

The 10th Annual Assessment Workshop  
Thursday, May 3, 2012

*Children's Right for a Fair Assessment*  
*Celebrating a Decade of Innovative Practice*  
with  
Mary Ellen Turpel-Lafond  
and  
Dr. Hillel Gogelman



*Registration Program*

Neville Scarfe Building, U.B.C.

## *Greetings and welcome (back) to the Assessment Workshop (again!)*

Ten years ago a small group of educators from schools, preschools, child care programs, early intervention programs, universities and parents got together and suggested the idea for a one-year Early Childhood Assessment Workshop. There were two major factors that led to this idea. First, many were concerned about the growth of standardized testing in early childhood settings. This concern has continued to grow over the years. In a recent statement the U.S.-based Alliance for Childhood wrote that, *"Pressure to raise (test) scores has led many schools to begin testing in kindergarten. But tests given to children younger than 8 often produce misleading results. Young children can't sit and concentrate for long. They may not understand the questions or what is expected of them. And their performance is affected by anxiety, hunger, fatigue, and stress. Because of this, the odds that a test at the kindergarten level will give inaccurate results are about 50-50—the same odds as flipping a coin."* For ten years now, the Assessment Workshop has been proposing alternatives to standardized testing.

The second and more positive factor was that there were many new, innovative and authentic ways of observing and monitoring early child development. Prior to the Assessment Workshop there were relatively few places where we could gather and discuss the needs of young children from birth to age five. These new creative approaches were being developed by professionals from many different fields and focused on a wide range of early childhood activities and settings. That first Workshop was kicked off by a keynote address by Dr. Laurie Ford of UBC who proceeded to show us how Tigger and Pooh would have fared when assessed through different techniques. The individual seminars allowed the presenters to work with the participants in small, intimate and collaborative sessions. That first Workshop was so successful that we decided to come back and do it again, **one more time...** And every year we add new and interesting tools to our own personal assessment toolboxes.

Now we're back for the Tenth Annual Early Childhood Assessment Workshop. In those ten years we have learned about assessing social development and empathy; we have learned about using music and art with infants; we have learned about approaches developed by Aboriginal communities for Aboriginal children; we have learned about mindfulness meditation. Our many new and returning participants have come to expect excellent presentations on new and emerging assessment techniques. But we all know that it is not just about "techniques". It is about "every child's right to a fair assessment."

We do recognize that although we have shared innovative practices in assessment and early intervention that have developed through these years, the translation into government and policy that impacts on how the assessment system or systems are conceived and conducted have essentially remained the same, including the target for universal developmental screening practices that we have endorsed for years and that we will continue to advocate for in the years to come.

It is my great pleasure to welcome all of you (back!) to this Workshop because it is you – each and every one of you – who make the Workshop the yearly success that it is. And for that I want to thank you very much.

**Dr. Hillel Goelman**, Professor and Chair, Interdisciplinary Studies Graduate Program, UBC

### Assessment Workshop Location



**Neville Scarfe Building  
2125 Main Mall, U.B.C.**

#### **Parking—West Parkade**

The West parkade is located at 2140 Lower Mall.

The entrance is on the east side of the Lower Mall, across from St. John's College. A directional map will be sent to you with your registration confirmation.

### Assessment Workshop fees

Professional	\$145
Post-Secondary Students	\$120

(Post-secondary student must be registered in and attending a post-secondary institution)  
Fees include refreshment breaks and lunch

#### **Cancellation & Substitutions**

No refunds will be issued once a registration has been processed. Any appeals to this policy must be submitted in writing to EventAbility no later than 5 working days after the event. Substitutions are permitted with notice to EventAbility 5 working days before the event.

#### **Bus Transportation**

Return Transportation is available from the ECEBC Conference Site at the Radisson Hotel Vancouver Airport, Richmond. Bus leaves Richmond at 7:45 a.m. and leaves UBC for return to Richmond at 4:00 p.m.

**Return bus fee \$20.00**

### Assessment Workshop Schedule

8:00 a.m.	Registration opens
9:00 a.m.	Keynote Address Dr. Mary Ellen Turpel-Lafond
10:00 a.m.	Refreshment break posters & information tables
10:30 a.m.	<b>A Sessions</b>
12:00 p.m.	Lunch with posters & information tables
1:00 p.m.	<b>B Sessions</b>
2:30 p.m.	Refreshment Break
2:45 p.m.	Keynote Address Dr. Hillel Goelman
3:00 p.m.	Closing remarks
4:00 p.m.	Bus departs for ECEBC Conference site

### Conference Coordinator

**EventAbility**

Information & Registration  
604-214-3490 / 604-272-9155  
[info@eventability.org](mailto:info@eventability.org)



## Keynote Presentations

Morning Keynote 9:00 a.m. - 10:00 a.m.

**Dr. Mary Ellen Turpel-Lafond**

### The Need for Timely Assessment: A Child's Right to a Better Future.

We are pleased to welcome Dr. Mary Ellen Turpel-Lafond to open the 10th Annual Assessment Workshop. She is a powerful advocate for children and continues to work on behalf of children and youth as the Representative for Children and Youth in BC. In her address Dr. Turpel-Lafond will focus on the rights of children as articulated in the UN Convention on the Rights of the Child of which Canada is a signatory. Canada has not made significant progress in implementing it in law or policy. When children's rights are implemented however, there are very real social and economic benefits to society. Critical areas including the right to early assessments leading to appropriate access to early childhood intervention and education will be addressed as well as the duty of adults to ensure child's rights are upheld.

