



EARLY YEARS CONFERENCE

2020

*Listen Together, Learn Together,
Act Together*

**JANUARY 30, 31
& FEBRUARY 1**

 **HYATT REGENCY, VANCOUVER, BC, CANADA**

Presented by:



in collaboration with:



DESCRIPTION

The Early Years Conference 2020 continues to lead the field of professional development in early childhood development, early childhood intervention, and family support. Join us as we explore the complex factors impacting children’s development and highlight many of the considerations and practices in our work with young children and their families. This year’s theme – Listen Together, Learn Together, Act Together – is a call to action. It is a reminder that families and communities are central to the healthy development of young children. When **Listening Together, Learning Together and Acting Together**, we can create relationships that will best optimize the well-being and resilience of children.

LEARNING OBJECTIVES

During the Early Years 2020 Conference, participants can expect to:

- Explore collaborative approaches
- Consider the significance of relationships in the context of children, families and the communities they are part of
- Review the latest evidence-based research and practice related to child development, early childhood intervention, and family support
- Be inspired to **Listen Together, Learn Together and Act Together** in all aspects of service and support of children, their families and their communities

WHO SHOULD ATTEND

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

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

LOCATION

Hyatt Regency Vancouver | 655 Burrard Street, Vancouver, BC.

A special rate of \$179.00 + applicable taxes has been set aside for conference participants. Book your accommodation today to avoid disappointment. Specify that you are booking under the ‘Early Years 2020 Conference’ and call toll-free: 1-800-233-1234.

REGISTRATION AND TUITION FEES

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 6, 2019. Regular registration rates apply from December 7 to January 16, 2020 and late registration will apply after January 16. Registration prior to January 16 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: www.interprofessional.ubc.ca

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.

CHARGE-BY-PHONE | (please have MasterCard or Visa ready)
Toll free within North America: 1-855-827-3112; Other callers: 604-827-3112

MAIL | Send the registration form with cheque to:

IN 9545 REGISTRATION, Interprofessional Continuing Education, The University of British Columbia, Room 105- 2194 Health Sciences Mall, Vancouver, BC, V6T 1Z3, Canada.

Make cheque payable to: The University of British Columbia

Participants paying by credit card outside of North America: Please inform your credit card company of the transaction as some banks put a block on credit card payments made outside your country.

REFUND AND CANCELLATION POLICY

A \$50 cancellation fee will be charged until the end of the Early Bird registration period (December 6, 2019). 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 20, 2020. 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: <https://interprofessional.ubc.ca/initiatives/earlyyears2020/registration/> by registering for the conference, you are agreeing to the terms and conditions listed on this page.

PROFESSIONAL CREDITS

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.

EXHIBITORS

Health associations and/or community organizations wanting to exhibit at this conference are invited to contact Max Manopchantaraj, Program Assistant, at 604-822-2801 or max.ipce@ubc.ca.

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: Fee is \$9.25 CAD*

From Downtown to Airport: Fee is \$4.25 CAD*, Saturday and Sunday is \$3.00 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

Diana Elliott | Co-Chair, Provincial Advisor, Aboriginal Infant Development Programs, Victoria, BC
Stacey Walsh | Co-Chair, MSW, Social Worker, Sunny Hill Health Centre for Children, Vancouver, BC
Yvette Bolduc, Advisor, Training Coordinator, Aboriginal Head Start Association of British Columbia, Prince George, BC
Tanya Brown, Team Leader Early Years, Mother Bear Child Development, Shéwaynewas “Growing Together” Family Program, Ayas Men Men Child and Family Services, Squamish Nation, North Vancouver, BC
Dana Brynelsen, Community Representative; Former Provincial Advisor, Infant Development Program of BC, Retired, Halfmoon Bay, BC
Kjerstin Dunk, BSc(OT), Dip(Ed), Infant Development Consultant, South Cariboo Infant Development Program; Cedar Crest Society, 100 Mile House, BC
Jason Gordon, Provincial Advocate, BC Association of Child Development and Intervention (BCACDI), Kelowna, BC

Kristina Hiemstra, BSocSc, Director, Interprofessional Continuing Education, University of British Columbia, Vancouver, BC
Amy Mullis, Strategic Communications Lead, Human Early Learning Partnership (HELP), School of Population and Public Health, University of British Columbia, Vancouver, BC
Judie Sahadeo, Infant Development Consultant, Langley, BC
Mary Stewart, MA, Sessional Instructor, Faculty of Education, University of British Columbia, Vancouver, BC; Instructor, Early Learning and Child Care Program, NorQuest College, Edmonton, AB
Michele Tardif, BA, Supervisor, Sources Infant Development Program, Surrey, BC
Mandy Young, Provincial Community Engagement Coordinator, Family Support Institute of BC; President, BC Prader-Willi Syndrome Association, New Westminster, BC
Angela Wrede, Syilx Early Years Lead, Okanagan Nation Alliance, Westbank, BC

ADVISORY COMMITTEE

Yvonne K Adebar, BA, ECE, MA, Program Manager, Early Childhood Development, Sources, Surrey, BC
Kara Aiton, MD, CCFP, Physician, Abbotsford Maternity Clinic; Abbotsford Youth Health Centre, Abbotsford, BC
Laranna Cameo Androsoff, ECE, I/T, SpNd, BA, CYC, Regional Aboriginal Engagement & Early Years Outreach, AIDP/ ASCD Consultant Circle of Indigenous Nations Society, Grand Forks, BC
Angela Clancy, Executive Director, Family Support Institute, New Westminster, BC
Leeann Donnelly, BDS(DH), MSc, PhD, Assistant Professor, Faculty of Dentistry, University of British Columbia; Associate Member, School of Population and Public Health, University of British Columbia, Vancouver, BC
Melanie Foster, MPA, Manager Inclusion Supports, Ministry of Children and Family Development, Victoria, BC
Lise Haddock, Executive Director, Indigenous Strategies and Partnerships, Representative For Children and Youth, Victoria, BC
Margot MacKay, BSc, Occupational Therapist, Neonatal Follow-up Program, BC Children’s Hospital, Vancouver, BC

Kavita Mathu-Muju, DMD, MPH, FRCD(C), Associate Professor, Division of Pediatric Dentistry, Faculty of Dentistry, University of British Columbia, Vancouver, BC
Lorelyn Meisner, Physiotherapist, BC Children’s Hospital, Vancouver, BC
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Tara Nargang, Provincial Director, Family Resource Programs of BC, Victoria, BC
Aven Poynter, BSc, MD, FRCPC(C), Paediatrician, Clinical Assistant Professor, Department of Pediatrics, Faculty of Medicine, University of British Columbia, Vancouver, BC
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Rona Sterling-Collins, MSW, Rona Sterling Consulting Inc; ASCD Consultant, Nzen’man Child & Family Development Centre, Merritt, BC
Sonya Vellet, Psychologist, Vellet and Associates Child Psychological Services Inc., Victoria, BC
Michaela Woolridge, PhD, Consultant & Educator, Early Childhood, Penticton, BC

ACKNOWLEDGEMENTS

We would like to acknowledge with great appreciation the family panel support from the Family Support Institute of BC. The photographs used in the program brochure are courtesy of: Ayas Men Men Child and Family Services, Sunny Hill Health Centre for Children, and Unsplash. Images of Coast Salish cedar baskets were provided by the Museum of Anthropology at the University of British Columbia. (items: D1.509; 1768/119; 2904/4; 1841)

PROGRAM AT A GLANCE

	Thursday, Jan 30 Pre-Conference	Friday, Jan 31	Saturday, Feb 1	
8:00		Registration Open	Registration Open	8:00
8:30	Registration Open			8:30
9:00	AM Session	Opening & Plenary Session	Plenary Session & Family Panel	9:00
9:30				9:30
10:00	Break - Exhibits Open	Break - Exhibits Open & Poster Viewing	Break - Exhibits Open & Poster Viewing	10:00
10:30				10:30
11:00	AM Session Continued	Concurrent Session A	Concurrent Session C	11:00
11:30				11:30
12:00				12:00
12:30	Lunch (on your own) Exhibits Open	Lunch (on your own) Exhibits Open & Poster Viewing	Lunch (Provided on Saturday only) Poster Session (12:45- 1:30 PM); Exhibits Open	12:30
1:00				1:00
1:30				1:30
2:00	PM Session	Concurrent Session B	Concurrent Session D	2:00
2:30				2:30
3:00	Break - Exhibits Open	Break - Exhibits Open & Poster Viewing	Break - Exhibits Open & Poster Viewing	3:00
3:30				3:30
4:00	PM Session Continued	Plenary Session	Plenary Session	4:00
4:30				4:30
5:00		Networking Reception & Poster Session (Some Exhibits Open)		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. Please note, there is a discounted rate for the pre-conference if you also choose to attend the main conference (Friday- Saturday).

