diane Elliot-Buckley, MPA, Executive Director, West Side Family Place, Vancouver, BC

Mary Johnston, Executive Director, Eastside Family Place Society, Vancouver, BC

If you want to learn how to more effectively engage with and support parents and families in your early years work, this workshop is for you. Applying lessons from Family Resource Programs, this interactive workshop will show participants how to incorporate program elements that support parents and caregivers. The workshop is designed to answer the following questions:

- Why support families?
- How do I support families?
- What role do early years practitioners play in supporting reconciliation?

Learning Objectives:

- Identify why supporting parents, care-givers, and families does more than simply support families, but it also fosters healthy child development
- Demonstrate strategies for support that can be incorporated into programs and work—from day-care, to nursing, to StrongStart
- Consider the role that early years practitioners play in supporting reconciliation, and reflect on what other early years and family support programs have done to further reconciliation

D6

Chésa7 Mixálh ménmeñ: Attachment in the Classroom

Interactive Session | Introductory

Tanya Brown, Early Intervention Team Leader, Shewaynewas Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, North Vancouver, BC

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

Chésa7 Mixálh ménmeñ is a licensed 3-5 year old child development program utilizing the Circle of Security® Parenting™ model to provide the foundation, underlying principles, and organizing framework to guide our work with children. Our program is shaped to strengthen caregiver child relationships that support children's emotional security and well-being.

Learning Objectives:

- Understand a child's emotional world by learning to read emotional needs
- Share support strategies to enhance a child's ability to successfully manage emotions
- Learn about how to enhance the development of a child's self-esteem
- Honor the innate wisdom and desire for children to have a secure relationship



D7

Building Friendships: One Step at a Time on a Journey to Belonging

Interactive Session | Introductory

Marta Carlucci, Provincial Engagement Coordinator, Family Support Institute, New Westminster, BC

We know that kids thrive when they have a strong sense of belonging and have friendships where they feel included. When friendships are seeded early, lifelong understanding and loyalty has a rich environment to grow. In order to build meaningful relationships there needs to be a focus on finding opportunities in our communities and neighborhoods that bring together people with mutual interests and common goals. Real life examples will demonstrate how identifying a person's unique interests can be the first step to building natural friendships, particularly for young children who are freshly learning about diversity.

Learning Objectives:

- Review the value of friendships and the generational aspects of isolation, and how that can impact resilience and strength in a family unit
- Acquire strategies on how to support families to build social circles with their children beginning in the early years
- Review true friendship and the components important to highlight with and for families who are isolated and unsupported
- Learn about the impact of social isolation on children with special needs, ways to mitigate this early, and ways to support social network building from an early age

D8

"You are My Sunshine..." How an Intergenerational Parent-Child Mother Goose Program® Cultivates Brain Development and Creates Community Through Song

Interactive Session | Intermediate

April Martin-Ko, BA, BEd, Provincial Coordinator, Parent-Child Mother Goose Programs in BC, BC Council for Families, Vancouver, BC

Maureen Doll, BSW, RSW, Project Manager, KELLI (Kamloops Early Language & Literacy Initiative), Kamloops, BC

Patricia Asbun, BEd, ECE, TOESL, Community Support Consultant, North Shore Community Resources Society, North Vancouver, BC

In this workshop you will learn how to plan and execute an Intergenerational Program with children, parents and seniors based on principles of a Parent-Child Mother Goose Program® (using rhymes, songs and oral storytelling). Moreover, the power and benefit this type of programming brings in creating community collaboration, caregiver attachment and resilient brain development in both children and seniors.

Learning Objectives:

- Review the concepts, structure and curriculum for a Parent-Child Mother Goose Program®, and learn how to apply this approach to an intergenerational program
- Discuss the benefits of projects that involve community collaboration and address issues such as long-term child and family development, senior isolation and quality of life for the larger community
- Demonstrate an understanding of research conducted on the benefits of this particular type of program
- Identify the positive impacts this program has on infants, children, parents and seniors in terms of brain development/plasticity and attachment in relation to resilience



D9 Two 45-minute Sessions

D9i

Make the Connection 0-1 Parenting Program Makes a Difference- Results of an Outcome Evaluation

45-Minute Session | Interactive Session | Introductory

Kimberley Swigger, RN, BScN, Health Promotion Specialist, Toronto Public Health, Toronto, ON

Attachment between infant and parent in early life is associated with life-long benefits, including socio-emotional and mental health. Make The Connection, an attachment-focused early intervention program was evaluated by Toronto Public Health and Queen's University. This presentation will discuss the results of the evaluation, and the implications for service delivery.