**Dr. Mary Ellen Turpel-Lafond**, was appointed B.C.'s first Representative for Children and Youth in November 2006. Ms. Turpel-Lafond holds a doctorate of law from Harvard Law School, a master's degree in international law from Cambridge University, a law degree from Osgoode Hall, Ontario. Among many awards received, in 2011 the Trudeau Foundation named Dr. Turpel-Lafond as one of their 10 new Trudeau Mentors. Dr. Turpel-Lafond is the elected President of the Canadian Council of Child and Youth Advocates, an alliance of provincial children's advocates from across the country who champion the voice and rights of children in their respective provinces and territories. A member of the Muskeg Lake Cree Nation, she is active in her First Nations community and published a book on the history of the Muskeg

Afternoon Keynote 2:45 p.m. - 3:45 p.m.

**Dr. Hillel Goelman**

### The Dangers of "High Stakes Assessment"

Samuel Meisels has probably contributed more to the field of early assessment than any other individual in the past 40 years. Meisels' "authentic assessment practices" have guided the work of many early childhood educators. He has written numerous books and articles and has developed many different kinds of assessment and screening tools. Yet, in a recent piece Meisels warned us all against the dangers of what he calls, "high stakes assessment". In this keynote I will try to unpack what Meisels means by this and I will explore what some of those dangers might be in British Columbia and — why those dangers emerge when we forget that "every child has the right to a fair assessment."

**Dr. Hillel Goelman**, is a professor at the University of British Columbia in UBC's Department of Educational and Counselling Psychology, and Special Education and an associate member of the Department of Paediatrics and the School of Population and Public Health at UBC. He currently serves as the chair of the Interdisciplinary Studies Graduate Program at UBC. His research centres on the short-and long-term effects of early childhood interventions on child development and he teaches graduate and undergraduate courses on early child development. Dr. Goelman is a founding member of the Assessment Workshop steering group and it is both timely and fitting that Dr. Goelman deliver the 10th Annual Assessment Workshop's closing address.

## Morning 10:30 a.m.—12:00 p.m.

## Afternoon 1:00 p.m. - 2:30 p.m.

- A1 Priority#1: Developing Children's Resilience and Social and Emotional Learning Competencies: The FRIENDS FOR LIFE PROGRAM as an Example  
**Presenter:** Larry Haberlin
- A2 Practical Strategies for Implementing Child Friendly Communities  
**Presenter:** Dr. Jayne Pivik
- A3 Anxiety Disorders: What You Need to Know about Assessing Young Children  
**Presenters:** Christine Yu and Ellen Shumka
- A4 First Do No Harm: Ethical Assessment  
**Presenter:** Dr. Barbara Fitzgerald
- A5 Advocating for the Child(ren) In Your Life  
**Presenter:** Andrea Lemire
- A6 Aboriginal Infant Development Programs of BC ~ Celebrating 20 Years!  
**Presenter:** Diana Elliott
- A7 Best Practice Recommendations for Teaching Receptive Language to Children with Autism Spectrum Disorders  
**Presenter:** Dr. Laura Grow
- A8 Parent Training and Children's Assessment: What Works Best—Numbers or Stories?  
**Presenter:** Dr. Veronica Smith
- A9 Children's Voices on Wellbeing—the Middle Years Development Instrument  
**Presenters:** Dr. Kimberly S. Schonert-Reichl, Dr. Martin Guhn, Dr. Anne M. Gadermann and Kim Thomson
- A10 We Learned This Much From Each Other: In-School Assessment Practices  
**Presenters:** Dr. Mari Pighini, Dr. Muriel Groves and Jane Kelty
- A11 Before it's Too Late: Early Identification and Intervention to Prevent Reading Problems  
**Presenter:** Dr. Linda Siegel
- A12 Ongoing Family-Responsive Assessment Using A Collaborative Interdisciplinary Team Model  
**Presenter:** Galit Arbeli Bronstein
- A13 Building Positive Communities Through Inclusion and Understanding  
**Presenters:** MaraLea Schroeder, Margret Hanke and Jason Liu
- A14 The Importance of Cultural Safety in Early Childhood Development  
**Presenter:** Sue Sterling

- B1 To Test or Not to Test: Embracing the Complexity of Assessment for Infants and Young Children  
**Presenter:** Dr. Vanessa Lapointe
- B2 Screening and Assessment of Young Children's Mental Health: Tips for Early Childhood Educators  
**Presenters:** Dr. Laurie Ford and Michaelyn Hoven
- B3 Rights of Preterm and NICU Babies to Standardized Follow-Up Care  
**Presenters:** Dr. Anne Synnes and Halla Elmabayad
- B4 Observing Children on a Daily Basis: Assessment from a Community Program Perspective  
**Presenter:** Beth Hutchison
- B5 Cultural Safety: What Does it Mean for our Work with Aboriginal Children and Families?  
**Presenters:** Deanne Zeidler and Deshanna Gonzales
- B6 Implementing Fair and Family-Centred Assessment Practices: Ask Parents First!  
**Presenters:** Dr. Anat Zaidman-Zait, Dr. Herbert Chan, Dr. Mari Pighini, Mary Stewart and Dana Brynelsen
- B7 Cultural and Linguistic Diversity in Play and Literacy Assessment  
**Presenters:** Maya Goldstein and Silvia Mazabel Ortega
- B8 All Our Children, Gifts from the Creator  
**Presenter:** Monique Gray Smith
- B9 New Trends and Practices in the Diagnosis and Assessment of Children with Autism  
**Presenter:** Dr. Grace Iarocci
- B10 A Program's Journey with the ASQ?ASQ:SE  
**Presenters:** Diane Larsson-Nehru and Tanya Brown
- B11 What They Deserve: Assessment for Children with Autism (and their families)  
**Presenters:** Dr. Georgina M. Robinson and Dr. William T. McKee



**A1 Priority #1: Developing Children's Resilience and Social and Emotional Learning (SEL)****Competencies --The FRIENDS FOR LIFE PROGRAM as an Example**

We live in an increasingly complex and stressful world. Children and youth must be equipped with the competencies, skills and support to manage their lives successfully now and in the future. We now have the evidence that we can teach and help children develop social skills, emotional resilience and empathy. We also know that the quality of the climate of the learning environment is crucial to learning in general. In this workshop, I will describe the FRIENDS FOR LIFE program as an example of an evidence-based program that benefits not only children and youth struggling with anxiety and depression but also empowers all of the children in the class through the development of emotional literacy and resiliency. FRIENDS FOR LIFE is used extensively throughout the province at the K/1, 4/5 and 7/8 grades, but it is not available in every school. We will also explore why it is not available in every school. This session will be of interest to anyone working with primary and elementary aged children and their families.