8:00 AM Registration Open

9:00 AM AM Sessions (incl. 15 min break)

AM1 Changing Early Childhood Experiences through System Change

PRESENTED BY: The Human Early Learning Partnership (HELP), School of Population and Public Health, UBC

Alisa Almas, PhD, Faculty Research Associate, Research Lead, CHEQ (Childhood Experiences Questionnaire) Project, The Human Early Learning Partnership, School of Population and Public Health, University of British Columbia, Vancouver, BC

Maureen Dockendorf, MEd, Consultant, Ministry of Education, Victoria, 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

This preconference workshop will explore new approaches to reducing early childhood social and emotional vulnerability (as described using EDI data) and improve health and well-being for all children. The focus of the workshop is twofold. First, presenters will highlight how we can better understand children's early social and emotional experiences using a new questionnaire called the Childhood Experiences Questionnaire (CHEQ). Presenters will then showcase how these data can be used to support and guide two programs that cut across traditional silos, encouraging educators in both the Early Years and in the Education sector to work together toward improving early experience and preparing schools and children for the transition into school. Specifically, the workshop will describe how data and research about the science of early development and infant social and emotional well-being can be brought to bear in two BC programs: Changing Results for Young Children and Early Years to Kindergarten Transitions.

LEARNING OBJECTIVES:

- Strengthen understanding of social and emotional competence and well-being in the early years, with a particular focus on early experiences
- Increase understanding of Systems Change and discuss ways to work across systems
- Understand the power of data and research as a foundation for evidence based programs
- Create connections between the early years and education

AM2 Trusting the Tears: Exploring Grief Across the Developmental Span

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

Grief is a theme that emerges at multiple times, both in the children and in ourselves across the contexts we work in. This workshop serves to increase the understanding of the grief of children across the developmental span, parents, and ourselves while also reminding us to take care of ourselves.

LEARNING OBJECTIVES:

- Review how grief is expressed at different developmental stages
- Describe the impact of direct and vicarious grief on professionals
- Identify self-care strategies to help mitigate the impact of grief

AM3 Aboriginal Head Start (AHS) LOVIT Way: Making our AHS Programs the Best they Can be for Children and Families

Joan Gignac, Executive Director, Aboriginal Head Start Association (AHSABC), Duncan, BC

Yvette Bolduc, AHS Training Coordinator and Advisor, AHSABC, Duncan, BC

Lily Patzer, AHS Provincial Program Manager, AHSABC, Duncan, BC

The process of being evaluated can feel threatening and or not affordable for many program providers and the preliminary evaluation tool can cause much anxiety, hesitation and frustration. AHSABC and the Public Health Agency of Canada worked to address the need to develop a user friendly , AHS relevant, culturally responsive evaluation tool that engages Aboriginal Head Start in Urban and Northern Communities (AHSUNC) programs independently. It is also designed to be easily adapted and used in any Early Childhood Development Center. The Program Evaluation Process (PEP) is non threatening , fun and will re-energize you and your team!

LEARNING OBJECTIVES:

- Review PEP and it's design to enhance Indigenous Early Childhood Program delivery
- Utilize PEP to inspire excellence in practice, through self-evaluation and program planning
- Reflect on the holistic components of AHS programs through a qualitative and quantitative PEP

AM4 Integrating Mindfulness to Support Well-being and Connection

Maria Gehl, MSW, Director, Mindfulness in Early Childhood Project, Zero to Three, Washington, DC, USA

Robyn Long, MA, Director, Community Outreach, Center for Child & Family Well-Being, University of Washington, Washington, DC, USA

Stressful work environments impact early childhood professionals' well-being. Research shows that mindfulness supports resiliency to stress. In this session we will practice mindfulness skills; explore how they promote resiliency, problem solving, and culturally responsive relationships with children and families; and create plans for integrating skills into daily work routines.

LEARNING OBJECTIVES:

- Learn about existing research on the effects of mindfulness as it relates to parents and caregivers and how mindfulness has been used to support early childhood professionals in their work
- Gain new skills that promote reflective practice, cultural responsiveness, and collaborative problem solving with families
- Practice mindfulness strategies and create an action plan for integrating mindfulness into daily routines, including their interactions with children and families



12:15 PM Lunch (on your own), Exhibits Open

1:30 PM PM Sessions (incl. 15 min break)

PM1 Capacity Building in Early Learning and Childcare: What Does it Take?

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

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

Marilyn Armstrong, BHSA, ECD Dip, ASaP Project Lead, Getting Ready for Inclusion Today (GRIT) Program, Edmonton, AB

Too often early childhood educators have been left on their own to figure out how to create and maintain evidence-informed programming in their centres. And yet, there is a new 'science' of implementation, that is finding that programs that have been implemented well have common components and practices (Fixsen & Blasé, 2012). Since 2012, Getting Ready for Inclusion Today (GRIT) has led the implementation of Access, Support and Participation (ASaP), a program designed to build capacity of early childhood educators to implement a multi-tiered system of support to promote mental health, prevent the occurrence of challenging behaviours, and to ensure meaningful inclusion for all children. In this session we will share how we adapted the framework to fit local conditions and how we monitored project activities of: professional learning, job embedded coaching, monitoring of change and leadership development. More specifically, emphasis on actions taken to support the needed skills and confidence of leadership team members to create a culture of learning and to sustain changes in professional practices to create high quality and responsive environments will be highlighted.

LEARNING OBJECTIVES:

- Recognize components of an evidence-based Teaching Pyramid Model (i.e., a multi-tiered system of support) as a capacity building framework to guide your work
- Describe the role leadership plays as a driver in the successful implementation of any change initiative in your local context
- Construct concrete examples of actions that can be taken to ensure educators in early learning and childcare are supported to lead the change needed

PM2 Thriving in Your Intergenerational Workplace

Brenda Robinson, President, The Robcan Group, Sherwood Park, AB

Today's work world continues to evolve as new and diverse perspectives come together. Understanding the differences among multiple generations can bring insight and greater appreciation for others' perspectives. It sets the stage for innovation, enhanced decision making and better informed processes. Celebrating differences brings excitement and energy to the work we do. This session will nurture your capacity to thrive in your intergenerational workplace.

LEARNING OBJECTIVES:

- Reflect on differences among generations in their approach to work, workplace relationships and engagement with families
- Consider how diverse perspectives inform the best work and outcomes for our programs and services
- Identify new approaches to enhance relationships when working with individuals from different generations



PM3 Nobody's Perfect Parenting – Multi-Provincial Community Development Projects: Dads Engaging Dads

Carmen Paterson-Payne, CACE, ECEIII Master Trainer, Nobody's Perfect Parenting Program, Youville Center, Winnipeg, MB

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

Connie Herman, BSW, Provincial Coordinator, Nobody's Perfect Parenting Program, Saskatchewan Prevention Institute, Saskatoon, SK

Cathy Ryan, MSc(HP), BScN, Policy Analyst, Division of Children and Youth, Public Health Agency of Canada, Ottawa, ON

This workshop will highlight two provincial community based Dads Engaging Dads Nobody's Perfect Parenting Program pilot projects. This interactive session gives participants concrete ideas to engage fathers in all parenting groups. Participants will receive the new father-focused materials developed by Dad Central Canada for the Public Health Agency of Canada.

LEARNING OBJECTIVES:

- Review the benefits and examine strategies to successfully connect fathers in parenting groups
- Identify effective ways to use a community development model of empowering men to become peer supports
- Consider how Nobody's Perfect Parenting Program help encourage fathers to attend family resource programs
- Recognize the new father-focused resources developed by Dad Central and the PHAC for the Nobody's Perfect Parenting Program

PM4 Bouncing Back From Loss...Building Resilience through Relationship, Emotions and Play

Deborah MacNamara, PhD, Private Practice, Westside Family Place, Vancouver, BC

This session puts the pieces of the resiliency puzzle together. Optimal functioning will be defined along with what enables some to bounce back while other do not. Participants will be provided with foundational discoveries in developmental science about how relationship, emotion and play provide optimal conditions the development of resiliency

LEARNING OBJECTIVES:

- Provide insight into what true resilience looks like when distilled to its essence
- Identify the three tell-tale signs of optimal functioning
- Differentiate between feelings and emotions and why we need to feel our emotions
- Provide three personal keys that unlock one's innate potential for resilience
- Explore the surprising role of true play in resilience

4:45 PM Adjourn



7:45 AM	Registration Open
8:30 AM	Welcome Conference Co-Chairs: <i>Stacey Walsh and Diana Elliott</i> Traditional Welcome Opening Remarks: Grand Chief Doug Kelly Remarks: The Honorable Katrina Chen
9:15 AM	Plenary Session (Incl. Q&A)



Equity from the Start: It Takes A Village
Jean Clinton, MD, FRCP(C), BMus, Clinical Professor, Department of Psychiatry and Behavioural Neurosciences, McMaster University, Hamilton, ON

LEARNING OBJECTIVES

- Review child and brain development as occurring in the context of relationships
- Connect that adverse toxic events can be buffered for children and families when in supportive environments
- Consider the impact on children and families when we weave together a cradle of support and live, learn, and act together in the best interests of children

10:15 AM	Break - Exhibits Open & Poster Viewing
10:45 AM	Concurrent Session A (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)



ORAL PAPER SESSION
(SHORT PRESENTATIONS FOLLOWED BY Q&A)

A1a **Preschool Outcomes of Infants Born Less Than 26 Weeks Gestational Age: An Integrative Review of the Literature**
Lindsay Colby, RN, MSN, NICU Trained Nurse and Supervisor, Neonatal Follow-up Clinic, BC Women's Hospital, Vancouver, BC

A1b **Child Vulnerability in Canada**
Kelly McDonald, MA, BA, CE, Senior Analyst, Public Health Agency of Canada, Ottawa, ON

A1c **The Prevalence of Children Who Have a Developmental Disability in BC**
Sandra Marquis, PhD, Researcher, Social Dimensions of Health, University of Victoria, Victoria, BC

A1d **The CIRCA Initiative: Building Service Capacity to Better Include Children with Autism Spectrum Disorder and Their Families Across BC**
Karen D. Bopp, PhD, RSLP, Director of Provincial Outreach, Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA), University of British Columbia, Vancouver, BC



2 - 45 MINUTE SESSIONS (INCL. 25% Q&A)

A2a **Respite is Key; Unlocking Community Resources**
STANDARD LECTURE

Natalie Karam, BA, Associate Director, Child & Youth Services, Chilliwack Society For Community Living, Chilliwack, BC
Karen Slingerland, BA, Manager, Children's Community Respite Program, Chilliwack Society for Community Living, Chilliwack, BC

Learn how the Chilliwack Society for Community Living (CSCL), a not-for-profit organization, is successfully supporting families (at no additional cost to families or the organization) strictly by unlocking community resources.

