

The 9th Annual Assessment Workshop

Keys to Children's Mental Health:
Assessing Children's Social & Emotional Well-Being

With

Evelyn Wotherspoon and

Dr. Vanessa LaPointe



Thursday May 12, 2011
Neville Scarfe Building, U.B.C.

Registration Program

Greetings

Who is “vulnerable”?

You might have seen a news item some months ago announcing that up to 30% of children in BC kindergartens were described as “vulnerable” in terms of their school readiness. One thing we’ve learned after nearly 200 presentations and 20 keynote addresses at the Assessment Workshop over the years is to reflect carefully on news stories like this. The collective wisdom of the parents, teachers, therapists, early interventionists, and early childhood educators who make up the Assessment Workshop has much to say about “vulnerability” – how it is defined, how it is measured and about the impacts of these findings for parents and professionals who work with young children.

One thing we’ve learned over the years is to be careful and precise about terminology. As one of our mentors has taught us, there is the “power of words” and there are “words of power.” Words, diagnoses and categories can carry a great deal of power; they can lead to intervention strategies, they can create bridges between parents and professionals, they can determine children’s eligibility for entrance into programs and they can determine funding supports that parents might receive. Unfortunately, a vague and imprecise term like “vulnerability” is not helpful for any of these situations. I’ve checked my various handbooks and guidelines and cannot find any kind of definition of “vulnerability” or what to do about it once we encounter it. And so we must be careful that this word “vulnerability” does not become another label that stigmatizes and marginalizes your children and their families.

This news headline, for me, reinforced the importance of the Assessment Workshop as a site of dialogue, learning, sharing and growing. The participants in each and every Assessment Workshop are always wonderfully diverse and we are pleased to entertain such an inclusive community when we gather together. Our work continues to provide a unique and powerful gathering of hearts and minds who are concerned with young children and their families.

We are pleased to present this year’s Assessment Workshop on the topic of Infant Mental Health. Our morning Keynote Speaker, Evelyn Wotherspoon, is an expert in this area and she brings her heart and her mind to her work on dealing with trauma, anxiety and attachment issues. We also welcome back Dr. Vanessa Lapointe, our afternoon keynote speaker whose work encourages all of us to keep an eye on a wholistic assessment of mental health that includes all of the child’s loved ones. We have also have presentations on trauma, on refugees, on anxiety and depression in young children and how to look for the early signs, before children hit their teens.

So, once again, a full buffet table of offerings. Let’s get on with it. It’s good to see you again.

Sincerely,

Hillel Goelman,

Professor and Chair, Interdisciplinary Studies Graduate Program

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

Assessment Workshop Schedule

8:00 a.m.	Registration opens
9:00 a.m.	Keynote Address Evelyn Wotherspoon
10:00 a.m.	Refreshment break, posters & information tables
10:30 a.m.	A Sessions
12:00 p.m.	Lunch with posters & information tables
1:00 p.m.	B Sessions
2:30 p.m.	Refreshment Break
2:45 p.m.	Keynote Address Dr. Vanessa LaPointe

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.

Conference Coordinator

EventAbility

604-214-3490 Registration
info@eventability.ca

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 \$16.00



Key Note Presentations

Morning Keynote 9:00 a.m.—10:00 a.m.

When Science Meets Practice: Using the Science of Early Childhood Development to Support the Mental Health of Infants and Toddlers

Evelyn Wotherspoon, M.S.W., R.S.W

Evelyn Wotherspoon's presentation will review the core story of early childhood development. She will explore the critical aspects of early brain development and relationships in young children's lives. Ms. Wotherspoon will provide an overview of how early relationships with important adults impact children's developing brain and stress response system. Ms. Wotherspoon will include a discussion on the challenges for children's caregivers, support workers and others on translating the science of early childhood development into practical strategies that will be meaningful for children's future successes.

Ms. Wotherspoon is a social worker with the Collaborative Mental Health Care Program in Calgary, Alberta and Zero To Three fellow who has devoted her career to high risk children and families. Evelyn has authored papers on the needs of vulnerable infants and toddlers for a variety of publications and has given presentations on infants at risk to audiences throughout the US and Canada. She has 25 years of experience working with high risk children and families in mental health, child development and child protection settings.