**Presenter: Larry Haberlin**, is an Education Consultant and trainer working in Canada and inter-nationally on the social and emotional development of children and youth. He is also an Adjunct Professor with the UBC School of Medicine working with second year Medical students. He has worked as an alternative school educator and program developer; an elementary school counselor in Inner City Schools; a social services administrator; a trainer with Roots of Empathy, Second Step, The Fourth R and the FRIENDS programs; and he was the Social Responsibility Consultant for the Vancouver School Board.

**A2 Practical Strategies for Implementing Child Friendly Communities**

Countries and communities around the world are addressing the United Nations Convention on The Rights of the Child and making their spaces child friendly. In this interactive workshop I will address: the definition of Child Friendly Communities; design elements for child care centres, schools, housing, and communities; examples of methods for including children's voices in place evaluations; and, results of research exploring nurturant environments for children's social, emotional and physical well-being. This workshop will be of interest to early child development practitioners and graduate students.

**Presenter: Dr. Jayne Pivik**, Principle, Apriori Research, is a Psychologist specializing in the development and evaluation of community-based interventions designed to promote health, education and social well-being in children and youth.

**A3 Anxiety Disorders: What You Need to Know About Assessing Young Children**

In this workshop we will discuss the value of assessing anxiety disorders in young children in a school setting. Attendees will learn about and discuss the following: the nature and presentation of anxiety disorders in children; methods of assessing anxiety, such as brief screening tools and clinical interviews; and implications for students training in the field of applied psychology, teachers and parents. Research from Dr. Lynn Miller's Anxiety Projects Lab will be presented.

**Presenters: Christine Yu**, is in her third and final year of the MA program in Counselling Psychology at UBC. Her research interests focus on parental factors and the development of anxiety disorders in children. **Ellen Shumka**, is a Master's student in the School Psychology program at UBC. Her current research interests include various aspects of students' social and emotional well-being, most notably childhood anxiety and bullying.



#### A4 First Do No Harm: Ethical Assessment

In this workshop I will introduce the idea of assessment as part of the therapeutic process for both parent and child. Too often during the assessment, we get caught up in the idea of doing our job in reaching a diagnostic conclusion. We forget that our ultimate goal is to give the child and family tools to help their child reach his/her potential. I have run an inner city outreach developmental pediatric assessment program for 15 years and I have learned that for assessment to be effective, it needs to be respectful, compassionate, collaborative and practical. Children in marginalized populations have poorer access to assessment. Our programs need to be designed to remove barriers that prevent this access. Assessment programs that are designed with the child and family in mind, rather than the institution, provide more timely and better care. Assessment has more value when it is therapeutic, respectful and accessible. I will present a model that strives to meet these goals and share with you some of what I have learned from working in this field for many years. In my workshop I will talk about:

- What is the real goal of an assessment?
- How do we remove barriers to assessment for marginalized children?
- Why do we need to know the family background to come to a diagnosis?
- How does assessment impact the caregiver and the child?
- What is the role of culture and past trauma in assessment?
- Can assessment be therapeutic?
- How can assessment of a child promote healing in a mother?

This workshop will be most useful for teachers, healthcare providers, therapists, parents early childhood educators and people involved in social policy development.

**Presenter: Barbara Fitzgerald M.D. FRCP(C)**, is a developmental pediatrician at the Sunny Hill Health Centre for Children Director, Developmental Pediatric School Outreach Program, UBC. Barbara has devoted her career to the care of marginalized children. She runs a developmental pediatric outreach service to inner city schools and child care centres.

#### A5 Advocating for the child(ren) in your life

The United Nations Convention on the Rights of the Child (UNCRC) is an international standard for children's rights. Canada took a lead role in drafting the UNCRC, and ratified it in 1991, indicating its willingness to be legally bound by its principles. The UNCRC lists basic rights that promote children's physical, mental, emotional and spiritual well being. These rights include special provisions for children with disabilities. As an advocate for children, you can apply the UNCRC as a tool to promote reform in policy and practice, and to ensure children are receiving the assessments and support necessary for their full development. Article 23 specifically states (in child friendly language):

*If you are disabled, either mentally or physically,  
you have the right to special care and education to help you  
develop and lead a full life.*

In this session I will demonstrate how applying a child-rights approach to your work can strengthen the accountability of all (adult) duty bearers to children and youth and help rights holders (children and youth) to advocate for their own rights. This in turn will lead to positive social, cultural, economic, environmental, institutional and legal changes that impact everyone. I will also discuss how knowing about child rights can make a difference for the children in your life and, how the UNCRC can lend strength to your advocacy work. Teachers, health professionals, social workers, therapists, early childhood educators, parents, administrators and/or staff in areas of developing government social policy will benefit from this workshop.

**Presenter: Andrea Lemire** is the Executive Director of the Society of Children and Youth of BC (SCY), a non-profit advocacy group for children's rights in BC. Andrea has worked in the non-profit field for 10 years and holds a Masters degree in Public and Non-Profit Management. She spent five years overseas as the Executive Director of the NGO Code-X, an organization that supports international youth-led projects. Andrea brings her passion for equality, youth engagement, and commitment to implementation of the Convention on the Rights of the Child to her work.