LEARNING OBJECTIVES

- Discuss an innovative, cost-effective way to support families
- Explore some practical tools, and how this can be implemented in the community

A2b **Testing a Novel Parents Participatory Pathway**
STANDARD LECTURE

Gareth Williams, Director, Family & Children's Services, Kinsight Community Society, Coquitlam, BC
Rachel Goldstien, Life Share Manager, Housing & Community Development, Burnaby Association for Community Inclusion, Burnaby, BC

The effectiveness of the novel Pictability visioning and Goal-to-Action planning tools was investigated with 18 families using these tools to enhance their participation and goal-setting skills, served by Child Development Consultants. This project extended our pilot research, which reported that practitioners believed that such tools would empower families.

LEARNING OBJECTIVES

- Identify how participatory planning practices can lead to greater family engagement, better outcomes for young children and the sustainable use of system resources



2 - 45 MINUTE SESSIONS (INCL. 25% Q&A)

A3a **Positioned for Learning: How to Help Children with Hypotonia**
STANDARD LECTURE

Ginny Pateg, DScPT, MPT, Pediatric Physiotherapist, Montgomery County Infants and Toddlers Program, Silver Spring, MD, USA
Roslyn Livingstone, MSc(RS), Occupational Therapist, Therapy Department, Sunny Hill Health Centre for Children, Vancouver, BC

This session will use case stories and evidence to model specific strategies to help caregivers enhance learning for children with hypotonia. Participants will have information about why some children are "floppy" and how best to support their development in the early years

LEARNING OBJECTIVES

- Describe three characteristics of infants and children with hypotonia
- List three evidence-based interventions for children with hypotonia
- Describe three strategies to adapt the environment to improve learning, activity and participation

A3b **Early Identification and Intervention for Children With/At Risk of Developmental Coordination Disorder**
INTERACTIVE SESSION

Jill Zwicker, PhD, OT, Associate Professor, Department of Occupational Science and Occupational Therapy, University of British Columbia; Associate Member, Department of Pediatrics, Division of Developmental Pediatrics; Investigator, BC Children's Hospital Research Institute; Clinician Scientist, Sunny Hill Health Centre for Children; Research Associate, CanChild Centre for Childhood Disability Research, Vancouver, BC

Emily Lee, MRSc, Occupational Therapist, Nurture Society for Learning and Development, Vancouver, BC

In this interactive session, facilitators will help participants identify actions to integrate evidence from a recent scoping review to better identify and support young children with/at risk of developmental coordination disorder (DCD) in their practice setting. Strategies to support children at home, daycare, preschool, and community settings will be reviewed.

LEARNING OBJECTIVES

- Characterize the core features of DCD and identify three activities of daily living that may be challenging for children with/at risk of DCD in their setting (e.g., home, daycare, preschool, community)
- Clearly define three steps to improve early identification of young children with/at risk of DCD in their practice setting (e.g., risk factors, observations, referrals)
- Describe three levels of evidence-informed intervention appropriate for children with/at risk of DCD (eg. whole class/community, small group, individual)

**Improving Language in Children at a Neonatal Follow-up Program Using Parent Integrated Evidence-Based Practice to Improve Quality (EPIQ)**

PANEL SESSION

Anne Synnes, MDCM, MHSc, FRCPC, Neonatologist and Medical Director, Neonatal Follow-up Program; Founding Director, Canadian Neonatal Follow-up Network; Researcher, BC Children's Research Institute; Clinical Professor, University of British Columbia, Vancouver, BC

Lindsay Colby, RN, MSN, Trained Nurse, Supervisor, Neonatal Follow-up Clinic, British Columbia Women's Hospital, Vancouver, BC

Sheryl Grossman, MA, RSL, CCC-SLP, Registered Speech Language Pathologist, Neonatal Follow-up Program, British Columbia Women's Hospital, Vancouver, BC

Margot MacKay, BScOT, Pediatric Occupational Therapist, Neonatal Follow-up Program, British Columbia Women's Hospital, Vancouver, BC

Patricia Scott, RN, BSN, NICU Trained Nurse and Clinic Nurse, Neonatal Follow-up Program, British Columbia Women's Hospital, Vancouver, BC

Carolina Segura, MD, General Practitioner Physician, British Columbia Women's Hospital; Research Coordinator, Canadian Neonatal Follow-up Network, Vancouver, BC

Language delay is common in children born very preterm and can be improved with parental support. A Vancouver multidisciplinary Neonatal Follow-up team with parent representatives will present the results of initiatives using the parent integrated EPIQ technique to improve language development.

LEARNING OBJECTIVES

- Review early language development
- Discuss strategies to promote language development in infancy
- Describe how EPIQ can be used in your setting

**Tiwšamstawtšt (We will Teach Each Other)**

STANDARD LECTURE

Courtney Harrop, Aboriginal Supported Child Development Program, Tla'amin, Powell River, BC

The tiwšamstawtšt project was developed to generate dialogue about historical and current Indigenous perspectives about children with disabilities so that caregivers and community members could apply their collective wisdom to advance more culturally safe and appropriate ways of providing disability supports. This project hoped to solidify the rights of Indigenous children with disabilities to be supported in culturally safe and appropriate ways in their home communities and within the child welfare system. Based in Indigenous research methodologies with guidance from elders and community members, this project was a community action research project that utilized a collaborative approach with the goal of identifying and working to implement systemic changes for indigenous families and their children.

LEARNING OBJECTIVES

- Review and discuss findings and recommendations from the tiwšamstawtšt project that took place in the Tla'amin Nation.
- Explore what is working, and what is not working for indigenous families receiving special needs supports and services from non indigenous service providers
- Acquire new ideas and strategies to implement and promote cultural safety practices when working with indigenous children with disabilities.

**'Organizing Together': Towards the Delivery of Trauma-Informed & Culturally Safe Early Intervention in British Columbia**

INTERACTIVE SESSION

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

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

Alison Gerlach, PhD, Assistant Professor, School of Child and Youth Care, University of Victoria, Victoria, BC

This interactive presentation will discuss the findings of an exploratory mixed methods study on how organizational & structural factors influence the delivery of trauma-informed and culturally safe early intervention with Indigenous families and children in diverse geographical and organizational contexts in BC.

LEARNING OBJECTIVES

- Explore the principles underlying trauma-informed and culturally safe early intervention with Indigenous families and children
- Discuss how these principles translate into shifts in practice that can be enhanced by organizational and structural supports

**Heart-Mind Well-Being: Secure and Calm**

INTERACTIVE SESSION

Angela Low, MA, Consultant, Dalai Lama Center for Peace and Education; Researcher, Social Emotional Education and Development (SEED), University of British Columbia, Vancouver, BC

What matters most for children's well-being is to feel secure and calm. The workshop presents the latest science and practice promoting children's capacity to be Secure and Calm and explores the Dalai Lama Center's toolkit of practical tools and strategies for promoting Secure and Calm.

LEARNING OBJECTIVES

- Develop strategies for creating a safe and supportive learning environment
- Explore a toolkit of practical tools for promoting Secure and Calm, and review the science behind the tools and practice using them
- Experience how mindfulness can be integrated into daily activities

**Building Connections: Supporting Mothers of Young Children Experiencing Violence in Relationships through Community-Based Intervention**

STANDARD LECTURE

Mary Motz, PhD, CPsych, Registered Clinical Psychologist, Breaking the Cycle Program, Mothercraft, Toronto, ON

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

Mothers of young children who participated in "Connections", an interpersonal violence intervention, reported an increase in measures related to the self, relationships, parenting and knowledge of community services. These results highlight the important role of community-based projects in engaging and supporting marginalized families through trauma-informed, relational approaches.