Afternoon Keynote 2:45 p.m.—3:45 p.m.

Keeping it Real: Understanding Social and Emotional Assessment for young Children within the Family Context

Dr. Vanessa Lapointe

The children and families we are privileged to support as professionals in the year 2011 are remarkable in many ways. These are children and families who face adversity socially, economically, and personally. For many, this adversity presents in layers, with challenges that mount and become overwhelming, eventually manifesting in mental health exceptionalities. However, these are also children and families who have within them inspiring wells of resilience. In this presentation we will explore our approaches to the social and emotional assessment of children. I will examine how our approaches to the social and emotional assessment of children can be key to tapping such resilience. We will explore these approaches can optimally inform support and intervention planning. Throughout, we will bring the voices and experiences of today's children and families into our full color understanding of the issues they confront. Overall, we will aim to: a) keep the world of social and emotional assessment real; b) awaken and inspire humanity in each of us as we approach our work; and c) cultivate continued momentum in our collective drive towards mental wellness for the children and families of 2011.

Dr. Vanessa Lapointe, is a psychologist presently working in private practice supporting children and their families. She has experience working in a variety of settings including schools and community. Her areas of interest include the implementation of wholistic approaches to psychoeducational assessments of children, supporting and advocating for children in foster care, and promoting the right to attachment for all children through her work with families and various provincial organizations.

Morning Workshops "A" 10:30 a.m. - 12:00 p.m.

A1 Assessing Anxiety in School Children (Please note this is a 2 hour workshop)

Anxiety disorders are the most commonly occurring mental health problem in children, adolescents and adults. They are also the most likely to be ignored despite poor outcomes if left untreated: higher rates of depression, alcohol use and tobacco use. School and mental health personnel are key to recognizing anxiety in school children and can learn quickly to shift practice to help manage these disorders, which are highly treatable. Anxiety disorders in children warrant more attention from educators, clinicians and researchers. This workshop I will help participants to increase their awareness of the anxiety disorder spectrum, understand etiological and developmental aspects of anxiety, identify basic behavioral indicators of anxiety in children and develop a preliminary understanding of the current research.

Presenter: Dr. Miller is the Myrne Nevison Prevention Research Professor and teaches in the Faculty of Education. She is the lead trainer for the FRIENDS program, an evidence-based curriculum targeting anxiety available to all grade 4-5 students in BC. She is President of the Anxiety Disorders Assoc. of Canada, 2010-2012.

A2 Looking Back: Where There Signs of Depression in Children?

Adolescents' knowledge and beliefs about depression can reveal important information about what were the signs for this condition during the childhood years. This information can contribute to its early detection and intervention. In this workshop, I will highlight existing features that define adolescent depression. My workshop will include the relationship of social and emotional competencies to adolescent depression, and what could have been done earlier in the child's life to have moderated the depression. I will also bring some examples of my research with more than 300 school-based adolescents. The aim of this dialogue is to discuss the factors during childhood that lead to resiliency and willingness to engage in earlier support before more complications arise. This workshop is for anyone interested in increasing their understanding of depression in young people – children and adolescents - and how to ease communication with them about this mental health condition.

Presenter: Dr. Czesia Fuks Geddes is a researcher and health professional who draws experiences from both research and clinical settings. Her clinical involvements include social work, nursing, and art. She also developed Prince George Eating Disorders Clinic. Her research focus is on mental health, specifically early detection and intervention of depression.



A3 Pedagogical Principles of the Reggio Emilia Approach

This workshop critically engages with particular contemporary discourses about childhood and education as it explores the pedagogical principles of the Reggio Emilia approach to children's health and well-being. We are interested in opening discussion on how we think about children, development, behavior, well-being, curriculum, and the purposes of education. Consideration of these issues will be framed by our work in early childhood education in a Canadian context. We will think through these concerns through the perspectives of a *pedagogista* and *atelierista* (or pedagogy and the arts). We invite teachers, student teachers, early childhood educators, researchers, parents and administrators to this presentation.