Learning Objectives:

- Enhance their understanding of how infant temperament, parental confidence and parental sensitive responding plays a role in attachment outcomes
- Consider how the results of the outcome evaluation can support evidence based practice and inform program planning in their community
- Recognize the key elements of the evaluation design and methodology and their importance in advancing research into the effectiveness of parenting programs in the Early Years

D9ii

Fostering Resiliency through Strengthening Connections and Coping Skills

45-Minute Session | Interactive Session | Introductory

Cindy Andrew, BPE, BEd, Western Region Program Consultant, the Psychology Foundation of Canada, Victoria, BC

This participatory workshop will introduce participants to a range of practical strategies and Canadian resources that they can draw upon to further support strong parent-child relationships and support the growing child (and family) with the social emotional competencies necessary for thriving in today's world.

Learning Objectives:

- Describe evidence-backed attachment promoting strategies for parents
- Recognize how stress can affect developing brains and its relevance to fostering resiliency in young children
- Identify evidence-informed developmentally appropriate strategies that can assist in helping young children develop the skills to cope with life's challenges

3:00pm - 3:30pm

Break (coffee provided)
Exhibits Open | Poster Viewing

3:30pm - 4:30pm

Closing Keynote and Closing Remarks



The 4 R's: A Unique Perspective on Resilience, Relationships, Respect and Reconciliation

Monique Gray Smith, Author & Consultant, Victoria, BC

Learning Objectives:

- Provide a unique window into how respect and relationships can transform lives
- Demonstrate how the 4 Blankets of Resilience can be used in strengthening the resilience within ourselves and those we serve
- Weave journeys of reconciliation for us to learn from and gather strength and energy as we continue doing our work in the best way possible

Closing Remarks & Evaluation

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

POSTER PRESENTATIONS

There are two formal poster sessions. The first is at the Networking Reception from 4:45 -5:30pm on Friday, January 26, 2018. The second session is scheduled during lunch on Saturday from 12:45 - 1:30pm. 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.

Is Nobody's Perfect an Effective Parenting Strategy for Newcomers? Highlights of an Outcome Evaluation

Michele Antunes, BScN, Health Promotion Specialist, Child Health and Development Directorate, Toronto Public Health, Toronto, ON

Mary Ann Gargano-Lucanie, BScN, Manager, Child Health and Development Directorate, Toronto Public Health, Toronto, ON

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Tanya Brown, Early Intervention Team Leader, Shewaynews Family Programs, Ayas Men Men Child & Family Services, Squamish Nation, North Vancouver, BC

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

Building Resilience Today for Tomorrow's Communities

Devon Caldwell, MEd, Doctoral Student, Early Childhood Education, Department of Curriculum & Instruction, Faculty of Education, University of Victoria, Victoria, BC; Teacher, Fort La Bosse School Division, Oak Lake, MB

Brenda Masson, BEd, School Administrator, Oak Lake Community School, Fort La Bosse School Division, Oak Lake, MB

Amy Schiltroth, BEd, School Administrator, Goulter School, Fort La Bosse School Division, Virden, MB

More Than Just Getting By: Understanding and Supporting Student Thriving in the Ontario Kindergarten Classroom

Heather Coe-Nesbitt, BEd, MEd, PhD Candidate, Faculty of Education, Queen's University, Kingston, ON

25 Years of Aboriginal Infant Development Programs in BC - What We Have Learned Leading with Kindness and Sometimes Taking the Lead of the Aboriginal Families We Work With

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

Health and Wellness in the Early Years: Building a Foundation to Support Young Children and Families Thrive

Dianne Fierheller, MSW, RSW, Social Worker, Trillium Health Partners, Mississauga, ON; PhD Student, McMaster University, Hamilton, ON

Ian S. Zenlea, MD, MPH, CPPS, Paediatric Endocrinology Project Lead, KidFit Health and Wellness Clinic, Trillium Health Partners, Mississauga, ON; Assistant Clinical Professor, Department of Paediatrics, University of Toronto, Mississauga, ON

The Influence of Child Protection Current Debates on Variability in Child Welfare

Bharat Prasad Gautam, MA, Manager, Gautam International Business; Vice President, Nepal Disabled and Helpless Rehabilitation Center (NDHRC) Kathmandu, Nepal

Rahul Bishwokarma, MA, General Secretary, Nepal Disabled and Helpless Rehabilitation Center (NDHRC) Kathmandu, Nepal

The Effects of Poverty on Childhood Brain Development

Til Bahadur Kumal, MA, Proprietor, Tilak International Trading; District Director, Nepal Disabled and Helpless Empowerment Centre (NDHEC), Kathmandu, Nepal

Dipak Kumar Sunar, BK, MA, Vice President, Nepal Disabled and Helpless Empowerment Centre (NDHEC), Kathmandu, Nepal