LEARNING OBJECTIVES

- Introduce "Connections" a trauma-informed, relationship-based intervention for mothers of infants and young children who are experiencing risks related interpersonal violence
- Discuss significant research outcomes for mothers related to implementation of the Connections group into 18 community-based projects across Canada
- Describe the importance of integrated, collaborative approaches when working with mothers and young children at risk due to interpersonal violence

**How to Navigate the Funding of First Nations Early Learning and Childcare Programs and Build Collaboration: Learning from Success and Failure**

INTERACTIVE SESSION

Jennifer Chalmers, PsyD, Registered Psychologist, Tloondih Healing Society, Fort McPherson, NT

Reanna Erasmus, Wii-tsuts-koom Elder, Fort McPherson, NT

Funding for First Nations Early Childhood programs are complex, changing from year to year, and require partnerships for success. This workshop provides early childhood staff and partners with knowledge and practice-based examples of how to use collaborative approaches to address program quality in First Nations early childhood and childcare.

LEARNING OBJECTIVES

- Explore best practices in the use of collaborative approaches in communities for quality early childhood programming in Aboriginal communities
- Build skills in proposal development, advocacy and implementation of quality early childhood programs
- Reflect on the use of different strategies for creating shared vision and program goals that support quality early childhood programming



Best Practices for Transitioning Babies and Toddlers in Foster Care and Adoption

STANDARD LECTURE

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

Participants will be introduced to a brief review of the research on grief and loss, attachment and trauma applicable to best practices for transitioning babies and toddlers. Guiding principles for transitions will be specifically applied to infants and toddlers leading into strategies for designing child specific, trauma informed transitions.

LEARNING OBJECTIVES

- Identify current research findings that inform best practises for transitioning babies and toddlers
- Describe a set of guiding principles to reference when designing transitions
- Explore specific strategies that support babies and toddlers in the physical and psychological adjustment to changes in environment and caregivers

12:15 PM	Lunch on Your Own - Exhibits Open and Poster Viewing
1:30 PM	Concurrent Session B (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)



ORAL PAPER SESSION

(SHORT PRESENTATIONS FOLLOWED BY A Q&A)

Collaboratively Exploring the Landscape Surrounding Enhanced Services Working With Vulnerable Early Childhood Populations in Rural Northern Canada

- B1a** *Erica Koopmans, MPH, Research Associate, Health Research Institute, University of Northern British Columbia, Prince George, BC*
Caroline Sanders, PhD, RN, Associate Professor, School of Nursing, University of Northern British Columbia, Prince George, BC

Strengthening Understandings: Elder Knowledge and Early Childhood Research and Practice Project

- B1b** *Danielle Alphonse, BC Regional Innovation Chair, Aboriginal Early Childhood Development, Vancouver Island University, Duncan, BC*

Supporting Pregnancy Outreach Program Teams: A Guidebook for Practice

- B1c** *Sue Clarkon, BScN, RN(c), IBCLC, Lactation Consultant, Bellies to Babbies, Fernie Women's Resource Centre, Fernie, BC*
Katie Graham, RN, MPH, Senior Program Consultant, Regional Operations, Public Health Agency of Canada, Vancouver, BC

Sociodemographic and Health Characteristics Among Aboriginal Mothers of Preterm Infants Born <29 Weeks Gestation and Infant Short- and Long-Term Outcomes in Canada

- B1d** *Julia Panczuk, MD, MPH, FRCPC, Neonatologist, Neonatal Follow-up Program; Chair, Neonatal Nutrition Committee, British Columbia Women's Hospital, Vancouver, BC*



ORAL PAPER SESSION

(SHORT PRESENTATIONS FOLLOWED BY A Q&A)

How to Maximize the Benefits of Animal-Assisted Activities (AAA) in Child Care Centers

- B2a** *Laura Sokal, PhD, Professor, University of Winnipeg, Winnipeg, MB*

Enhancing the Cognitive and Motor Abilities of Very Young Children: A Pilot Study of the Efficacy of the PlayWisely Approach

- B2b** *Craig Leth-Steensen, PhD, Professor, Department of Psychology, Carleton University, Ottawa, ON*

B2c

Reimagining Vygotsky: Examining the Relationship Between Sociocultural Theory, Technology, and Social Development

Vanessa Jones, MEd, BS, Preschool Teacher, Holland Hall Independent School; PhD Student, Oklahoma State University, Tulsa, OK, USA



2 - 45 MINUTE SESSIONS (INCL. 25% Q&A)

B3a

Moving Together: Exploring the Development and Implementation of an Indigenous Physical Literacy Resource for Early Years Children

STANDARD LECTURE

Louise Humbert, PhD, Professor, College of Kinesiology, University of Saskatchewan, Saskatoon, SK

A presentation on the cultural adaptation of the physical activity and physical literacy components of an early years initiative, Healthy Start/Départ Santé. The journey and process of developing and implementing the culturally responsive initiative will be shared, along with the physical literacy focused resources resulting from this project.

LEARNING OBJECTIVES

- An introduction to developing physical literacy among early years children
- Describe the cultural adaptation process used to develop the Indigenous focused resources
- Integrate the culturally responsive resources in their relevant work with early year's children, educators and families

B3b

The Integration of Healthy Together in Core Services in Community-Based Organizations: Evaluation Outcomes and Lessons Learned

PANEL SESSION

Anne Huisken, MSc, Research Assistant, Institute for Healthy Living and Chronic Disease Prevention; Evaluation Coordinator, Phase 3 Healthy Together Program, University of British Columbia (Okanagan), Kelowna, BC

Joan L. Botorff, PhD, RN, Professor, School of Nursing; Director, Institute for Healthy Living and Chronic Disease Prevention; Evaluation Lead, Phase 3 Healthy Together Program, University of British Columbia (Okanagan), Kelowna, BC

Catherine Nesmith, PhD, Project Manager, Healthy Together Program, The Bridge Youth and Family Services, Kelowna, BC

Brenda Sheppard, BA, Executive Director, Burin Peninsula Brighter Futures, Marystown, NL

Healthy Together (HT), a family education model to promote physical activity and healthy eating, has been delivered in 56 Canadian communities. The aims of this presentation are to: provide an overview of HT; Share evaluation outcomes, and; Provide first-hand accounts of integrating HT into core-service programs.

LEARNING OBJECTIVES

- Describe key evaluation outcomes in relation to Healthy Together (HT) and understand the benefit of offering the program
- Describe strategies to enhance integration of HT based on first hand accounts of delivering the program in existing core-services



B4

Promoting Well-Being for Staff to Prevent Burnout

INTERACTIVE SESSION

Jodi Whiteman, MEd, Senior Advisor, Public Consulting Group (PCG), Wake Forest, NC, USA
Rebecca Parlakian, MA, MEd, Senior Director, Programs, Zero to Three, Rockville, MD, USA

Productivity in the workplace calls for staff who are experiencing well-being at work. This highly interactive workshop for program leaders and coaches will provide an opportunity to learn what staff well-being consists of, how to support staff self-care, and strategies to promote staff well-being and reduce burnout and turnover.

LEARNING OBJECTIVES

- Define employee well-being
- Apply strategies to implement in the workplace to promote well-being
- Discuss the importance of relationship-based practices and protective factors to promote well-being

B5

Implementation of Prechtl's General Movements Assessment to Diagnose Cerebral Palsy Earlier

STANDARD LECTURE

Alanna Wilson, MScPT, Physiotherapist, Neonatal Follow-up Clinic, Island Health, Victoria, BC
Stephanie Lam, MScPT, Physical Therapist, Early Intervention, Queen Alexandra Centre for Children's Health, Victoria, BC

Maureen Johnson, BScPT, NICU and Acute Pediatric Unit, Victoria General Hospital, Victoria, BC

Prechtl's General Movement Assessment (GMA) can be used in the NICU, Early Intervention Programs and Neonatal Follow-up Clinics for the earlier identification of CP (under 5 months old). We can advocate for additional assessment, imaging, referral to specialists, and CP-specific interventions maximizing neuroplasticity, in following international best practices.

LEARNING OBJECTIVES

- Determine the best practice pathway based on the international guidelines for the early diagnosis and treatment of cerebral palsy
- Describe and discuss Prechtl's GMA, a new-to-BC assessment of at-risk infants for the earlier identification of cerebral palsy through sample videos
- Determine how service delivery of the GMA could look in a practice settings and medical community, through the innovative use of secure technology

B6

The Mental Health of Parents and Siblings of Children who have a Developmental Disability

STANDARD LECTURE

Sandra Marquis, PhD, Researcher, Social Dimensions of Health, University of Victoria, Victoria, BC

Past research has been equivocal regarding the mental health of family members of children who have a DD. Some studies have found that mental health is poor and others have found that there is no effect upon mental health. There is very little Canadian data on this subject. There is also very little agreement on which variables might affect mental health in these families. In an extensive review of the literature from 1970-2014 numerous variables were found. These range from socio-economic status to type of DD or behavior problems of the child with the DD. In this session we will briefly review the possible variables in mental health of these families. In addition, findings will be presented from a recent study in B.C. that used population-level administrative data to examine the mental health of both parents and siblings of children who have a DD.

LEARNING OBJECTIVES

- Examine current information on the mental health of family members of children who have a developmental disability in BC
- Discuss how this information can be used for policy and program planning

B7

Electronic Childhood Redux: What Have We Learned?