Presenters: **Sylvia Kind, Ph.D.** is an artist-educator on faculty at Capilano University. Her interests are in curriculum, the arts, and in the role of the atelier in early childhood education. **Cristina Delgado** is an instructor at Capilano University and PhD candidate at the Faculty of Education, UBC. Her work happens within pedagogy, curriculum theory and teacher education.

A4 Handle with Care- Strategies for Promoting the Mental Health of Young Children

This session was specifically designed to provide an overview of the Handle with Care training package developed by the Canadian Mental Health Association, National Office and the Hincks-Dellcrest Centre/Institute. Whether you are a practitioner, supervisor or director, you play a part in mental health promotion. The overall objective of this training package is to equip participants with the skills and information necessary to promote the mental health of children in child care centres through daily practice. Mental Health promotion is linked to good daily practices that foster children's social emotional development, build family and community connections and create a positive working climate for staff. In this session I will provide an overview of the nine Building Blocks developed to help practitioners understand how developmental, family and community factors play out in children's lives and how the nine Building Blocks provide the practical tools for ensuring that mental health promotion is incorporated into all aspects of their work in a child care program.

Presenter: Tanya Brown is the Aboriginal Supported Child Development Coordinator for the Vancouver Coastal Region where she supports Aboriginal communities to develop and deliver services for families with children who require additional supports.

A5 The Teaching Pyramid, Systematically Supporting Social Emotional Skills in Children.

Come learn about the Pyramid Project developed by the Burnaby Supported Child Development Program (BSCD) at the BC Centre for Ability. Year after year children with challenging behaviour are struggling to be successful in child care programs in our community. This presentation will show you how the implementation of a systematic approach to providing child care can increase the quality of care, increase social emotional skills in children and reduce challenging behaviours. Learn how the BSCD Program is implementing this approach into their day to day consultation and support to child care programs in Burnaby. I will share how we are changing practice, changing systems and changing lives! This workshop is appropriate for all people interested in a systematic approach to support children's social emotional skills development within child care and other community settings.

Presenter: Andrea James, Coordinator, Burnaby Supported Child Development Program at the BC Centre for Ability. Andrea has been an early childhood educator for the last 25 years. Her current passion is on social emotional skills development and the reduction of challenging behaviour.

A6 Social and Emotional Health and Well-Being in Middle Childhood: How can the Research Inform Practice?

The goal of this workshop is to inform participants about children's social and emotional development throughout the middle childhood years, and how academic research can be used to inform practice and decision-making in educational settings. We begin the session by stating the urgency of research revealing processes and experiences that influence the social and emotional well-being during middle childhood (e.g., relationships with peers, teachers, involvement in after-school activities), and we will introduce the Middle Years Development Instrument (MDI.) The MDI was developed by researchers at UBC in collaboration with practitioners (i.e., the Vancouver School Board, United Way Lower Mainland). We will discuss the relevance of such research in educational practice—from a knowledge translation standpoint. Then, we will introduce a specific tool-kit that is under development for teachers and school administrators designed to offer ways to work with feedback in the form of data in their specific field of practice. This workshop is most relevant for researchers, school administrators, teachers, and policy makers.

Presenters: **Eva Oberle** holds a Diploma (German Masters degree) in Developmental Psychology, and is currently investigating the phenomenon of resilience during the early adolescence years for the completion of her dissertation. Eva has worked under Dr. Schonert-Reichl's supervision in several projects investigating processes of social and emotional development in childhood and early adolescence, including a number of intervention evaluations aimed to discern mechanisms that foster social and emotional well-being. **Lina Sweiss, M.A.** in Social Science with a concentration in Human Development. She has been a student of Dr. Kim Schonert-Reichl for the last four years and worked on the MDI project. She is currently working on her dissertation examining the impact of after school program participation for children in the middle-years within the Canadian context. **Jennifer Hanson, B.A.** in Psychology, Certificate in Child & Family Studies. Her research interests are in influential factors within the familial, educational, and cultural environments that promote or inhibit children's social-emotional learning. Currently she is working with Dr. Schonert-Reichl on a research study funded by CASEL investigating the amount of consideration given to social-emotional learning in pre-service teacher training programs. **Dr. Kimberly Schonert-Reichl**, ECPS, UBC, Associate Professor, Principal Investigator of the MDI project (Dr. Schonert-Reichl will not be presenting on May 12th)

A7 Play and Drawings: Expressions of Child Development

Play and drawings are essential activities in children's lives. Our presentation will focus on how parents and educators can use play and drawings to enhance their understanding of children's development. We will share our findings from two studies recently conducted in the lower mainland. The first study highlights cultural perceptions about play in relation to development. In the second study, children's drawings are used to address how the context in children's lives affects their perspectives. Our goal is to provide practical information on play and drawings as essential components of child development and well-being.

