



Early Childhood Resource Teacher Network of Ontario and
Ontario Association of Infant and Child Development proudly
present a joint conference

October 2, 3, 4, 2013

BUILDING RESILIENCE:

IN COMMUNITY, CHILDREN, FAMILIES &

PROFESSIONALS



New this year, a PRE-CONFERENCE DAY & EVENING KEYNOTE

followed by two full days of information

Location: HILTON TORONTO/MARKHAM. SUITES CONFERENCE CENTRE & SPA

8500 Warden Avenue, Markham ON L6G 1A5

phone: 1-905-470-8500

Website: www.hilton.com

Who should attend?

This conference will be of interest to all those who work with young children and/or families. A forum for networking, education and professional development will be provided for Infant and Child Development Consultants, Therapists, Psychometrists, Resource Teachers and Consultants, Early Childhood Educators, Infant Mental Health Specialists, Child Welfare Professionals and the Community. Professionals will not only obtain current knowledge of the topic but will take strategies back to apply in their service delivery.

Registration:

By mail: send completed registration form with cheque made payable to OAICD

to:

Alberta Parlee
Region of Halton
690 Dorval Drive, 5th floor
Oakville, ON L6K 3X9

Online:

Visit www.oaicd.ca go to the Conference section and register using your credit card

Refund Policy:

Refunds will be made if written notice of withdrawal is received by September 10th. No refunds will be granted for withdrawal after that date. Please contact us prior to September 31st if you cannot attend and would like another person to come in your place. In case of conference cancellation due to low registration, fees will be refunded with a deduction of \$50.00 for administration charges.

Location and travel information:

The conference will be held at the Hilton Toronto/Markham Suites, 8500 Warden Avenue, Markham. Just 25 minutes from downtown Toronto and Pearson International Airport, it can be reached by the major highways including 404, 401 and 407. We suggest that you book your accommodations NOW as we anticipate that our room block will fill up quickly. Please call the hotel directly at 905-470-8500 or 1-800-668-8800. When booking your accommodations, use Group Code: ECRTNO for the special rate of \$129.00 per room by September 10, 2013.

Parking will be free for registered conference participants. A parking pass will be provided.

Pre-conference Day
Wednesday, October 2, 2013

Agenda:

8:30 a.m.	Registration
8:45 a.m. – 9:00 a.m.	Welcome
9:00 a.m. – 4:00 p.m.	Child & Family Mental Health Presentation: Dr. Michael Unger (Donald Cousens Room 1-2)
10:30 a.m. – 11:00 a.m.	Break
9:30 a.m. – 4:00 p.m.	ECRTNO Managers' Meeting – Butternut/Holly Room
12:00 p.m. – 1:30 p.m.	Lunch
1:00 p.m. – 4:30 p.m.	OAICD Managers' Meeting – Violet/Orchid Room
3:00 p.m. – 3:30 p.m.	Break
6:00 p.m. – 10:00 p.m.	Registration – Donald Cousens Foyer
7:00 p.m. – 9:00 p.m.	Keynote Speaker: Dr. Jean Clinton (Donald Cousens Room 3-4-5)

Pre-conference Day
October 2, 2013
9:00 a.m. – 4:00 p.m.

Counseling Children and Families with Complex Needs: A Social Ecological Approach (S.E.A.) to Nurturing Resilience across Cultures and Contexts

Summary and Objectives of the Workshop

When treating children and adolescents from poor, violent, and emotionally difficult backgrounds, we often focus too narrowly on the individual's *complex needs and problems*---like delinquency or conflict with caregivers---and miss the broader sources of healing and resilience in young people's lives. This workshop will present a strengths-focused, resistance-proof model that draws on the child's friends, cousins, aunts, uncles, parents, teachers and community and cultural mentors as potential sources of resilience and positive development. Participants will learn how to identify and encourage children's sense of personal self-control, agency and power, social justice and fairness, belonging and purpose, spirituality, and cultural rootedness, and to use this ecological "map" to engage them. We'll discuss how to contract to achieve useful therapeutic goals that are culturally meaningful, and participants will leave knowing how to help these clients successfully transition their success in the office back into their "real-life" social ecologies.

This Social Ecological Approach (S.E.A.) to counseling will be demonstrated using interactive exercises, clinical transcripts and video recordings. S.E.A. builds on best practice knowledge borrowed from both clinical work and studies of resilience among populations who face significant adversity. This model of intervention creatively combines clinical practice with aspects of case management and advocacy making it ideally suited to the needs of mental health professionals working in community mental health clinics, addictions treatment centres, correctional settings, schools, residential settings and home-based family support programs. The core principles of the approach, *navigation* and *negotiation*, can be integrated with other therapeutic models to effectively intervene with children, youth and their families. This workshop explores practical techniques for clinical intervention and case planning while providing participants an opportunity to discuss the most challenging children, youth and families with whom they work.