INTERACTIVE SESSION

Michaela Wooldrige, PhD, Child & Family Development Consultant, Penticton, BC

To better understand the current state of the research regarding screen media in early childhood, this interactive session starts with a single generation retrospective, then traces the changes in media technology that have uniquely shaped the developmental context of the post-millennial generation of emerging adults.

LEARNING OBJECTIVES

- Discern the current research evidence regarding early childhood use of screen media
- Review popular media coverage of child media issues
- Develop more positive relationships with clients by reflecting on their own history with mobile media

B8

Engaging with Families Affected by HIV in Indigenous and Mainstream Early Years Programs in BC

INTERACTIVE SESSION

Laura Sauvé, MD MPH, Pediatric Infectious Diseases Specialist, Clinical Assistant Professor, University of British Columbia, Vancouver, BC

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

Alison Gerlach, PhD, Assistant Professor, School of Child and Youth Care, University of Victoria, Victoria, BC

In this session, participants will learn about neurodevelopmental challenges for perinatally HIV exposed but uninfected infants and in a World Café, will examine solutions to the challenges facing HEUs and their families including barriers to participation in early childhood development programs.

LEARNING OBJECTIVES

- Identify the effects of HIV exposure on infant development
- Describe the barriers faced by women living with HIV in accessing early childhood developmental programs
- Determine strategies to reduce barriers to accessing early childhood care

B9

Improving Outcomes for Children in Care Aged 0-6 Through Early Intervention, Assessment & Training to Foster Caregivers

PANEL SESSION

Amanda Oliver, MSW, RSW, Team Leader, Foster Parent Recruitment, Retention and Training Team, Ministry of Children and Family Development, Vancouver, BC

Rachel Douthwaite, RN(C), BScN, IBCLC, Safe Babies Program Coordinator, Vancouver Coastal Health, Vancouver, BC

Amy Ris, BA, Fostering Early Development Coordinator, Developmental Disabilities Association, Vancouver, BC

MCFD, Vancouver Coastal Health and Fostering Early Development work collaboratively to support the baby's journey through foster care. Our discussion details how specialized baby foster carers are chosen and approved, the education and supports provided to these carers, and the ongoing assessment for infants and young children.

LEARNING OBJECTIVES

- Explore how foster parents are trained and supported to provide excellent care to infants and young children
- Identify past and future trends in the Ministry of Children and Family Development
- Appreciate and describe the importance of early assessment and intervention for infant and children 1-6 in significantly improving indicators of health and well-being across the life span for children in care





Introduction to the Changing Results for Young Children Initiative (CR4YC) and the new BC Early Learning Framework

INTERACTIVE SESSION

Kira Reynolds, Manager, Early Learning, Ministry of Education, Victoria, BC
Maureen Dockendorf, MEd, Consultant, Ministry of Education, Victoria, BC
Sharon Jeroski, EdD, Research Director, Horizon Research; Ministry of Education, Victoria, BC

Changing Results for Young Children (CR4YC) initiative builds educators' skills in supporting children's social and emotional well-being. Collaborative inquiry-based professional learning between community-based ECEs, StrongStart facilitators, and kindergarten teachers ensure a cohesive approach across stages. Learn more about the project, discuss collaborative efforts in your communities, and access tools to support children's social emotional well-being. The first Early Learning Framework (2008) outlined an aspirational vision for early learning in BC. The new framework (2019) extends that vision and sets new goals for programs serving children birth to age 8. Join us to discuss the changes, how it impacts our practice, and how to get started.

LEARNING OBJECTIVES

- Describe the ways in which collaborative inquiry-based professional learning communities across the British Columbia are increasing social and emotional well-being outcomes for young children
- Describe benefits of collaborative professional inquiry as a way of supporting young children with social emotional learning
- Recognize key changes referenced in the revised BC Early Learning Framework and re-think participant learning and practice

3:00 PM	Break - Exhibits Open & Poster Viewing
3:30 PM	Plenary Session (Incl. Q&A)



Backing up the Bus: Focussing on the Developmental Years

Jennifer Charlesworth, Representative for Child and Youth, Vancouver, BC

LEARNING OBJECTIVES

- Identify how the Office of Representative for Children and Youth considers the context of children's early years in their work
- Describe how shifting the focus from child protection to child development and well-being can impact children and families
- Reflect on how improving the lives of children/youth with vulnerabilities begins with early identification, intervention and engagement across systems

4:30 PM	Award Presentations
	Dr. Hillel Goelman Award for Outstanding Leadership in Professional Development in Early Childhood Intervention & The Dana Brynelsen Educational Bursary
4:45 PM	Adjourn
4:45 PM - 5:45 PM	Networking Reception & Poster Session <i>Some Exhibits Open</i>

EARLY YEARS MAIN CONFERENCE | SATURDAY

8:00 AM	Registration Open
8:30 AM	Welcome Remarks
8:40 AM	Plenary Session (Incl. Q&A)



The Importance of Relationships and Partnerships in Addressing the Health and Well-Being of Young Indigenous Children and Families

Margo Greenwood, PhD, MA, BEd, Professor, First Nations Studies and Education, The University of Northern British Columbia, Prince George, BC

LEARNING OBJECTIVES

- Discuss the context of Indigenous early childhood
- Reflect on Indigenous principles, values and approaches to nurturing the health and well-being of children and families
- Consider the importance of community design in developing programs and planning interventions
- Explore inter-sectoral collaboration and ECD interventions

9:30 AM	Family Panel and Q&A
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Listen Together, Learn Together, Act Together: Perspectives from Parents of Children who Have Received Services During Their Early Years

Facilitator: Mandy Young, Provincial Community Engagement Coordinator, Family Support Institute of BC; President, BC Prader-Willi Syndrome Association, New Westminster, BC

A panel of parents/family members will share about their experiences of collaboration with early child development professionals.

LEARNING OBJECTIVES

- Reflect on the strengths that families demonstrate, as well as the struggles families encounter during their child's early years
- Recognize practices that families identify as supportive, respectful and collaborative
- Consider how the conference theme, "Listen Together, Learn Together, Act Together" resonates with families of young children, as well as how it can influence us as professionals and within our programs/services

10:30 AM	Break - Exhibits Open & Poster Viewing
11:00 AM	Concurrent Session C (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)



ORAL PAPER SESSION

(SHORT PRESENTATIONS FOLLOWED BY Q&A)

C1a Understanding and Supporting Kindergarten Student Thriving: A Comprehensive Framework
Heather Coe-Nesbitt, PhD, MEd, BEd, BAHons, OCT, Researcher, Faculty of Education, Queen's University, Kingston, ON

C1b What Does It Mean to Be "Ready" for School? Teachers' Experiences in Nova Scotia
Denise Burgess, MEd, BEd, BAA (Hons), PhD Candidate, South Shore Regional Centre for Education, Acadia University, Hubbards, NS

C1c The Effectiveness of Healthy Together in Supporting New Immigrant and Refugee Families
Joan L. Bottorff, PhD, RN, Professor, School of Nursing; Director, Institute for Healthy Living and Chronic Disease Prevention; Evaluation Lead, Phase 3 Healthy Together Program, University of British Columbia (Okanagan), Kelowna, BC
Anne Huiskens, MSc, Research Assistant, Institute for Healthy Living and Chronic Disease Prevention; Evaluation Coordinator, Phase 3 Healthy Together Program, University of British Columbia (Okanagan), Kelowna, BC
Catherine Nesmith, PhD, Project Manager, Phase 3 of the Healthy Together Program; The Bridge Youth and Family Services, Kelowna, BC

C1d My Curious Brain
Connie Herman, Provincial Coordinator, Nobody's Perfect Parent Program, Saskatchewan Prevention Institute, Saskatoon, SK
Jackie Eaton, BEd, Training and Education Coordinator, Community Action Program for Children, Saskatchewan Prevention Institute, Saskatoon, SK



**Teaching and Learning Together: Our Journey in Indigenous Early Learning and Care**

PANEL SESSION

Mary Burgaretta, MA (CYC), Instructor, Early Learning and Care Program, Camosun College, Victoria, BC

Enid Elliott, PhD, Instructor and Program Lead, Early Learning and Care Program, Camosun College, Victoria, BC

Camosun College in Victoria initiated an Indigenous Early Learning and Care Program in January 2019 to prepare early childhood educators. We will share some of our journey with emergent curriculum, our work to minimize barriers for Indigenous learners, and the college's progress with Indigenization within all departments.

LEARNING OBJECTIVES

- Assess the current landscape of Indigenous child care and the particular need for more Early Childhood Educators
- Describe the process of developing and ELC education program for local Indigenous communities
- Listen to the stories and perspectives of instructors, students and community members

**An Aboriginal Perspective to Supporting Children and Families with Special Needs**

INTERACTIVE SESSION

Rona Sterling-Collins, MSW, Rona Sterling Consulting Inc; ASCD Consultant, Nzen'man Child and Family Development Centre, Merritt, BC

The Facilitator will share her family's journey with autism from a holistic perspective. She will also discuss the realities of many Aboriginal children and families with special needs particularly from a rural perspective. She will share ideas and strategies that would be helpful in supporting Aboriginal children and families with special needs. She will also engage the group in discussion and brainstorming.