Presenters: **Maya Goldstein** completed her M.A. in the Department of Educational and Counselling Psychology and Special Education at UBC. She works for the "Including All Children and Families" project in the Faculty of Education. **Juliana Negreiros** is a Doctoral Student in the Department of Educational and Counselling Psychology and Special Education at UBC. She also works as a school psychologist in the Surrey School District.

A8 Relationships in the Early Years: Factors in Assessing Infant Mental Health

This workshop provide early childhood educators, health professionals, social workers, therapists, students and parents with an understanding of the assessment and therapeutic interventions offered by staff at the Alan Cashmore Centre, a community mental health treatment service for children ages birth to 5 years old and their families. Referrals are taken for children with social, emotional, and/or behavioural concerns. Assessments are completed for the purpose of establishing treatment goals and determining therapeutic interventions. After a brief outline of the services offered at the Alan Cashmore Centre, we will focus on the main aspects that are taken into account during our assessments: the parent-child relationship and the importance of the attachments that develops beyond those within the family. We will talk about the child's peer relationships and their ability to manage out of home settings such as child care. The child's ability to manage these settings and relationships within these settings reflects in part their ability to regulate their emotions and to interact socially with peers. We will discuss the child's speech/language and social communication as these skills develop within the context of parent child relationships.

Presenters: Pam Galloway, (RSLP). Pam is a Speech-Language Therapist at Alan Cashmore Centre. She has worked in the field of childhood speech and language for more than 30 years. She has a particular interest in the impact of language and communication delays and disorders on infant and child mental health.

Heather Dalziel, (M.Sc. Clinical Psychology). Heather is a Family and Children's Therapist at the Alan Cashmore Centre. She has worked in the area of both child and adult mental health for over 20 years with a specialization in infant mental health for the past 15 years. She has a particular interest in therapeutic interventions that focus on strengthening the dyadic relationship such as Modified Interaction Guidance and Parent-Child Interaction Therapy.

A9 Relationship and Beyond – Supporting Children with High Emotional and Behavioral Challenges

In this workshop we will explore the complexity of working with children with high emotional and behavioral challenges. Using an attachment-based model, we will look at theory and research, as well as concrete strategies. While we will focus on supporting children within a group setting, many of the principles to be presented will also be applicable to individual children and their families. Trusting relationships foster growth and development in young children and provide the essential context for supporting challenges. We will look at the aspects that can impact our connection with the child, including the intense emotional issues that arise for the children and the adults involved. We will address universal issues for all children, we will also speak specifically to the needs of children who have had breaks in key attachment relationships. This workshop will benefit those who are connected with young children and who seek to broaden their understanding and strategies around these issues.

Presenters: Michele Aderem is the Executive Director of the PACE Program, a centre offering early intervention and prevention services to young children with significant emotional and behavioral challenges in Vancouver (www.thepaceprogram.ca). She has been at PACE for over 25 years and has worked in all areas of programming. Her training is a combination of Early Childhood Education, Special Education, Counseling Psychology and Family Therapy. **Deborah Mollica** has been in the field of Early Childhood Education for over 20 years and is the Team Leader for the PACE Family Program. Her training is in Social Work and Early Childhood Education. Deborah also teaches at Vancouver Community College.

Afternoon Workshops "B" 1:00 p.m. - 2:30 p.m.

B1 Assessing the Social-Emotional Well-Being of Children who are Deaf or Hard of Hearing

In this presentation we will review the challenges to the social-emotional development of children who are deaf and hard of hearing, highlighting the particular challenges faced by these children and their families. We will highlight a number of assessment tools and approaches used to assess social-emotional development for typically hearing children that have been adapted for use with this population. We will maintain the focus on ways that adults surrounding children with hearing loss can understand and support their social and emotional well-being. This information is useful for teachers of the deaf and hard of hearing, early interventionists working with young children with hearing loss, and parents seeking to understand the social-emotional development of deaf and hard of hearing children and current approaches to assessment.

