

a place of mind



Developmental Disabilities Association  
Overcoming Obstacles, Encouraging Abilities.



Cherishing Each



Psychoeducational Research and Training Centre



Infant Development Program of British Columbia



Supported Child  
Development Program  
Every Child Belongs



The Institute for  
Early Childhood Education & Research

**Thursday, April 30, 2015**

**13<sup>th</sup> Annual Assessment Conference  
Navigating the Assessment Process:**

**Supporting Families and Learning from  
Their Perspectives**

**Neville Scarfe Building,  
Faculty of Education,  
The University of British Columbia**

## PROGRAM AT-A-GLANCE

**7:00 am | Registration**

**8:00 am | Introductions and Greetings**

**8:15 am | Opening Session: Parent Panel**

Parent's experiences about their children and assessments

*9:30 am – 9:40 am SHORT BREAK*

**9:40 am | Keynote Session 1**

Through a different lens: what assessment means to vulnerable families

**10:40 am | Expert Panel 1**

Understanding the experiences of parents of children with exceptionalities as they navigate the school system and assessment process

*11:40 am – 12:35 pm LUNCH BREAK – on your own*

**12:40 pm | Expert Panel 2**

Keeping it Real!

Part 1: Effective assessments in practice

Part 2: Standardized testing - How can we make it meaningful in our practice?

**1:50 pm | Keynote Session 2**

Parents and cross cultural beliefs

**2:55 pm | Closing Keynote**

My Journey as a Parent

## PROGRAM DESCRIPTION

7:00 am | Registration

8:00 am | Introductions and Greetings

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8:15 am | Opening Session: Parent Panel

### ***Parent's experiences about their children and assessment***

In this panel, Cindy Packer and Jennifer Baumbusch will open the conference by sharing their experiences and lessons learned about assessment.

Aspects covered will include:

- 1) Their experience with assessment of their children and the outcome
- 2) What they would like professionals to know about assessment and the diagnosis – if there was one – and the resources their family accesses
- 3) What they wish for their children

### ***Panel Members:***

**Jennifer Baumbusch** is a mom to a fun and energetic 12-year old. Her daughter has a rare genetic difference (a 'one-and-only'). Jennifer's daughter has been undergoing assessments since birth, many of them twice. Jennifer is a faculty member at UBC's School of Nursing and her research focuses on improving vulnerable population's access to health services.

**Cindy Packer** is a former Executive who now focuses her energy to support her three adopted aboriginal children who have special needs. She is passionate about special needs, advocacy, community education, and striving to keep aboriginal families together or providing forever family environments that are culturally appropriate. Cindy is honoured to serve as the Parent Representative for the Aboriginal Infant Development/Supported Child Development Programs of BC Provincial Steering Committee.

Moderator: Dana Brynelsen, Community member, former Provincial Advisor of Infant Development Program of BC.

**9:30 am - 9:40 am SHORT BREAK**

***Through a different lens: What assessment means to vulnerable families***

I have worked as a developmental pediatrician for nearly 20 years, mostly with vulnerable children. I have heard many, many stories from parents who have felt judged and overlooked by the assessment process. For parents of vulnerable children, it can engender fear, shame and worries of negative repercussions for them and their child. How can we accomplish our assessment goals in a way that is respectful, positive and collaborative? I realized that for us to actually help these children through our assessments, we must be able to look at child development through other lenses: the lens of poverty, the lens of trauma and the lens of the effects of colonialism. Poverty is, arguably, the most important health issue facing our children today. I will talk about what I have learned and how it has influenced my practice from the way that I gather information, to the assessment process, to the communication of results with families. I will also tell you about my role in advocacy for families living in poverty and the charity that I co-founded: Mom to Mom Child Poverty Initiative.

*Presenter:*

**Barbara Fitzgerald** is a developmental pediatrician at Sunny Hill Health Centre for Children, Clinical Associate Professor at UBC and the founder of Mom to Mom Child Poverty Initiative. She worked for 17 years assessing children in inner city schools in Vancouver, teaches child development in the medical school and mentors many medical students. She is committed to advocating for families living in poverty to improve outcomes for children.