LEARNING OBJECTIVES

- Identify the challenges of Aboriginal children and families with special needs, especially with a rural perspective
- Examine a holistic framework as it applies to children and families with special needs
- Discuss ideas and strategies to better support Aboriginal children and families with special needs

**Why Isn't My Student Learning to Move?**

STANDARD LECTURE

Ginny Paleg, DScPT, MPT, Pediatric Physiotherapist, Montgomery County Infants and Toddlers Program, Silver Spring, MD, USA

This session will use case studies to explore ways in which teachers can improve learning through use of equipment for children who cannot now and may have difficulty later to sit, stand or walk.

LEARNING OBJECTIVES

- Classify children according to the Gross Motor Function Measure (GMFCS)
- Describe three causes of neonatal brain impairment
- Understand the consequences of neonatal brain impairments
- Discuss three ways to modify the learning environment to enhance activity and participation for children with neonatal brain impairments

**Benefits of Enhanced Physical Literacy in Child Care**

INTERACTIVE SESSION

Dawne Clark, PhD, Professor Emerita, Mount Royal University; Early Years Physical Literacy Research Team, Calgary, AB

Nadine Ducharme, Infant and Toddler Educator, Corner Stones Child Care, Revelstoke, BC

Paxton Bruce, BCST, Research Coordinator, Health, Ethics & Diversity Lab, University of British Columbia (Okanagan); Infant Development Consultant, Penticton Boys and Girls Club, Penticton, BC

Katie Jewitt, BCST, Infant Development Consultant, Golden Family Center, Golden BC

Is it possible that increased physical activity leading to the motivation, confidence, and competence to move for a lifetime (physical literacy) can provide multiple benefits for young children? Twenty child care settings in Alberta and BC explored potential benefits and the importance of support and mentorship for educators.

LEARNING OBJECTIVES

- Describe the benefits of increased physical activity (PA) and physical literacy (PL) opportunities in child care
- Explain the importance of mentorship and support for educators
- Outline the need to impact policy for increased PA and PL for young children and the inclusion of PA/PL education in post-secondary ECE programs

**Screen Sense: What the Research Says (and Doesn't Say) About Young Children and Screens**

INTERACTIVE SESSION

Jodi Whiteman, MEd, Senior Advisor, Public Consulting Group (PCG), Wake Forest, NC, USA
Rebecca Parlakian, MA, MEd, Senior Director, Programs, Zero to Three, Rockville, MD, USA

Today's children are born into a world of technology. Research shows that when adults make screen use an interactive, shared experience, it can become a tool for learning. This session will review the current research, dispel myths, and provide guidance for using screen media with infants and toddlers.

LEARNING OBJECTIVES

- Explain the research key findings related to screen time and screen media quality on children's developmental outcomes
- Differentiate between passive screen use and engaged screen use by children
- Describe 3-5 research-informed best practices for using screen media with very young children

**Learning Together Through 'The Land, The People' - An Introduction to Reconciliation for Family Support Programs**

INTERACTIVE SESSION

Brenda Lohrenz, MACD, BMus, Executive Director, Eastside Family Place, Vancouver, BC

Kat Norris, Elder Advisor and Cultural Educator, Lyackson First Nation, Chemainus, BC

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

How can a Spirit of Reconciliation be woven into your Family Support Program? This session presents clear steps for children/parents/caregivers and staff of Family Resource Programs using 'The Land The People' curriculum. Coast Salish Elder Advisor Kat Norris from the Lyackson First Nation will offer her lived perspective.

LEARNING OBJECTIVES

- Approach Truth and Reconciliation from a 'Listen Together, Learn Together and Act Together' perspective that encourages involvement of Family Resource Program colleagues/staff and participants (children and parents/caregivers)
- Incorporate a 'Spirit of Reconciliation' - into their Family Resource Program space encompassing relationship with the land, First Nations, community, and the environment
- Transfer knowledge of Truth and Reconciliation using exploratory collaborative approaches



The Power of Connection: How Relationships and Social Emotional Development Support All Learning

STANDARD LECTURE

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

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

The latest science confirms what we've long suspected: we are social creatures. Our "social brain" affects what we pay attention to, what we learn, and how well we learn. Together we will explore research-backed strategies that build on social emotional development to support learning across domains and foster connection.

LEARNING OBJECTIVES

- Consider the significance and centrality of relationships to brain development and human wellness, starting from birth
- Implement social-emotional and relationship-based approaches to supporting young children's learning across subjects and domains
- Build environments that support relationships and connection



Challenging Behavior: Facing our Fears

INTERACTIVE SESSION

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

Marilyn Armstrong, BHSA, ECD dip, ASaP Project Lead, Getting Ready for Inclusion Today (GRIT) Program, Edmonton, AB

Pulling from the framework of Prevent-Teach-Reinforce, this workshop will provide a rapid introduction to the pre-requisite professional practices needed by early childhood educators if they are to be successful in preventing and responding to challenging behavior. We will define challenging behavior—what it looks like and what it communicates as we gain an understanding of a team approach to respond effectively.

LEARNING OBJECTIVES

- Adopt a clear definition of "challenging behavior"
- Identify core, evidence-based practices that must be used in all early learning settings
- Gain confidence in knowing how to use your team when responding to challenging behavior



Parent and Professional Relationships-Learning with Families

INTERACTIVE SESSION

Mandy Young, Provincial Community Engagement Coordinator, Family Support Institute of BC; President, BC Prader-Willi Syndrome Association, New Westminster, BC

Understanding the complexities of parent and professional relationships will be our focus in this workshop. Featuring lived experiences to learn from, ask questions and dig into how families receive information, process and inevitably finally access services. When we listen together, we can learn and finally we will act together for children.

LEARNING OBJECTIVES

- Relate and reflect on stories from families personal experiences, to identify earlier, and revise the approach in supporting families
- Examine how families view their current situations and how families process information they receive from professionals
- Empathize, promote relationship developing skills and perspectives with firsthand transferable skills through group activities
- Demonstrate tangible take away tips for use in your daily practice



Scratching for Answers

INTERACTIVE SESSION

Darlene Miller, Head-Lice Technician, Greater Vancouver Lice Clinic Ltd., Maple Ridge, BC

This session provides information on head-lice including what works and what doesn't. We provide information on the benefits of screening for head-lice, share head-lice facts and teach preventive measures families can practice at home and school. You will have the opportunity to view actual samples of lice and nits.

LEARNING OBJECTIVES

- Discuss how to safely and effectively remove a head-lice infestation
- Identify what to do during a head-lice infestation
- Examine methods to screen for head-lice, and the importance of screening regularly

12:30 PM	Lunch Provided – Exhibits Open
12:45 PM	Poster Session
1:30 PM	Concurrent Session D (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)



ORAL PAPER SESSION

(SHORT PRESENTATIONS FOLLOWED BY Q&A)

- SmartMom/SmartParent: Texting for Parenting Education**
- D1a** *Patricia Janssen, Professor and Co-lead, Maternal Child Health, School of Population and Public Health, University of British Columbia; Senior Scholar, Child and Family Research Institute, Vancouver, BC*
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- Talk to Me, Play With Me, Carry Me - an Awareness Campaign Addressing the Impact of Parental Screen Use and Overuse of Baby Equipment on Development**
- D1b** *Cora Boecker, BA, Supervisor, Langley Infant Development Programme, Inclusion Langley Society, Langley, BC*
-
- The Period of PURPLE Crying®: A Province-Wide Shaken Baby Syndrome Prevention Initiative Presentation**
- D1c** *Karen Sadler, MCP, Co-Manager, Prevent Shaken Baby BC, British Columbia Children's Hospital, Vancouver, BC*
Claire Humphreys, BA, MSc, Co-Manager, Prevent Shaken Baby Syndrome BC, British Columbia Children's Hospital, Vancouver, BC, Canada
-
- Healthy Start/Départ Santé for Families (HSFF): A Family Engagement Initiative to Support Parents and Their Young Children in Making Healthy Changes**
- D1d** *Kavitha Ramachandran, MSc, MPhil, PhD Candidate, Department of Community Health and Epidemiology, University of Saskatchewan, Saskatoon, SK*
Allysha Larsen, BA, Project Manager, Healthy Start/Départ Santé, Saskatoon, SK
Anne Leis, PhD, Professor, Head of the Community Health & Epidemiology Department, College of Medicine, University of Saskatchewan, Saskatoon, SK



2 - 45 MINUTE SESSIONS (INCL. 25% Q&A)

Understanding Screen Time Guidelines
STANDARD LECTURE

Michaela Wooldridge, PhD, Child & Family Development Consultant, Penticton, BC

Which screen time guidelines should we use? Are the AAP's and the WHO's position statements significantly different? What are Canada's guidelines? This session will examine the roots of screen time guidelines developed by a variety of organizations around the world.

LEARNING OBJECTIVES

- Compare and contrast different policy statements regarding early childhood screen media use
- Discuss how to translate knowledge of screen time guidelines for clients

D2b Supporting Parents in Their Role as Digital Mentors for Their Young Children

STANDARD LECTURE

Yvonne K Adebar, BA, ECE, MA, Program Manager, Early Childhood Development, Sources, Surrey, BC

This presentation will discuss the results of a research project on the pivotal role parents play in relation to the acquisition of knowledge, attitudes and behaviours around digital technology in young children and the ways in which community practitioners can support parents in this process.