**A6 Aboriginal Infant Development Programs of B.C. ~ Celebrating 20 years!**

AIDP is celebrating 20 years in 2012, from 2 programs in 1992 to 49 today. In this workshop I will share the growth and development of a family centred, home visiting program that is rooted in the First Nations tradition, language and culture of our First Nations families in British Columbia. I will highlight our challenges and successes and how we have changed and adapted over time to better meet the needs of our children for healthy development, and support for early and lifelong learning. I will also share information from a provincial wide evaluation of our 49 programs that will include information from AIDP professionals, ECD stakeholders, and families, past and current, who have participated in the AIDP programs and services. Information will also include recruitment, education, professional development and mentoring of our AIDP home visitors. The support, guidance and mentorship of IDP in B.C.—as the program that set the standard of home visiting practice and helped nurture our AIDP throughout the 20 years of working together to best meet the needs of our First Nations children and families in B.C. will be acknowledged and highlighted in my workshop. This workshop will be of interest to anyone who works with Aboriginal children and families will be interested in this workshop that does home visits and family support programs and services.

**Presenter: Diana Elliott**, has worked for many years in Aboriginal Infant Development Programs and as the provincial advisor for AIDP for almost 9 years, accumulating over 20 years' experience in the field of Early Childhood Development, with a background in health and community wellness. She is still a front line worker at heart. Diana is a Coast Salish from Cowichan Tribes in Duncan with equal roots in the Hupacasath Nation in Nuw Chah Nulth Tribal Territory. She is the mother of two adult sons. As a parent Diana understands and appreciates the importance of early learning and the benefits of parenting and family wellness, including a caring and nurturing environment that includes extended family members. She appreciates the cultural teachings of her Elder's and incorporates these into her daily work from a family centred program philosophy. She also appreciates all the teachings, knowledge and gifts from the many Aboriginal front line workers who work hard to ensure culture is the foundation of all our programs.

**A7 Best Practice Recommendations for Teaching Receptive Language to Children with Autism Spectrum Disorders**

In this workshop I will provide an overview of the research on the most effective ways to teach receptive language (e.g., following instructions, identifying items in the environment). Attendees of the workshop will learn how arrange complex antecedent stimuli including how to introduce new training stimuli, select auditory instructions, counterbalance auditory and visual stimuli and, select the critical features of the S+ and S- comparison stimuli as well as how to use effective prompt and reinforcement strategies. I will provide general guidelines and visual demonstrations of how to implement the procedures described above. Teachers, therapists, early childhood educators, researchers, students, and parents will benefit from attending the workshop.

**Presenter: Laura Grow**, Ph.D., BCBA-D is an Assistant Professor, Special Education, UBC. Laura graduated from Western Michigan University with a doctoral degree in Behavior Analysis with a specialization in autism and other developmental disabilities. Laura's research interests include early language acquisition, early and intensive behavioral intervention, and parent training techniques.





### **A8 Parent Training and Children's Assessment: What Works Best—Numbers or Stories?"**

According to best practice guidelines, including and training parents to assist their child's communication development is considered an essential factor in autism intervention and a natural step to provide consistent, daily support in early childhood. Research suggests that parents can learn to be effective language facilitators; however, less is known about what constitutes effective delivery of parent training programs and further, even less is known about how effective these programs are outside the constraints of controlled research settings. Further, many parent training programs are implemented without careful examination of whether and how well parents are able to learn skills taught and to what extent their ability to use these skills alters the language environment. In this workshop I will explore and discuss the following topics: Multiple methods of data collection to explore growth and change in parent-child interactions, Parent skill development, and child language development in the child's natural language learning environment at multiple time points before, during and after parents' participation in the widely used parent language education program -*Hanen More Than Words (MTW)*. I will pay particular attention to a description of the use of a digital language processor that was used to capture changes in the quantity of parent-child interaction in the natural environment. Additionally we will look at how video data was examined to detect changes in the quality of parent-child interactions after the parent training. And, I will share information regarding how child and parent characteristics are important considerations when examining the impact of parent training will be encouraged. Early childhood educators, early child development consultants, health professionals, speech pathologists, researchers, parents and students will find this presentation beneficial to their practice.

**Presenter: Veronica Smith**, is an Associate Professor of Special Education in the Department of Educational Psychology at the University of Alberta, where she has been on faculty since 2004. As an educational researcher, she is interested in the quality and effectiveness of intervention programs for individuals with autism. Dr. Smith has worked with children and young adults with autism as a Speech and Language Pathologist and educator through various educational and clinical settings since 1982.

### **A9 Children's Voices on Wellbeing—the Middle Years Development Instrument**

In the voice of children, what makes them healthy and happy? In this workshop we will begin a process to answer this question. We will share findings from a population-level study with the *Middle Years Development Instrument (MDI)*, a survey that gives children a voice to report on their wellbeing, health, adult and peer relationships, school experiences, nutrition, sleep, and after-school activities. We will show which social and contextual assets are most strongly related to children's wellbeing and health. We emphasize the importance of connectedness with adults and peers at home, in school, and in the community. The workshop is designed for discussion and the opportunity to ask questions about implications for practice and will be of particular relevance for practitioners, educators, social workers, parents, program planners and others., who are supporting children's wellbeing and health in the context of the home, the community, and schools.

**Presenters: Kimberly A. Schonert-Reichl, PhD**, is an Associate Professor in the Faculty of Education UBC, and Principal Investigator of the Middle Years Development Instrument (MDI). She has been conducting research in the area of the child and adolescent social and emotional development for over 20 years.

**Martin Guhn, PhD**, Human Early Learning Partnership, UBC Martin Guhn does research on how social and cultural factors support children's development and wellbeing, to inform educational reform and school- and community-based initiatives.

**Kim Thomson, MA**, Human Early Learning Partnership, UBC is the project coordinator for the Middle Years Development Instrument (MDI). Her research focuses on protective factors during middle childhood and their relation to social and emotional health.

**Anne Gadermann, PhD**, Faculty of Medicine, UBC conducts research on wellbeing and mental health of children and vulnerable populations. Anne brings an interdisciplinary perspective to understanding developmental health and wellbeing in culturally appropriate and contextualized ways.