***Understanding the experiences of parents of children with exceptionalities as they navigate the school system and assessment process***

***This is a two-part presentation.***

Comprehensive psycho-educational assessments for children who are having learning or behavioural difficulties is a significant event for parents, as it helps them understand their child's learning needs, determine how best to support their child's ongoing development, and make a decision about additional services that may need to be provided. How parents view the overall assessment and the psychologist's recommendations can have a great impact on what decisions they make for the child following the assessment; it forms the basis for how they approach their child's difficulties and meet his/her needs. In the **first** part of this session, Dr. Carla LeHouillier will present her dissertation research on:

1) Understanding mothers' experiences with hearing the results of their child's

psychoeducational assessment

2) Exploring the experiences that influenced their ability to follow through with the recommendations made by the psychologist.

Practical suggestions and lessons learned through this research and professional experience will be shared, for some real world tips on helping parents through this process.

School-aged children with FASD have primary and secondary disabilities that significantly affect their day-to-day functioning in school. In the absence of protective factors, many students affected by FASD may be especially dependent on parents and school and community environments to buffer or mediate their risk factors. In the **second** part of this session, Dr. Suretha Swart will present the theory “intertwining to fit in” that was developed as part of her dissertation research. She will speak about:

1) Parent strategies to help their children succeed in the school system

2) Identifying conditions that influence the ways parents manage their children’s schooling

3) The effects of managing their children’s schooling on parents' self-image. Implications and practical suggestions for those supporting children with FASD in the school system will be shared.

*Panel Members:*

**Carla LeHouillier** has an MA and PhD in School Psychology from UBC. She works in private practice at The Wishing Star, Lapointe Developmental Clinic, completing psychoeducational assessments for children, adolescents and young adults, and supporting parents and their children through therapy.

**Suretha Swart**, PhD, is a postdoctoral fellow in the Faculty of Education and the professional practice leader at the Psychoeducational Research and Training Centre Assessment Clinics at the University of British Columbia, Vancouver, Canada. She has supported children with exceptionalities and their families through her work in mental health and educational contexts since 1996. She is also a parent of two school-aged children.

*Moderator:* **Dr. William McKee**, Psychoeducational Research Training Centre, Faculty of Education, UBC.

**11:40 am – 12:35 pm LUNCH – On your own**

**12:40 pm | Expert Panel 2**

***Keeping it Real!***

*This is a two-part presentation.*

Part 1: Effective assessments in practice with Michaela Woolridge

Assessment practices form a vital component of our work with families involved with early intervention and supported child development (IDP/SCD) programs. Conducting effective

assessments requires a deep understanding of the assessment process broadly (why, when, and how) and specifically (which tools, interpretation, documentation) within the context of maintaining positive parent-professional relationships on behalf of the child's well-being. *Keeping It Real – Effective Assessments in Practice* refers to placing our various assessment practices into perspective within the overall role of the developmental consultant as well as knowing what makes an assessment of the developing child authentic, effective, and helpful for families.

Part 2: Standardized testing - How can we make it meaningful in our practice? with Judie Sahadeo

In collaboration with my fellow panel member and the audience, I would like to visit and consider the topics of training for IDP and CDP practitioners in child development theory and tests and measurement theory, rationale for testing and reports, and especially the area of knowing each family well enough to make our assessments meaningful and useful to them. How can the results of each assessment encourage family members to engage with their children as partners with their early intervention/child development consultant in the process of loving, valuing and encouraging developmental progress?

*Moderator:* Mari Pighini. Ph.D. Cohort Advisor, MED ECE Online, Cohorts; Including all Children and Families, Expanding Partnerships Project, Faculty of Education, UBC

1:50 pm | Keynote Session 2

### ***Parents and Cross Cultural Beliefs***

The aim of the session is to examine how and in which ways early parent-child interactions are similar and differ across cultures. In a workshop-like discussion, we will build upon and explore a questionnaire that was developed to better understand parent's beliefs about child-rearing practices and how to interact with children. Participants will be invited to provide feedback on the questionnaire based on their own cultural beliefs and practices and to share observations of how parenting beliefs and practices influence parent-child interactions and development. This reflection will build the participants' ability to engage in assessment practices that are culturally sensitive.

*Presenter:*

**Veronica Smith** is an Associate Professor of Educational Psychology at the University of Alberta in Edmonton, Canada. She is interested in interventions for children at risk for developmental delay and supports for families who are challenged when parenting children with developmental disabilities.