LEARNING OBJECTIVES

- Acquire knowledge about the current research related to the topic of digital technology and young children
- Acquire knowledge related to methods of supporting families in relation to use of digital technology
- Develop strategies for practical application in the work with children and families



2 - 45 MINUTE SESSIONS (INCL. 25% Q&A)

D3a Developing and Testing a Readiness Tool for Partnerships with Community-Based Projects

STANDARD LECTURE

Mary Motz, PhD, CPsych, Registered Clinical Psychologist, Breaking the Cycle program, Mothercraft, Toronto, ON

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

Community-based projects play a critical role in promoting infant mental health. We sought to enhance community capacity to identify and respond to maternal interpersonal violence. We developed a readiness assessment tool which is reliable and valid in helping us to understand the capacity of projects to provide a trauma-informed intervention.

LEARNING OBJECTIVES

- Evaluate effective criteria for considering readiness when forming research partnerships with community-based projects
- Apply the YSPS Readiness Assessment Tool to their research practice in order to assess the capacity for successful research-community partnerships

D3b From Data to Action: How Early Years Professionals in Toronto Use Raising the Village as a Data Resource for Policy, Planning and Program Development

INTERACTIVE SESSION

Tamara Augsten, MScPI, Policy Development Officer, Children's Services, City of Toronto, Toronto, ON

This session will share Raising the Village: a data-driven project used to understand the needs of Toronto's children and families. The audience will learn about innovative and interactive technologies used to help bridge the gap between data and action. Lessons learned about collaboration and capacity building will be shared.

LEARNING OBJECTIVES

- Translate data into action
- Identify tools to understand child and family needs
- Review the process used to bring disparate organizations together to identify shared outcomes



D4 Circle of Security-P (COS-P) Through an Indigenous Lens: Working with Cultural Relevance

STANDARD LECTURE

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

Judy Desmoulin, BEd, Director of Health, Long Lake #58 First Nation, ON

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

This workshop will outline the journey to bring COS-P to the community of Long Lake #58 Nation in a way that was respectful and culturally relevant. This workshop covers how the material was adapted, including considerations of how to provide COS programming that maintains course integrity in a cross-cultural context.

LEARNING OBJECTIVES

- Describe how COS-P can be indigenized
- Describe the importance of cultural relevance and engagement when working with Indigenous populations



D5 Assessing Inclusion Quality in Early Learning and Child Care Services

STANDARD LECTURE

Sharon Irwin, EdD, Director, Researcher, SpecialLink: The National Centre For Early Childhood Inclusion, Sydney, NS

Children with disabilities are entitled to services of equivalent quality in Early Learning and Child Care (ELCC) to services for children without disabilities. This presentation will identify and compare gaps in inclusion quality of ELCC between service for children with disabilities and typically developing children.

LEARNING OBJECTIVES

- Apply the SpecialLink Inclusion Scale to a classroom
- Analyze the differences between global and inclusion scores in a classroom
- Evaluate possible improvements that could be made to that classroom



D6 Preparing Future Rural Early Childhood Educators/Early Interventionists: What Information Is out There?

INTERACTIVE SESSION

Mary Stewart, MA, Sessional Instructor, IDSC Program, University of British Columbia; Instructor, ELCC and Disability Studies, Norquest College Edmonton, AB

Mari Pighini, PhD, Lecturer, Faculty of Education, University of British Columbia, Vancouver, BC

Silvia Vilches, PhD, Assistant Professor, Human Development and Family Studies, Auburn University; State Extension Specialist, Early Childhood, Alabama Cooperative Extension System, Auburn, AL, USA

In this interactive lecture we will share the results of a literature scoping review of rural early childhood education and early intervention in rural communities. Participants will build a mentoring plan for themselves based on findings that point to specific types of support.

LEARNING OBJECTIVES

- Discuss current research findings and identify barriers to rural practice success
- Identify key foundational goals for successful recruitment and retention of rural early childhood educators/ early interventionists
- Create a mentoring goal/plan by examining what may be needed to enhance your practice





Indigenous Cultural Safety Training: Examining How Attitudes and Beliefs Can Impact Services for Indigenous People

INTERACTIVE SESSION

Amanda Willis, Lead Facilitator *San'yas: Indigenous Cultural Safety (ICS) Training, Provincial Health Services Authority, Indigenous Health, Vancouver, BC*

Manjit Chand, Facilitator *San'yas: Indigenous Cultural Safety (ICS) Training, Provincial Health Services Authority, Indigenous Health, Vancouver, BC*

Kelly Pollock, Facilitator *San'yas: Indigenous Cultural Safety (ICS) Training, Provincial Health Services Authority, Indigenous Health, Vancouver, BC*

Participants will examine attitudes and how they impact service for Indigenous children and families in two short activities. First by responding individually to visual images and in the second activity in small groups participants will deconstruct comments submitted by professionals working with Indigenous people. The responses are then shared and discussed. Background and some lessons from facilitating over 90,000 participants in the San'yas Indigenous Cultural Safety training program will be shared.

LEARNING OBJECTIVES

- Identify one's own assumptions
- Consider the behaviours associated with working with Indigenous people
- Determine the limitations of self-awareness in culturally competent/ safe service delivery and relationships
- Discuss the San'yas program, and consider how Indigenous Cultural Safety education can complement services and relationships



Building Community Partnerships to Foster the Well-Being of Young Children and Families

INTERACTIVE SESSION

Kira Koepke, MSc, Research Project Coordinator, *Toddler Development Instrument (TDI), Human Early Learning Partnership (HELP), School of Population and Public Health, University of British Columbia, Vancouver, BC*

Martin Guhn, PhD, Assistant Professor, *Human Early Learning Partnership (HELP), School of Population and Public Health, University of British Columbia, Vancouver, BC*

Given the importance of children's early experiences, the Toddler Development Instrument (TDI) is a tool developed by the Human Early Learning Partnership (HELP) to collect and share information on the experiences of toddlers and their families. This session will explore the value of an early years monitoring system in BC.

LEARNING OBJECTIVES

- Overview HELP's unique provincial population-based early years monitoring system
- Summarize the newly developed TDI
- Discuss implications of having community-level data on early childhood experiences and social context to inform early childhood practice and decision-making



Language Delay Versus Disorder: How to Tell the Difference and When to Refer

STANDARD LECTURE

Linda Spencer, MCISc, RSLP, Registered Speech-Language Pathologist / Supervisor, *Surrey Early Speech and Language Program; Clinical Instructor, School of Audiology and Speech Sciences, UBC, Surrey, BC*

In this presentation, language milestones will be identified. The characteristics of late talking and developmental language disorders will also be defined. Differences between monolinguals and bilinguals will be contrasted. The features of environments that support language acquisition will be illustrated and strategies to target behavior and language will be outlined.

LEARNING OBJECTIVES

- Identify features of late language emergence (late talking) and persisting language difficulties (developmental language disorder) in preschool children in order to determine if a referral to speech therapy is necessary
- Differentiate dual language learning from persisting language difficulties (developmental language disorder) in preschool children in order to determine if a referral to speech therapy is necessary
- Employ strategies in a home or daycare setting that target behavior and language in order to improve developmental outcomes



Adapting Early Childhood Environments to Support Children with FASD

INTERACTIVE SESSION

Bev Drew, MA, BA, FASD Prevention Coordinator, *Saskatchewan Prevention Institute, Motivational Interviewing Network of Trainers (MINT), Saskatoon, SK*

The Canadian FASD Mentoring Project delivered FASD workshops to Aboriginal Head Start sites in Urban and Northern communities across Canada. Strategies and adaptations covered in these workshops will be shared to deepen participants understanding of FASD and support success in young children.

LEARNING OBJECTIVES

- Describe the Canadian FASD Mentoring Project
- Demonstrate learning activities that support an understanding of FASD
- Apply strategies discussed in workshop to support children with FASD



Backing Up the Bus: Shining a Light on the Importance of the Early Years for Child and Youth Well-Being

INTERACTIVE SESSION

Jennifer Charlesworth, Representative for Child and Youth, *Vancouver, BC*

Evidence confirms the importance of supporting children towards positive life outcomes. At RCY we see what happens when developmental opportunities are missed, and adults don't receive effective support. RCY is "backing up the bus" to look at early intervention and how all children can be supported, including First Nations, Métis and urban Indigenous children. This workshop will review our Early Years special project and invite discussion to enhance the focus and impact of the initiative.

LEARNING OBJECTIVES

- Recognize the role of RCY in undertaking special projects and initiatives in support of systemic policy and practice change
- Consider critical injury and death review and advocacy data, as well as contemporary research and practice, in relation to the rationale for RCY's special project on the Early Years
- Discuss and identify what issues to consider, methods and key external connections in order to design RCY's Early Years special project

3:00 PM	Break - Exhibits Open & Poster Viewing
3:30 PM	Plenary Session (Incl. Q&A), Closing Remarks & Closing Performance



Supporting Children and Families in Compassionate Communities

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

LEARNING OBJECTIVES

- Review the themes of compassionate and trauma-informed communities
- Recognize how to integrate interpersonal neurobiology into practice
- Consider strategies most relevant to the children and families you currently serve

Closing Performance by the Mayday Club Youth Choir

4:45 PM	Adjourn
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POSTER SESSIONS

There are two formal poster sessions. The first is at the Networking Reception from 4:45-5:30pm on Friday, January 31, 2020. 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.