Presenters: **Janet Jamieson** is a Professor in the Department of Educational and Counselling Psychology, and Special Education at UBC where she is a Co-Director of the graduate program in Education of the Deaf and Hard of Hearing. **Nancy Norman** is a Doctoral Student in Special Education in the Department of Educational and Counselling Psychology, and Special Education at UBC. She is also a Hearing Resource Teacher in the Richmond School District. **Brenda Poon** is an Assistant Professor with the Human Early Learning Partnership (HELP) in the College for Interdisciplinary Studies at UBC. Her research interests relate to understanding the support needs of families of children in early hearing identification and intervention programs. **Anat Zaidman-Zait** is a post-doctoral fellow at the Human Early Learning Partnership. Her research focuses on identifying and synthesizing best practices in supporting and empowering parents to develop competence in their child's education and development and is the co-author of this workshop.

B2 Parents and Professionals Working in Collaboration to Identify Maternal Mental Health and Attachment Issues

In this workshop we will focus on maternal mental health and attachment issues. we will also introduce a specific screening tool developed to help practitioners identify mental health and attachment issues when working with at risk mothers of young children. The workshop will be of interest to public health practitioners, infant development and child development consultants as well as anyone interested in attachment.

Presenter: Dr. Pratibha Reebye MB, BS, MRC(Psych), FRCPC, is the Senior Associate Clinician Scientist, CFRI, Clinical Professor, Department of Psychiatry, UBC, Clinical Director, Infant Psychiatry Clinic, Child & Adolescent Psychiatry, BC Children's Hospital and BC Women's Hospital and Health Centre.

Stacy Tzoumakis, PhD candidate, School of Criminology, SFU

B3 The Ripple Effect of Trauma and Healing with Aboriginal Children

In this workshop I will provide an overview on how stress and trauma impact Aboriginal children. I will share a brief historical perspective that will assist participants in identifying how our history as Aboriginal people continues to affect the lives of children, families, and communities today. Together, we will explore fostering resiliency in a cultural context and I will provide examples of cultural strategies for working with Aboriginal children and families. This will be an interactive workshop and will be beneficial for anyone working with children and their families; in direct service, in research or at policy levels.

Presenter: Monique Gray Smith is a mixed heritage woman of Cree, Lakota, and Scottish descent. Her formal training is as a Psychiatric Nurse and her work experience has been in the areas of Aboriginal Education; with a focus on the Early Years; Stress and Trauma Recovery, Staff Development, and Addictions. She is the Canadian and International Indigenous Aboriginal Advisor for the Roots of Empathy organization and is an

B4 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 interventionists 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 interventionists 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. We will provide an interactive format that includes discussion and case studies that will be of interest to early childhood educators and primary teachers. We invite others working with preschool and primary children age to also join us.

Presenters: **Laurie Ford** 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.

B5 Teachers Perceptions of Giftedness and Children's Mental Health.

In this workshop I will examine teachers' interpretations of giftedness among children in elementary school, including examples of stereotypes and potential shortfalls. I will reference previous studies conducted in Canada, Zimbabwe and Bahrain on Teacher's Perceptions of giftedness and also share stories and anecdotal records on gifted children's understanding of their own abilities and beliefs about knowledge and learning. Our discussion in this workshop will provide teachers, health professionals, social workers, parents and administrators opportunities to examine their beliefs and assumptions about gifted students and become sensitive to how those assumptions may affect children's mental health.

Presenter: Constantine Ngara, PhD is an Assistant Professor at University of Bahrain Teachers College. Constantine is a Commonwealth scholar who studied for his doctoral degree at in special education at University of British Columbia specializing in gifted education. Constantine is an experienced teacher who has taught from elementary school through high school to community college and university levels. His research interest is focused on understanding conceptions of giftedness and creativity with a view to inform diversity sensitive programming in schools. He has authored and co-authored several published articles and book chapters on giftedness. Constantine has contributed a Dynamic and Interactive Process Model (DIPM) of talent development from an African perspective.