### **A10 We Learned This Much From Each Other: In-School Team Assessment Practices**

In this workshop we will discuss successful approaches and insights related to the identification, referral, assessment and follow-up intervention practices with school-age children. Through a discussion of reflective practices, we will bring in our experiences in our respective roles of special needs support and resource teachers and school counselor. We will illustrate what was successful and the challenges we encountered through many years of work together in an in-school team with children with suspected risks and with identified special needs. This workshop will be of interest to educators, administrators and support workers in school settings, parents and graduate students,

**Presenters:** **Jane Kelty Med.** Sessional Lecturer in Education (ECPS Department, UBC) with over 30 years of experience working with children and youth with special needs in the Vancouver School Board. Jane has a passion that she continues to bring to her work for inclusive education for all. **Dr. Muriel Groves**, School Counsellor with over 30 years experience working for the Vancouver School Board and, an instructor in Counselling Psychology Department at UBC. Prior to her work as an educator and counsellor, Muriel worked as a flight attendant. **Mari Pighini PhD**, is the research coordinator with the "Including All Children and Families-Expanding Partnerships" Project. Mari is also the cohort advisor for the off-campus/online MED cohorts in early childhood education.

### **A11 Before it's Too Late: Early Identification and Intervention to Prevent Reading Problems**

In this workshop I will describe a simple effective system to identify young children (age 5) at risk for reading difficulties. I will also describe intervention programs that have been used successfully in North Vancouver. This workshop is intended for teachers, students, parents and government staff.

**Presenter:** **Linda Siegel, PhD**, is the Dorothy C. Lam Chair in Special Education and a Professor in the Department of Educational and Counselling Psychology and Special Education at the University of British Columbia, Vancouver, Canada. She has conducted research on dyslexia and other specific learning disabilities, language and cognitive development, children learning English as a second language, and the development of premature infants. She has published over 200 articles and book chapters. She has been the President of the Division of Learning Disabilities of the Council on exceptional Children. In 2010, she was awarded the Gold Medal for Excellence in Psychological Research from the Canadian Psychological Association.

### **A12 Ongoing Family-Responsive Assessment Using A Collaborative Interdisciplinary Team Model**

In this workshop I will discuss how members of the interdisciplinary team conduct a unique assessment process at a Children's Developmental Center in Israel servicing young children with a range of developmental disabilities and their families. I will highlight the complex, collaborative, and dynamic decision-making processes related to the selection of particular assessments and interventions practices undertaken by professionals from various fields to support children and their families. An example of interdisciplinary clinical work 'in action' (by means of a video recording of a clinical session) will be used to engage the participants in a discussion about how the process of an ongoing family-responsive assessment unfolds within the context of collaborative teamwork. Professionals working with young children, health professionals and therapists will benefit from this workshop.

**Presenter:** **Galit Arbeli Bornstein**, B.A., SLP, M.A. Candidate, Special Education. Galit is a graduate student in Special Education at the University of Haifa, Israel (specializing in Autism and Developmental Disabilities). She is a certified Speech Language Pathologist (B.A. in Communication Disorders, University of Haifa) with six years of work experience as an SLP in a Children's Developmental Center.

### A13 Building Positive Communities Through Training- Inclusion and Understanding

*One life stamps and influences another, which in turn stamps and influences another,  
on and on, until the soul of human experience breathes on in generations  
we'll never even meet.*

Mary Kay Blakely *Wake Me When It's Over*, 1989

In this workshop we will share information about Richmond Community Training sessions that have been designed to connect typical children, youth and adults with meaningful concepts around inclusion. Topics that are covered include the importance of acceptance, communication, and supportive environments. These training programs have been created to raise awareness and understanding of how positive acceptance can enhance everyone's life. We will describe how training sessions are facilitated in a way that encourages a better understanding of how people with a variety of disabilities cope with daily life. This workshop will be of interest to anyone who works with young children, teens and adults, supported child consultants, early childhood educators, school age child care providers and anyone who is interested in learning more about training and advocacy for those living with a disability.

**Presenters:** **MaraLea Schroeder**, is a Consultant with the Richmond Supported Child Development Program. She has worked with the program for over 4 years. MaraLea holds a general studies degree with a diploma in family studies. MaraLea co-developed and has co-facilitated the "Peer Awareness" program in various elementary schools throughout Richmond. She enjoys the discussion that takes place between the children during the presentation and hands-on portion activities as well as the opportunity to promote inclusion with the community. **Margret Hanke**, is a Consultant with the Richmond Supported Child Development Program. She has worked with the program for over 11 years. Margret holds an ECE-SN and Infant Toddler Certificate. She co-developed and has co-facilitated the "Bridging the Gap" training to over 300 child care workers in the Richmond community. She takes great delight in the transfer of understanding that takes place during the sessions. **Jason Liu**, is the Senior Counsellor at Youth Connections a youth afterschool program. He has worked with the program for over 6 years with a particular interest in inclusion and developing personal growth in youth with disabilities. He has co-facilitated the high school "Peer Awareness" program.

### A14 The Importance of Cultural Safety in Early Childhood Development

In this workshop I will review the importance of creating strong, secure relationships with Aboriginal communities and individuals to establish culturally safe programs and services for their children. By recognizing historical impacts, we are able to move forward to providing holistic services for Aboriginal children and their families. This workshop will be of interest to early childhood educators, teachers, social workers and anyone working with young Aboriginal children and their families.

**Presenter: Sue Sterling**, Aboriginal Early Childhood Development Consultant Interior Region. Sue originates from the Nlaka'pamux Nation in Merritt, BC. She currently sits with the Dumdehmyoo (Bear) Clan with the Nadleh Whut'en Indian Band from the Carrier Sekani Nation. She is the mother of two beautiful children, Darian and Brittani, and they keep her active and busy with their many ventures in life. She is a Traditional Hand Drummer, and two of her favourite places to be are on top of a mountain or by the river.