Specifically the learning objectives for this workshop are:

1. To understand how individuals and families with complex needs use "problem" behaviours to enhance their resilience and well-being when more socially acceptable solutions are not available;
2. To become familiar with the principles of a Social Ecological Approach to individual and family intervention;
3. To discuss the Child and Youth Resilience Measure, an assessment tool that can help clinicians explore the hidden resilience of children and youth;
4. To learn about seven aspects of resilience necessary for positive development;
5. To develop strategies for working without resistance with hard-to-reach, culturally diverse children and adolescents;
6. To discuss ways services can be structured for children, youth and families that make resilience more likely to occur.

Presenter: Dr. Michael Ungar, Ph.D

Michael Ungar, Ph.D. is a Professor of Social Work at Dalhousie University and Scientific Director of the Resilience Research Centre. He has published over 100 peer-reviewed articles and chapters and 11 books on the topic of resilience and its application to clinical and community work with children and families with complex needs (the Social Ecological Approach to counseling). His latest work includes a clinical textbook *Counseling in Challenging Contexts*, an edited volume of international papers, *The Social Ecology of Resilience: A Handbook of Theory and Practice*, and a novel *The Social Worker*.

To view a sample of Dr. Ungar's work, please go to his website www.michaelungar.com.

October 2, 2013
7:00 p.m. – 9:00 p.m.

Keynote Speaker: Dr. Jean Clinton



Dr Jean Clinton is an Associate Clinical Professor, Department of Psychiatry and Behavioural Neurosciences at McMaster, division of Child Psychiatry. She is on staff at McMaster Children's Hospital. In addition, she is an Associate in the Department of Child Psychiatry, University of Toronto and Sick Children's Hospital. She is an Associate Member of the Offord Centre for Child Studies and has been a consultant to child welfare and children's mental health programs for 25 years.

Currently, as a member of Hamilton's Best Start Network, she leads the Primary Care Engagement Strategy for the enhanced 18-month-well-baby visit. She was a member of the Expert panel "*Getting It Right at 18-Months...making it right for a lifetime*" for the Provincial Best Start Initiative and is the Faculty Lead for the provincial primary care education strategy house at the Offord Centre. She was a founding Board member and a Fellow of Dr. Fraser Mustard's Council for Early Child Development. More recently, Dr Clinton has joined Zero To Three's Leaders of the 21st Century Program as an International Fellow. She is also a member of the Mental Health Commission of Canada's Child and Adolescent Advisory Committee.

Her work for children has been recognized locally in Hamilton where she was nominated for Citizen of the Year in 2005 and in 2010 Dr. Clinton was awarded the Woman of Distinction award. She was also honoured nationally by receiving the Naomi Rae Grant Award from the Canadian Academy of Child and Adolescent Psychiatry for career commitment and dedication to community intervention, consultation and prevention in the area of early child development in Ontario and Canada.

Her special interest lies in brain development, and the crucial role relationships and connectedness play therein. She speaks to many groups, advocating the importance of relationships, early child development and brain development, parenting and asset building. Jean champions the development of a national, comprehensive child well-being strategy including a system of early learning and child care for all young children and their families, which she believes plays a vital role in promoting healthy human development.

She has authored papers on early child development and poverty, infant neglect, children's mental health, resilience, and on adolescent brain development.

Conference Day 1
October 3, 2013

Agenda

7:30 a.m. – 8:30 a.m.	Registration - Donald Cousens Foyer
8:30 a.m. – 5:00 p.m.	Resource Fair
7:30 a.m. – 8:30 a.m.	Continental Breakfast - Donald Cousens Room 3-4-5
8:15 a.m. – 8:45 a.m.	Welcome - Joint Conference Committee - Donald Cousens Room 3-4-5
9:00 a.m. – 12:00 p.m.	Concurrent Workshops – Series A
9:00 a.m. – 10:30 a.m.	Concurrent Workshops – Series B
10:30 a.m. – 11:00 a.m.	Break
11:00 a.m. – 12:00 p.m.	Concurrent Workshops – Series B
12:00 p.m. – 1:30 p.m.	Lunch
1:30 p.m. – 3:00 p.m.	Keynote Speaker – Dr. Peter Rosenbaum
3:00 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:30 p.m.	Concurrent Workshops – Series C
4:15 p.m. – 5:00 p.m.	Poster Sessions – Catherine Sondergaard
4:45 p.m. – 6:00 p.m.	OAICD Annual General Meeting

Loonie tickets will be available throughout the conference

Concurrent Workshops October 3, 2013

Series A: 9:00 a.m. – 12:00 p.m. (A1, A2)

A1: Building Their Bounce: Promoting Resilience in Young Children

Workshop designed to promote the resilience of young children

Now more than ever, intentional efforts must take place in classrooms, homes and communities to promote children's resilience. During this professional development experience, participants will engage in activities and lessons designed to promote better interactions inside and outside of the classroom. Specific activities designed to promote children's resilience and ideas to meaningfully transform your daily program as well as your classroom environment will be shared. It does not take a lot of money or even ideal settings to promote children's resilience. What it does take is willingness and caring adults who are ready to help children learn skills to BOUNCE BACK!