A Scoping Review on Integrating Oral Health Into Prenatal Care

Abiola Adeniyi, PhD Student, Faculty of Dentistry, University of British Columbia, Vancouver, BC

Mentorship Based Learning in ELCC Diploma Practicum Course: A Yukon Example

Brooke Alsbury, MA, Instructor, Early Learning and Child Care Program, Yukon College, Whitehorse, YT

Pippa Burt, BA, Preschool Educator, Yukon College, Whitehorse, YT

Talk to Me, Play with Me, Carry Me – an Awareness Campaign Addressing the Impact of Parental Screen Use and Overuse of Baby Equipment on Development

Cora Boecker, BA, Supervisor, Langley Infant Development Programme, Inclusion Langley Society, Langley, BC

Project and Theme-based Learning in a K-1 Classroom: How it Happens and How it is Uncovered

Louisa Chan, MEd, BEd, BA, Teacher, Pear Tree Elementary, Vancouver, BC

Incorporating Neuroception in the Adoption Process with Nonverbal Children

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

Supporting Resilience of Families of Children with Disabilities

Parisa Ghanouni, OT, Assistant Professor, Dalhousie University, Halifax, NS

Creative Collaboration: How a Project Approach Can Connect Early Learning Communities

Rea Knight, ECE Diploma, Undergraduate Student, Child and Youth Care, University of Victoria, Victoria, BC

Laurie Parker, BA, Head Teacher, Montessori Borealis Preschool, Whitehorse, YT

A Study on the Validation of the Classroom Assessment Scoring System in Child Care Centers in Korea

Shinyoung Kwon, PhD, Researcher, Sookmyung Women's University, Vancouver, BC

Early Years Interventions to Improve Child Health and Wellbeing: What Works, for Whom and in What Circumstances? A Realist Review

Rabindra Maharjan, General Secretary, Professor; The Recovering Group Gongabu, London University, Leonard Cheshire, London, UK

Challenges to Relationship Building in Child Welfare/Child Protection Services to Immigrant and Refugee Families: Insights for Improvement

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

Highlights from the 2017-18 Children's Program Performance Measurement Tool

Kelly McDonald, CE, MA, BSc, Senior Analyst, Public Health Agency of Canada, Amprion, ON

The STF Provincial Facilitator Community: A Powerful Model for Professional Learning by and for Educators

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

Angela Yeaman, MEd, BEd, Vice Principal-Riverside School, Saskatchewan Rivers Public School Division, Prince Albert, SK

Sociodemographic and Health Characteristics Among Aboriginal Mothers of Preterm Infants Born <29 Weeks Gestation and Infant Short and Long-Term Outcomes in Canada

Julia Panczuk, MD, MPH, FRCPC, Neonatologist, Neonatal Follow-up program; Chair, Neonatal Nutrition Committee, British Columbia Women's Hospital, Vancouver, BC

Case Study of School District 92 (Nisga'a): History and Current Issues

Regie Plana-Alcuáz, MSc, MA, Teacher, School District 92 (Nisga'a), New Aiyansh, BC

Engaging Culturally Diverse Parents in the Design and Pilot Testing of Family Engagement Intervention (FUN-15) to Promote Healthy Eating and Physical Activity in Young Children

Kavitha Ramachandran, MSc, MPhil, PhD Candidate, Department of Community Health and Epidemiology, University of Saskatchewan, Saskatoon, SK

Research Results of the Changing Results for Young Children Initiative

Kira Reynolds, BA, DPSM, Manager, Early Learning, Ministry of Education, Victoria, BC

Resolving Picky Eating From the Inside Out

Michelle Riddle, OT, HNC, Pediatric Occupational Therapist, Director; Holistic Nutrition Consultant, Resilient Health, Powell River, BC

Early Language Intervention for Young Children with Developmental Language Disorder

Jennifer Seagris, MSc, RSLP, SLP, Small Talk Centre For Language Development, Vancouver, BC

Jennifer Campbell, BMed, Executive Director of Small Talk Centre for Language Development, Vancouver, BC

Angelica Cocchia Barber, AA, ECEA, Teacher, Small Talk Centre For Language Development, Vancouver, BC

Carrie Cheung, ECEA, BSc, Teacher, Small Talk Centre For Language Development, Vancouver, BC

Katie James, BEd, ECEA, Teacher, Small Talk Centre For Language Development, Vancouver, BC

Simona Scoffone, ECE, ITE, Teacher, Small Talk Centre For Language Development, Vancouver, BC

Esther Yang, MA, ECE, SNE, ITE, Head Teacher, Small Talk Centre For Language Development, Vancouver, BC

Quantitative Research on Child Welfare in the Attice Region (Greece)

Eirini Leriou, PhD, Post Doctoral Researcher, Panteion University of Athens, Athens, Greece

Implementing the General Movements Assessment for Early Diagnosis of Cerebral Palsy

Anne Synnes, MDCM, MHSc FRCPC, Neonatologist, Medical Director, Neonatal Follow-up Program, British Columbia's Women's Hospital; Founding Director, Canadian Neonatal Follow-up Network, Vancouver, BC

Margot MacKay, BSc(OT), Pediatric Occupational Therapist, Neonatal Follow-up Program, BC Women's hospital, Vancouver, BC

Sarah Wright, BSc(PT), Physiotherapist, BC Women's Hospital, Vancouver, BC

Parent Integrated Evidence-based Practice to Improve Quality (EPIQ): Aim 1-Meaningful Outcomes for Parents of Very Preterm Children

Anne Synnes, MDCM, MHSc FRCPC, Neonatologist, Medical Director, Neonatal Follow-up Program, British Columbia's Women's Hospital; Founding Director, Canadian Neonatal Follow-up Network, Vancouver, BC

Carolina Segura, MD, General Practitioner Physician, Research Coordinator, Canadian Neonatal Follow-up Network, British Columbia's Women's Hospital (BCWH), Vancouver, BC

Digital Reach: The Value of an Online Parenting Newsletter

Silvia Vilches, PhD, Assistant Professor, Human Development and Family Studies, Auburn University; State Extension Specialist, Early Childhood, Alabama Cooperative Extension System, Auburn, AB, USA

Pre-service Early Childhood Teacher Self-efficacies: The Role of Teaching Practicum

Eunice Yim, Associate Professor, School of Education and Languages, The Open University of Hong Kong, Ho Man Tin, Hong Kong

PLEASE WRITE IN BLOCK LETTERS:

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

- Ms. Mrs. Miss. Mr. Mx. Dr.

Last Name First Name Initials

Organization Name Dept.

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/ Indigenous Early Childhood Development Professional | <input type="checkbox"/> Parent Educator |
| <input type="checkbox"/> Administrator/Manager | <input type="checkbox"/> Physician |
| <input type="checkbox"/> Advocacy Organization | <input type="checkbox"/> Physiotherapist |
| <input type="checkbox"/> Behavioural Therapist | <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 | <input type="checkbox"/> Researcher |
| <input type="checkbox"/> Family Development Worker | <input type="checkbox"/> School Administrator |
| <input type="checkbox"/> Family Resource Program Staff | <input type="checkbox"/> Social Worker |
| <input type="checkbox"/> Government Representative | <input type="checkbox"/> Speech Therapist |
| <input type="checkbox"/> Infant Development Consultant | <input type="checkbox"/> Student |
| <input type="checkbox"/> Infant Mental Health Professional | <input type="checkbox"/> Support Worker |
| <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	1 st Choice	2 nd Choice
	A8	A5

FRIDAY JANUARY 31, 2020

Session A: _____

Session B: _____

SATURDAY, FEBRUARY 1, 2020

Session C: _____

Session D: _____

WHERE DID YOU LEARN- ABOUT THIS CONFERENCE?

Please choose all that apply:

- | | |
|---|--|
| <input type="checkbox"/> By direct mail | <input type="checkbox"/> Through an e-newsletter from Human Early Learning Partnership |
| <input type="checkbox"/> By email from UBC | <input type="checkbox"/> Website Search / Link |
| <input type="checkbox"/> By email from professional association or management | <input type="checkbox"/> Social Media |
| <input type="checkbox"/> From a Friend/ Co-Worker | <input type="checkbox"/> Other _____ |

TUITION FEES

Pre-registration prior to January 20, 2020 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 6, 2019) | \$445 |
| <input type="checkbox"/> Main Conference Regular Rate (December 7, 2019 - January 20, 2020) | \$495 |
| <input type="checkbox"/> Main Conference Late Rate (after January 20, 2020) | \$525 |
| <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:

- | | |
|---|------|
| <input type="checkbox"/> Paper or <input type="checkbox"/> 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 30, 2020

AM Session: AM1 AM2 AM3 AM4

PM Session: PM1 PM2 PM3 PM4

SPECIAL EVENT ATTENDANCE

I will attend the Networking Reception: Yes No
Friday, January 31, 2020, 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/EARLYYEARS2020
 @EY_CONFERENCE  @EARLYYEARSCONFERENCE