## **B1 To Test or Not to Test: Embracing the Complexity of Assessment for Infants and Young Children**

The issue of assessment in general, but particularly in early childhood, is often a contentious one. Concerns about assessment for young children may include the following: a) the misuse of “labels,” b) a lack of application to the “real” world, c) questions about test validity and reliability, d) concerns about knowing when is the “right” time to assess a child, e) challenges with having the young child “cooperate” during the assessment, f) accessibility to qualified assessors, g) disagreements about which professional should administer which assessment and when, and h) how to actualize recommendations flowing from assessment results when resources may be scarce. My focus in this workshop will be to consider these issues through both a clinical and research lens with connections to actual practice in an effort to best inform our decisions about whether “to test or not to test.” Rather than abandon early childhood assessment altogether in the face of the many concerns that exist, I will focus on exploring the place of assessment in early childhood and ensuring we have the knowledge to make the right decision for each child. This workshop will be appropriate for all professionals working with young children, for students and researchers interested in these issues, for administrators and those involved with policy development, and for parents.

**Presenter: Dr. Vanessa Lapointe**, R. Psych., The Wishing Star Psychological Services. Vanessa is a psychologist presently working in private practice supporting children and their families. She has experience working in a variety of settings with a special interest in the implementation of wholistic approaches to assessments of children.

## **B2 Screening and Assessment of Young Children's Mental Health: Tips for Early Childhood Educators**

Mental health issues in young children are a growing concern. Many teachers and early interventions report mental health concerns are a major challenge when working with young children in the early childhood or primary classroom. Addressing mental health concerns early and effectively is important to facilitate their success in other aspects of early learning. In this workshop we will highlight some recent research on the incidence and prevalence of mental health concerns in young children. A focus will be on issues relevant for early interventions and educator working with young children in classroom settings. The implications of early childhood mental health concerns for early learning and development will be addressed. Ways that early interventionists and teachers can help identify concerns early through screening will be highlighted. Ways to link assessment results to intervention in the classroom will be highlighted. Using an interactive format including presentation, discussion and case study, the presenters target audience are early childhood educators and primary teachers. We hope that others working with young children in the preschool and primary ages will also join us and participate in our session.

**Presenters: Laurie Ford**, Ph.D., is an Associate Professor in the Department of Educational and Counselling Psychology and Special Education at UBC where she is a member of the Institute for Early Childhood Education and Research and a Research Scholar with the Human Early Learning Partnership. Her research and teaching interests are in early childhood assessment and early school readiness.

**Michaelyn Hoven**, is an M.A. student in Early Childhood Education at UBC. A mother of young children, she is also a kindergarten and grade 1 teacher in with the Surrey School District. Her research focus is on parent self efficacy.



### **B3 Rights of Preterm and NICU Babies to Standardized Follow-Up Care**

Preterm and other newborns who are admitted to neonatal intensive care units (NICUs) are significantly more likely to have adverse neurodevelopmental and health problems in childhood compared to healthy newborns. For example over 70% of extremely low birth weight (ELBW) children will have a learning disability. Half of ELBW children have developmental coordination disorder. These children and their families have a right to assessment, timely diagnosis and intervention. With ongoing advances in neonatal intensive care there is also the right of future newborns to receive optimal medical care in the NICU that has been evaluated and is continuously being improved. Neonatal Follow-up Programs are designed to meet these rights. However, eligibility to receive Neonatal Follow-Up care is variable across Canada as is the type of follow-up care received. In this workshop we will discuss how developing a standardized follow-up health care service model will give NICU children and their families the right to equitable services and will improve the ability to evaluate and improve NICU care. We will review the current status of Canadian Neonatal Follow-Up Programs, the benefits of standardized follow-up health care services and will propose how to achieve this goal. Our focus will be on follow-up services in British Columbia and integrating care with existing community resources. Our session will include participant input and discussion. Our workshop will be of interest to health professionals, community therapists and early childhood educators, health services administrators and researchers involved with children with neonatal illnesses who are at risk of adverse neurodevelopmental outcome.

**Presenters:** **Dr. Anne Synnes, MDCM, MHSc, FRCPC**, is a neonatologist and director of the Neonatal Follow-Up Program at BC Women's and Children's Hospitals. She is also director of the Canadian Neonatal Follow-Up Network and chairs the Canadian Pediatric Society Perinatal Follow-up Interest Group.

**Halla Elmobayad, MHA**, has been working in the realm health care for over seven years and is currently managing the Canadian Neonatal Follow-Up Network (CNFUN) and the Canadian Pediatric Surgery Network (CAPSNet).

### **B4 Observing Children on a Daily Basis: Assessment from a Community Program Perspective**

All of us who work with children and their families rely on observation and assessment daily. Whether or not we use formal assessment tools, we all make decisions and plans based on informal assessment. In this workshop, we will hear from practitioners who work in community-based programs for young children and their mothers and fathers. These will include a Family Resource Program and a Parent-Child Mother Goose Program. Panelists will be speaking from their own experience, not on behalf of their programs. We will learn about what they are observing, how they form impressions and about what approaches they take to address their concerns. We will ask them about assistance they would like and assistance that they can offer to both parents and other service providers as we all work towards all children having access to appropriate assessment. This workshop will be of interest to professional and non-professional staff of infant and child development services, health services, social services who are interested in collaborative working relationships, students or researchers who are looking at the value of collaborative working relationships and parents.

**Presenters:** **Beth Hutchison**, the Provincial Co-ordinator of the Parent-Child Mother Goose Program® in BC. will facilitate the panel. Beth has been leading this program since 1997 and is also an Infant Development Consultant in Vancouver. Panelists will bring diverse experience to this topic.