2:55 pm | Closing Keynote

### ***My Journey as a Parent***

As a parent, having a child assessed can be emotional and disempowering. We can find ourselves lost in a sea of experts with varying opinions and approaches. Denise will share her story, not only as a professional, but as a parent of a child with a complex developmental disorder who is thriving. Denise has been able to ensure her son is receiving the adequate supports he requires to flourish while continuing to play the most important role of all in her son's development. Denise's message underlines the central role of attachment and provision of basic needs for love, affection, belonging and understanding in a child's ongoing development.

*Presenter:*

**Denise Findlay** is a First Nations Facilitator who weaves together years of professional and personal experience working with people. Her education is an integration of various disciplines in the human development field. Denise's journey has led her to working in First Nations communities throughout Canada, including her own community, The Squamish Nation.

3:50 pm | Conference Adjourned

### **Steering Committee Members**

Dana Brynelsen, Community Member and Infant Development Program of BC

Diana Elliott, Aboriginal Infant Development Program of BC

Joan Gignac, Aboriginal Head Start Program of BC

Hillel Goelman, Faculty of Education, UBC

Andrea James, BC Centre for Ability

William McKee, Faculty of Education, UBC

Mari Pighini, Faculty of Education, UBC

#### **In Partnership and Collaboration with:**

Developmental Disabilities Association, Infant Development Program of BC

The Institute for Early Childhood Education and Research (IECER), UBC

Society for Children and Youth of BC

# 13<sup>TH</sup> ANNUAL ASSESSMENT CONFERENCE

Thursday April 30<sup>th</sup>, 2015

*\*Please provide the information below:*

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ Prov: \_\_\_\_\_ PostalCode: \_\_\_\_\_

Work Phone: (     ) \_\_\_\_\_ Home/Cell Phone: (     ) \_\_\_\_\_

Email: \_\_\_\_\_

## PAYMENT

**Total cost of Conference is \$50.**

Cheque enclosed in the amount of: \$ \_\_\_\_\_

OR

Credit Card Payment : amount: \$ \_\_\_\_\_

Credit Card Type: \_\_\_ Visa \_\_\_ Master Card \_\_\_ American Express

Name on Credit Card: \_\_\_\_\_

Card Number: \_\_\_\_\_ Expiry date: \_\_\_\_\_

CVV# (Back of Card) \_\_\_\_\_

**(If it is an American Express card, it is the 4 digits on front of card on the right side.)**

Cardholder signature: \_\_\_\_\_

**Make cheque payable to "Developmental Disabilities Association" or "DDA"  
and mail to:**

**Noreen Shuen, Department Assistant  
Vancouver Infant Development Program  
3455 Kaslo Street  
Vancouver, BC, V5M 3H4**










**Phone: 604-435-8166 | Fax: 604-709-4553 | E-mail: nshuen@develop.bc.ca**




## LOCATION:

Neville Scarfe Building  
Library 2125 Main Mall V6T 1Z4




 <a href="#">Locate on Campus Map (&amp; Plot Second Location)</a>	 <a href="#">Road Map &amp; Directions (Google)</a>
 <a href="#">Detailed Location &amp; Occupant Information</a>	 <a href="#">Satellite Image (Google)</a>
 <a href="#">Closest Parking</a>	 <a href="#">Check UBC Wireless Availability</a>
 <a href="#">Local Area Map</a>	 <a href="#">Contact Facilities Manager (Maintenance &amp; Operations Issues)</a>
 <a href="#">Footprint Map (Entrances and Accessibility Information)</a>	

### **Locate on Campus Map (& Plot Second Location)**

**Neville Scarfe Building - Library** is located near the red arrow  on the map below. You can plot a second location below.

**Create Your Own Map:** You can create your own printable map – [view instructions](#). To find a different location, click anywhere on the map or [start a new search](#).

**Finding Your Way:** The Scarfe Building is located on the west side of Main Mall near the intersection of Main Mall and University Boulevard, and across from the Biological Sciences Building.

 **Detailed Directions:** A road map and detailed directions for **Neville Scarfe Building - Library** can be found on Google.

### **Parking Information**

THE **WEST PARKADE** IS LOCATED AT 2140 LOWER MALL. THE ENTRANCE TO THE PARKADE IS ON THE EAST SIDE OF LOWER MALL ACROSS FROM ST. JOHN'S COLLEGE.