B6 ASQ-SE: Using the Ages and Stages Social Emotional Questionnaire in Community Practice.

In this workshop participants will become familiar with the Ages and Stages Social Emotional (ASQ-SE) questionnaire. The ASQ-SE was designed as a companion tool for the Ages and Stages Questionnaire. It is a parent completed screening tool designed to identify children in need of additional assessment.

Personal-social areas assessed include self-regulation, communication, autonomy, coping and relationships. It can be used with children under the age of six years old. This workshop is appropriate for teachers, health professionals, social workers, therapists, early childhood educators, Infant Development Consultants and parents.

Presenters: **Mary Stewart** is currently a graduate student at UBC and research assistant in the “Including All Children and Families-Expanding Partnerships” project and is also the training and support coordinator for the Vancouver Coastal Fostering Early Development Initiative. Mary has been with the Infant Development Program of BC as an advisor and trainer for the past 12 years. **Tanya Brown** is the Aboriginal Supported Child Development Coordinator for the Vancouver Coastal Region where she supports Aboriginal communities to develop and deliver services for families with children who require additional supports.

B7 Exploring Factors that Hinder and Promote Children’s Well-Being After War

In this participatory workshop we will introduce participants to the context of children’s lives in Rwanda and northern Uganda, two east African countries affected by prolonged conflict, displacement and its aftermath. We will provide participants with the opportunity to discuss vulnerabilities and protective factors experienced by children living in tumultuous environments, including discussion about diverse conceptualizations of trauma. We will follow this conversation with a brief presentation of findings from two applied ethnographic research studies focusing on factors that hinder and promote children’s well being: an exploratory study of early childhood after war in northern Uganda conducted from 2009-2010, and a four year intervention study of child headed households in Rwanda conducted from 2006-2010. We will share research approaches that have been employed including arts based approaches to assessment of children’s social-emotional well-being. This workshop will be of interest to persons of diverse backgrounds working or anyone conducting research or working with children who have grown up in a context of chronic crisis, including war, political turmoil, displacement, or disruption of the child’s environment.

Presenters: **Theresa McElroy** is a CIHR Training Fellow in the Canadian Child Health Clinician Scientist Training Program and a HELP Affiliate. She spent 8 years working as a pediatric occupational therapist, primarily at BC Childrens Hospital and Sunny Hill Health Centre. In 2003 she transitioned into global health becoming involved in various international research and programming initiatives and devoting 2 years to managing the Centre for International Child Health at BC Childrens Hospital. **Laura Lee** is a PhD Student in Interdisciplinary Studies based at the Liu Institute for Global Issues at UBC. Laura has worked as a researcher and community health and development practitioner in Kenya, Rwanda, Angola, Tanzania, India, and Bolivia with a focus on child and youth well-being. She holds a MSc in International Health from Queen Margaret University (Edinburgh, 2006) and a BMSc in Honours Physiology from the University of Western Ontario (2004).

B8 Putting the pieces together: Issues Affecting Children's Social/Emotional Health as seen by Service Providers and the Office of the Representative for Child and Youth

John Day and Lesley Rappard come together on this informative panel and will share a front line provider's perspective of working with children and families. Andrew Robinson, from the Office of the Representative for Children and Youth joins the panel and he will provide information about the work of the Office. This exciting and unique panel discussion will be of interest to anyone working with children and families.