### **B5 Cultural Safety: What Does it Mean for Our Work with Aboriginal Children and Families?**

Providing early intervention supports in First Nations communities can be challenging for therapists as well as for community members. A cultural safety approach is essential if we are to build trusting relationships and offer services that meet the needs of the Aboriginal children, families and community. Effective and meaningful services are most likely to develop where therapists and community members have a shared understanding. In this workshop we will describe an interview study with community members in the Lil'wat Nation. We will share information about what we have learned and how this informs the early intervention approaches that have been developed for Lil'wat children and families. Teachers, health professionals, social workers, therapists, early childhood educators, parents administrators will benefit from this presentation.

**Presenters:** **Deanne Zeidler**, Speech and Language Therapist, First Nations Education Steering Committee. Deanne has partnered with the Lil'wat Nation for over 16 years. She is committed to building relationships of mutual trust and respect to ensure services are relevant and meaningful. **Deshanna Gonzales**, Lil'wat Nation Aboriginal Supported Child Development Program Coordinator for the Lil'wat Nation.

### **B6 Implementing Fair And Family-Centred Assessment Practices: Ask Parents First!**

What makes the assessment process successful in the eyes of the child's parents? Are parents following through – or getting lost in the maze of assessment practices? In this workshop we will draw from three different sources that combine clinical practice and participatory research and that include different parent's perspectives on assessing children deemed at risk for developmental delays or with identified disabilities. First, we will share what we have learned from parents on fair assessment practices through front line and clinical practice for over 30 years. Next, we will then introduce some of the findings from studies that incorporated interviews, focus groups and surveys with parents and caregivers expressing their views as they navigate the complex assessment and early intervention programs' systems. The workshop will then incorporate a practical component with an interactive activity where we will invite session delegates to link research findings to their work using reflective practices. This workshop will be of interest for all professionals involved in assessment practices when working with young children (infancy to Primary school years) in child development, health or educational settings, and for parents who have experienced these processes with their children.

**Presenters/Authors:** **Dana Brynensen**, LLD (Hon) Dana is the former Provincial Advisor, Infant Development Program of BC and worked in the field of early childhood intervention in BC for nearly 40 years. She has advised in the development, operation and evaluation of services for children with disabilities across Canada and internationally. **Mary Stewart**, MA candidate in Early Childhood Education is a research assistant with the *Including All Children and Families-Expanding Partnerships Project*. She is also the training coordinator for the Fostering Early Development Program and is a part time instructor with the IDSC diploma at UBC. **Mari Pighini**, PhD., is the research coordinator with the *Including All Children and Families-Expanding Partnerships Project*. Mari is also the cohort advisor for the off-campus/ online MED cohorts in early childhood education. **Anat Zaidman-Zait**, Ph D, Post-Doctoral Fellow Azrieli Foundation & Human Early Learning Partnership, UBC. **Herbert Chan**, Ph D, Emergency Medicine, UBC





### **B7 Cultural and Linguistic Diversity in Play and Literacy Assessments**

Cultural and linguistic sensitivity are important factors in children's assessment, and sometimes are not taken into enough consideration. Play and literacy are essential parts of children's lives, and can help us assess children's development and achievements. At the same time, play and literacy are also impacted by the child's culture and linguistic abilities. In our workshop we will highlight the importance of making sure that these abilities are considered within the assessment process. Our presentation will focus on analyzing how current assessment practices in these areas could be more inclusive of culturally and linguistically diverse children. We will discuss the challenges of using traditional tools in play and literacy assessment in a diverse environment. We will share examples from two studies recently conducted in the lower mainland on play and literacy in diverse settings, as well as from our experience in working with children from different backgrounds and children with learning disabilities. We will present and discuss a few creative and inclusive assessment practices of play and literacy. Teachers, therapists, early childhood educators, special education educators, school psychologists, researchers, professionals working with immigrants, family support workers and social policy developers will benefit from this workshop.

**Presenters:** **Maya Goldstein** completed her M.A. in the Department of Educational and Counselling Psychology and Special Education at UBC. Her thesis topic was play interactions in immigrant South-Asians families. She works for the "Including All Children and Families—Expanding Partnerships" project in the Faculty of Education.

**Silvia Mazabel Ortega** is completing her M.A. in Special Education in the Department of Educational and Counselling Psychology and Special Education at UBC. Her professional and academic careers have focused on learning disabilities.

### **B8 All Our Children, Gifts from the Creator**

In this workshop I will discuss assessment from a lens of cultural safety. This will be an engaging and interactive session. We will explore what the child's rights are and what the families' rights are in regards to formal and informal assessments of children. There will be dialogue and identifying strategies that support children and families feel they have power within the assessment journey. We will share historical approaches to 'assessing' children and how those were done within an Indigenous Worldview which focuses on strengths and gifts. This workshop will be of interest to anyone working with young children and their families.

**Presenter:** **Monique Gray Smith, Little Drum Consulting**, Tansi, my name is Monique Gray Smith and I come from the Shavetail and Cardinal families at Peepeekisis First Nation. I have had the privilege to work in and learn from Indigenous communities across Canada, as well as overseas. I am honoured to contribute to our Early Years programs in BC by writing the Aboriginal Infant Development Policy and Procedure Manual and the Aboriginal Supported Child Development Handbook and Resource Manual.

### **B9 New Trends and Practices in the Diagnosis and Assessment of Children with Autism**

In the province of BC the diagnostic assessment of children suspected of having Autism Spectrum Disorder (ASD) is standardized. We now have a standards and guidelines document available to help clinicians follow best practices in diagnosis and assessment of children with ASD. My talk will be based on these guidelines, and will focus on early detection, diagnosis and psychological assessment of children with ASD. I will provide information on the latest research and tools used to diagnose and assess children with ASD. The workshop will be informative for a variety of professionals, parents and government staff interested in knowing more about how diagnosis is determined, and how assessments are an important component of diagnosis. We will also discuss how assessments help to guide decisions about educational and intervention options.

**Presenter:** **Grace Iarocci**, Ph.D., is an associate professor of psychology at Simon Fraser University, and the Director of the Autism and Developmental Disorders Lab. She is also a Michael Smith Foundation for Health Research Scholar and a faculty mentor of the Autism Research Training Program (ART).