Rita Gautam, MBA, MA, Treasurer and Director, Nepal Disabled and Helpless Empowerment Centre (NDHEC); Director, Gautam International Business, Kathmandu, Nepal

Elimination Communication and the Normal Crying Curve: Reducing Infant Crying through an Understanding and Gentle Response to Basic Elimination Needs

Geraldine Jordan, PhD, Researcher, Environmental Health Lab, Faculty of Humanities and Social Sciences, Trinity Western University, Langley, BC

'All Aboard' Public Transportation and ASD

Susann Lagore, BSc, MPlan, ND, PhD Student, Department of Environmental Design, University of Calgary, Calgary, AB

Trial and Error: Child Welfare and Related Services for Families with Limited English Proficiency

Sarah Maiter, MSW, PhD, Professor, School of Social Work, Faculty of Liberal Arts and Professional Studies, York University, Toronto, ON

Trauma and Vulnerable Populations: Considerations for Working with People Affected by Natural Disasters

Jennifer Markides, MEd, Doctoral Student, Werklund School of Education, University of Calgary, Calgary, AB

A Pilot Evaluation of a Short Parenting Program for Parents of Children with Special Needs: The Parenting Experience and Parent-Child Relationship

Ryan Matchullis, MSc, Registered Psychologist, Renfrew Educational Services, Calgary, AB

Kim Ralstin, BA, Parent Education Coordinator, Renfrew Educational Services, Calgary, AB

Jaye Harry, MSW, RSW, Family Support Worker, Renfrew Educational Services, Calgary, AB

Technology Use In Early Years: Tools for Expression, Creativity, and Student Reflection

Connie Molnar, MEd, BEd, Associate Director, Saskatchewan Professional Development Unit, Saskatchewan Teacher's Federation, Saskatoon, SK

Roots of Empathy

Darcy Morgan, ECE, Seeds of Empathy Provincial Manager, Roots of Empathy, Vancouver, BC

Sarah Dunham, BA, Project Manager for Inclusive Communities, Roots of Empathy, New Westminster, BC

Pediatric Support for Families and Children with Cleft Lip and/or Palate

Diane Munz, MD, FRCPC, FAAP, Associate Professor, Part-Time, Department of Pediatrics, McGill University; Physician, Montreal Children's Hospital, Montreal, QC

Service Planning for Children with Special Needs: Collaborating Using a Systems Approach

Nikki Palmer, MA, OT, Interim Manager, Infant and Child Development Services Peel, Trillium Health Partners, Mississauga, ON

Nita Chhinzer, PhD, MBA, Associate Professor, Department of Management, University of Guelph, Guelph, ON

Parents' Needs and Preferences in Accessing Their Children's Early Intervention Records

Mari Pighini, PhD, Lecturer, Early Childhood Education Programs, IECER; Coordinator, ECE Cohorts (online), MEd Program, Faculty of Education, University of British Columbia, Vancouver, BC

Herbert Chan, PhD, Research Associate, Department of Emergency Medicine, Faculty of Medicine, University of British Columbia, Vancouver, BC

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

Improvement in Asthma-Related Health among Inner-city Children by Intervention in the Household Environment: A Literature Review

Haopu Ren, MHL, BSc, School of Nursing, Faculty of Applied Science, University of British Columbia, Vancouver, BC

Childhood Obesity in Canada and a Review on Current Policy Responses in Developed Countries: A Multidisciplinary Perspective

Haopu Ren, MHL, BSc, School of Nursing, Faculty of Applied Science, University of British Columbia, Vancouver, BC

Evidence-based Social-Emotional Parenting Programs: A Review of What Works and What We Don't Know

Silvia Vilches, PhD, Assistant Professor and Extension Specialist, Alabama's Cooperative Extension System (ACES), Human Development and Family Studies, College of Human Sciences, Auburn University, Auburn, AL, USA

Shannon (Beth) McDaniel, PhD Candidate, Graduate Research Assistant, Human Development and Family Studies, College of Human Sciences, Auburn University, Auburn, AL, USA

Factors Predicting Parent Provision of Mobile Screen Devices to Infants and Toddlers

Michaela Wooldridge, PhD, Consultant & Educator, Early Childhood, Penticton, BC

Parent Evaluations of Infant-Directed Media Technology Products

Michaela Wooldridge, PhD, Consultant & Educator, Early Childhood, Penticton, BC

PLEASE WRITE IN BLOCK LETTERS:

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

☐ Ms. ☐ Mrs. ☐ Miss. ☐ Mr. ☐ Dr. ☐ Prof.