John Day will give a brief description of the work he does as front line counselor in Vancouver, working with families with children birth to twelve years old, which have been referred through the Ministry of Children and Family Development. Mr. Day will also talk about the changes that he has observed over the past few years, how they affect the work we do and, more importantly, the impact that these changes have on the families we serve. This would include issues of poverty, the lessening of resources and the severity of issues families appear to be dealing with and how this decreases our ability to help a family create the changes that would increase the social/emotional health of the children in these families. Mr. Day work for the Family Preservation and Reunification Services - Family Services of Greater Vancouver. He started working as a child care worker in residential treatment in 1975 and has been working as a family counselor at Family Services of Greater Vancouver since 1991 – almost 20 years. **Lesley Rappard** will provide a description of the Fostering Early Development Initiative and share highlights of the evaluation report of its first year of operation. Ms. Rappard will speak from the perspective of infant development and she will provide information on the current developmental status of children in care from birth to six including their social- emotional development. Ms Rappard is a former Infant Development Consultant and was formerly the Assistant Director of the Vancouver Infant Development Programme. She is currently the Developmental Screening Coordinator of the Fostering Early Development Initiative a developmental screening and support programme for children in foster care from birth to six, in the Vancouver Coastal Region. **Andrew D. Robinson** will speak from the perspective of the Office of the Representative for Child and Youth and describe what the Office is seeing today in regards to the social-emotion health of young children. Mr. Robinson will share information about what the Office is attempting to do to mitigate risks for children. Mr. Robinson is the Associate Deputy Representative of Advocacy, Community and Aboriginal Relations. In his role as Associate Deputy Representative, he is responsible for overseeing a province-wide advocacy program assisting children, youth and families who need help with agencies that provide designated services to children and families. He also maintains effective collaborative relationships with all levels of government, First Nations and Métis organizations, community leaders and organizations.



Information Tables & Posters

Information Tables:

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

Posters:

Mental health services utilization by NICU vs. non-NICU children birth to 9 years.

This poster illustrates the trends in the utilization of mental health services by children (birth to nine years of age) who experienced neonatal intensive care (“NICU”) treatment at birth. Trends of “NICU” children are compared to children who were not admitted to NICU’s. The impact of the geographical location of children’s residence at birth, i.e., living in urban vs. rural communities, is also examined. This interdisciplinary project is funded by the Social Development Partnerships Program and represents a partnership between UBC (Faculty of Education and HELP) and community agencies including the IDP, AIDP, SCD and SCDP programs. **Presenters:** Bozena Zdaniuk, Ph.D, Mari Pighini, Ph.D, Hillel Goelman., Ph.D.,

<p>ECEBC’s 40th Annual Conference</p>	 <p>ECEBC early childhood educators of BC</p>
<p>DEDICATED TO LEADING AND CREATING CHANGE</p>	
<p>May 12, 13, and 14, 2011</p> <p>Radisson Hotel Vancouver Airport, Richmond, BC</p> <p>Download registration brochure at www.ecebc.ca</p>	
<p>For more information please contact Yasmin Irani conference.ecebc@look.ca Phone: 604-709-6063, x. 1</p>	

Assessment Workshop Sponsors



Psychoeducational
Research & Training Centre,
U.B.C.



Supported Child
Development Program
Every Child Belongs



Aboriginal Supported Child Development



And with the collaboration of

*The Institute for
Early Childhood Education & Research*



Steering Committee

Tanya Brown

Aboriginal Supported Child Development Coordinator, Vancouver Coastal Region

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)

Cindy Jamieson

Aboriginal Supported Child Development Program 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 Partnerships/Social Inclusion for At-Risk Children and Families Project, Faculty of Education, UBC

Mary Stewart

MA Student, Early Childhood Education, Centre for Cross Faculty Inquiry, Faculty of Education, U.B.C.

Diane Tannahill

Kidsclub, Childcare Services, U.B.C. and community member

Conference Location

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



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 Collage.
South West Marine Drive—Exit South West Marine Drive at University Blvd.
UBC Parking Information: <http://www.parking.ubc.ca>

Assessment Workshop Information
604-214-3490
Email: info@eventability.ca

Registration Form

Name

Address

Postal Code

Email Address

Phone

Fax

Registration

	1st Choice	2nd Choice	3rdChoice
Session A			
Session B			

Registration Fee

- Professional \$145
 Student \$120
 Return Bus \$ 16

Total

\$

Student: Name of institution you are attending _____

Payment Options—Registration will not be confirmed until payment has been received in full

√Tick one payment option

- Cheque—payable to: **EventAbility**
 Visa Master Card

Credit Card Number

Name on credit Card

Credit Card Expiry Date

Signature of Credit Card Holder

Return this form to:

Mail: EventAbility
3851 Steveston Highway
Richmond, B.C. V7E 2J9
Fax: 604-214-3403

May 12, 2011 Assessment Workshop—Please keep a copy of this form for you records