**B10 A Program's Journey with the ASQ/ASQ:SE**

In this workshop participants will share the journey with the Ages & Stages (ASQ) and Ages & Stages Social Emotional (ASQ:SE) questionnaire at the Mother Bear Program within Squamish Nation. The ASQ/ASQ:SE is a parent completed screening tool designed to identify children under the age of six years old in need of additional assessment. When children score below the cutoff in any of the developmental areas we consider this an area of concern or red flag. From a program perspective, we use this information to inform our program planning and to lead conversations with the parents/caregivers about how to best support their child's growth and development. Through a case study, participants will gain insight into our journey in adopting the ASQ/ASQ:SE into our everyday practice. This workshop will be appropriate for teachers, health professionals, social workers, therapists, early childhood educators and parents.

**Presenters:** **Diane Larsson-Nehru**, is the Program Manager at Squamish Nation Ayas Men Men Child and Family Services at So-Sah-Latch Family Center. Coming with a social work and early childhood background, Diane has been working in Squamish Nation programs in North Vancouver and the Squamish Valley for over ten years supporting families with children under six. **Tanya Brown**, is the Aboriginal Supported Child Development (ASCD) Coordinator for the Vancouver Coastal Region supporting Aboriginal communities in the region to develop and design ASCD services for families with children who require additional supports. Tanya is also a trained facilitator in the ASQ and ASQ:SE and supports ASCD staff to use the screening tool.

**B11 What They Deserve: Assessment for Children with Autism (and their families)**

This workshop will describe assessment from a family empowerment perspective. We will particularly discuss psychoeducational assessment, and focus on children with autism. We will explore what families should expect to experience and receive as part of the assessment process. We will also describe what families of children with autism have a right to expect in terms of best practices with those participating in the assessment process. We will also cover the procedures, measures and outcomes of psychoeducational assessment, including suggestions for integrating professional best practices and respect for needs of families. This workshop will be of interest to both assessment professionals, members of assessment and intervention teams, and families.

**Presenters:** **Georgina Robinson**, Ph.D., is the District Principal for the Provincial Outreach Program for Autism and she also teaches as adjunct faculty in the School Psychology graduate program. A focus of her work is on helping school professionals identify students with ASD in the school setting, and linking assessment to useful intervention. **William McKee**, Ph.D., is Director of the UBC Psychoeducational Research and Training Centre and teaches in the School Psychology graduate program. A particular emphasis of his work, both in clinical training and research, is the integration of professional services and effective processes for planning and implementation of services for children and youth with special needs (CYSN).



*The Assessment Workshop Steering Committee Welcomes the following :*

## *Displays*

Aboriginal Early Child Development Association  
Aboriginal Infant Development Program  
Aboriginal Supported Child Development Program  
Aboriginal Supported Child Development Program Partnership Project  
Including All Children and Families—Expanding Partnerships  
Society for Children and Youth of BC

## *Posters:*

### **“Experiences of a young child with autism in a regular early learning setting” Institute of Early Childhood Education and Research, UBC**

This case study was conducted in collaboration with a four year-old boy in an attempt to include the voice of the child in research. The child (co-researcher) was provided with a video recorder and prompt to document his experiences in the classroom. The main goal of the study was to examine daily experiences of a child with autism in a regular early learning setting, from his own perspective. The hope for the study is to open a venue and inspire future researchers in recognizing the right of the children to have a voice in research regarding their lives.

**Presenter:** Maryam Dalkilic, graduate student (MA) in Early Childhood Education, UBC

### **“Including All Children and Families-Expanding Partnerships”**

The “Including all Children and Families-Expanding Partnerships” project aims to identify what works in smaller urban and rural and remote communities throughout BC's Interior and Northern Children in terms of early intervention services for families (parents with children who are at risk for developmental delays or disabilities) and their service providers. The poster includes an overview and updates of the six research studies and of the materials and resources developed with the support of our community advisory committee. These include multi-lingual questionnaires, provincial, national and international resources and a free online course on early intervention for parents and professionals. These materials will be showcased in our display during this event.

**Authors:** The Social Development Partnerships “Including All Children and Families-Expanding Partnerships” Project Collaborative Team, Dr. Hillel Goelman, Project Director, Dr. Lara El-Khatib, Project Coordinator, Dr. Mari Pighini Research Coordinator.

The Early Childhood Educators of British Columbia is pleased to present its 41<sup>st</sup> annual conference,

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Please note that return bus transportation is available from the ECEBC conference site to the Assessment Workshop at UBC.

See the Assessment Workshop registration form.



## Steering Committee

### **Tanya Brown**

Aboriginal Supported Child Development  
Coordinator, Vancouver Coastal Region

### **Joyce Branscombe & Nicky Byres** EventAbility

### **Dr. Dana Brynelsen**

Community member, former Provincial Advisor  
of Infant Development Program of BC

### **Diana Elliott**

Aboriginal Infant Development Program of BC

### **Hillel Goelman, Ph.D.**

Professor, Faculty of Education, and Chair  
Interdisciplinary Studies, Graduate Program (ISGP)

### **Andrea Lemire**

Executive Director, Society of Children and  
Youth of BC

### **William McKee, Ph.D.**

Psychoeducation Research Training Centre, Faculty  
of Education, U.B.C.

### **Mari Pighini, Ph.D.**

Including All Children and Families—Expanding Part-  
nerships/Social Inclusion for At-Risk Children and  
Families Project, Research Coordinator, Faculty of  
Education, UBC

### **Mary Stewart**

MA Candidate, Early Childhood Education, Centre for  
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## *PARKING*

### **West Parkade**

Located at 2140 Lower Mall. The entrance to the parkade is on the east side of Lower Mall, across from St. John's College.

South West Marine Drive—Exit South West Marine Drive at University Blvd.

## *Assessment Workshop Information & Registration*

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# Registration Form - Assessment Workshop May 3, 2012

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