Last Name _____ First Name _____ Initials _____

Organization Name _____

Mailing Address _____

City _____ Prov/State _____ Postal Code _____

Daytime Telephone Number _____

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

Please inform us of any dietary requirements _____

AFFILIATION

Please indicate which role best describes you, and your participation at this conference:

- | | |
|--|---|
| <input type="checkbox"/> Aboriginal Early Childhood Development Professional | <input type="checkbox"/> Parent Educator |
| <input type="checkbox"/> Administrator/Manager | <input type="checkbox"/> Parent/ Family Member |
| <input type="checkbox"/> Advocacy Organization | <input type="checkbox"/> Physician |
| <input type="checkbox"/> Behavioural Therapist | <input type="checkbox"/> Physiotherapist |
| <input type="checkbox"/> Community Development Worker | <input type="checkbox"/> Policy Maker |
| <input type="checkbox"/> Counsellor | <input type="checkbox"/> Pregnancy Outreach Group |
| <input type="checkbox"/> Dietitian or Nutritionist | <input type="checkbox"/> Program Facilitator |
| <input type="checkbox"/> Early Childhood Educator | <input type="checkbox"/> Psychologist |
| <input type="checkbox"/> Education Assistant | <input type="checkbox"/> Recreation Therapist |
| <input type="checkbox"/> Family Development Worker | <input type="checkbox"/> Researcher |
| <input type="checkbox"/> Family Resource Program Staff | <input type="checkbox"/> School Administrator |
| <input type="checkbox"/> Government Representative | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Infant Development Consultant | <input type="checkbox"/> Speech Language Therapist |
| <input type="checkbox"/> Infant Mental Health Professional | <input type="checkbox"/> Student |
| <input type="checkbox"/> Nurse | <input type="checkbox"/> Supported Child Development Consultant |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Oral Health Professional | <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.

Example**1st Choice**
A8**2nd Choice**
A5**Friday, January 26, 2018**

Session A: _____

Session B: _____

Saturday, January 27, 2018

Session C: _____

Session D: _____

TUITION FEES

Pre-registration prior to January 11, 2018 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-conference registration fee includes: pre-conference material, coffee/tea breaks, and a certificate of attendance. The main conference registration fee includes: conference bag, conference syllabus, certificate of attendance, networking reception with light refreshments, coffee/tea breaks, and one lunch. *Please note that the main conference registration does NOT include pre-conference sessions.*

REGISTRATION RATES*Pre-conference Rate (if NOT attending Main Conference)*

- | | |
|--|-------|
| <input type="checkbox"/> Pre-conference Full Day | \$200 |
| <input type="checkbox"/> Pre-conference Half Day | \$125 |

Pre-conference Rate (if ALSO attending Main Conference)

- | | |
|--|-------|
| <input type="checkbox"/> Pre-conference Full Day | \$175 |
| <input type="checkbox"/> Pre-conference Half Day | \$100 |

Main Conference Rate

- | | |
|---|-------|
| <input type="checkbox"/> Main Conference Early Bird Rate (before/on December 8, 2017) | \$445 |
| <input type="checkbox"/> Main Conference Regular Rate (after December 8, 2017) | \$495 |
| <input type="checkbox"/> Student** | \$250 |

**A copy of valid student photo ID must be sent with student registrations. Please fax, or scan and email a copy to registration.ipce@ubc.ca if you register online.

Single Day Rate (Only Friday, or Only Saturday)

- | | |
|--|-------|
| <input type="checkbox"/> Single Day Conference - choose 1: <input type="checkbox"/> Friday <input type="checkbox"/> Saturday | \$275 |
|--|-------|

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

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

I would like to purchase an additional copy of the syllabus:

- ☐
- Paper or
- ☐
- Electronic (you will receive a memory stick on site) \$25

Pre-conference Total = _____**Main Conference Total** = _____**TOTAL PAYMENT** = _____**PRE-CONFERENCE SESSION CHOICES**

If you are attending the full-day Pre-Conference, please choose one AM session AND one PM session. If you are attending the half-day Pre-Conference, please choose either an AM session OR a PM session.

Thursday, January 25, 2018AM Session: ☐ AM1 ☐ AM2 ☐ AM3 ☐ AM4PM Session: ☐ PM1 ☐ PM2 ☐ PM3 ☐ PM4**SPECIAL EVENT ATTENDANCE**
 I will attend the Public Evening Forum: ☐ Yes ☐ No
 Thursday, January 25, 2018, 6:30 - 8:00pm

 I will attend the Networking Reception: ☐ Yes ☐ No
 Friday, January 26, 2018, 4:45 - 5:30pm
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 2.

- ☐
- 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

Please visit our website for updates and to register online

WWW.INTERPROFESSIONAL.UBC.CA/INITIATIVES/EARLYYEARS2018