Presenter: Chris Kelley, Devereaux Centre for Resilient Children

Chris Kelley has enjoyed working with young children, their families and teachers for over 30 years. From classroom teacher to center director to agency executive to public school administrator to teacher trainer, her early childhood work has invited her into rewarding and innovative partnerships. In her current position at Children, Inc. in Covington, KY, Chris mentors teachers in partnering with families, trains mental health and early childhood professionals in the Devereux Early Childhood Assessment Program, teaches CDA scholars and works with programs to align curriculum with Early Childhood Standards. Chris is a Master Trainer with Kentucky's Training into Practice Project, providing Beyond Fundamentals of Effective Training modules to credentialed trainers. She holds a Masters Degree in Early Childhood Leadership from Bank Street College, which she thanks for providing rich perspective about adult learners.

A2: Building Resiliency through an Ethical Lens

Ethical issues/challenges arise almost daily in provision of services to families in the developmental and mental health sectors. This presentation will help the participant to better understand some of the legal and ethical issues related to decision making capacity and will cover such topics as consent and capacity, substitute decision making, as well as the **moral distress** that can be experienced in ethically challenging situations both from interventionist and from the family perspective. The first 90 minute session will focus on the above topics and the impact of them in our work with families as well as provide some helpful resources/tools for ethical decision making. The second 60 minute session of this presentation will be an opportunity to integrate the learning's from the first half through case based interactive process using an ethical decision making framework.

Presenters: Patricia Hood and Liv Elliott

Patricia has been the primary Ethicist at the Credit Valley Hospital site since January 2010. In addition, she provides contracted ethics services to other healthcare/community organizations in the region. Patricia is a member of the Joint Center for Bioethics at University of Toronto since receiving her MHZ in Bioethics from there, holds a Health Law certificate from Osgood Hall Law School, and is Ethics Tutor with the Mississauga Academy of Medicine at University of Toronto, Mississauga campus. Prior to her career in ethics, Patricia worked as an Occupational Therapist for over 20 years with ICDSPP, covering both community and hospital based OT services in various roles.

Liv has been working as an Occupational Therapist with Infant and Child Development Services Peel (ICDSPP) since graduating from McMaster in 2002. During that time, she has also worked in school based services through Community Care Access Centres. Liv has been an Ethics facilitator with the Trillium Health Partners Ethics Forum since March 2010.

Series A: 9:00 a.m. – 10:30 a.m. (A3, A4, A5)

A3: Bed Bug Prevention

Infant and Child Development consultants and other community care providers travel in and out of various families' homes on a daily basis. The benefits for home visiting are immense but home visiting also places the worker in a vulnerable position for increase to a variety of risks, including bed bugs. Bed bugs are now on the rise with more and more homes being infested and unfortunately not always with sufficient means to eradicate them. Despite the fact that transmission of bed bugs may theoretically be difficult, without necessary precautions, it is possible to take these bugs from a family's home into another family's home or even your own home.

Infant and Child Development Services Durham has developed protocols to decrease the likelihood of transmission of bed bugs based on the known habits and lifecycles of the Bed Bug.

This presentation will share with participants' information about the nature, habits and lifecycles of the Bed Bug, as well as the developed strategies to decrease the possibility of taking bed bugs home to their own families or another home or to the workplace.

Presenter: Colleen Mycroft and Anthony Di Pietro

Colleen Mycroft graduated from the University of Western Ontario, with a Bachelor of Science in Occupational Therapy in 1990. She has worked at Infant and Child Development Durham (ICDD) since 2002 visiting families in their homes. She has been involved with the working committee at ICDD to develop the protocols to prevent the transmission of bed bugs.

Anthony Di Pietro Public Health Inspector, Durham Region and expert in the field of bed bugs, obtained his degree of Applied Science from Ryerson University. Anthony provides in-services to Durham Regional employees as well as to the community in the habits and lifecycles of the bed bug in efforts to reduce the transmission of bed bugs. Anthony has also assisted in the development of protocols at ICDD to prevent the transmission of bed bugs.

A4: Awesome Pivotal Response Treatment (PRT) coaching how we help parents of Non-verbal children with ASD

Coaching parent's help children vocalize during natural, play based routines results in significant change in the parent child interactions, parent confidence and child responses. Non-verbal children learn to use vocal approximations to request favourite objects and activities. Pivotal Response Treatment strategies are effective interventions for many of the challenges of autism and social communication disorders. Often children who were previously not using any language begin quickly to understand the power of interacting with people.

The science of Applied Behaviour Analysis is the foundation of this treatment strategy and videotaping is a very helpful tool.

There are more than 20 years of research to support this approach and we have had the opportunity to observe some pretty compelling evidence!

Early Intervention Services in York Region has successfully implemented a 6 week parent education and parent coaching program using this methodology. The combination of group learning and individual coaching is very successful in assisting parents to develop skills. These skills facilitated significant change in the group of children.

Video examples of skills and progress will be shared with participants.

Resources will be shared and opportunities for further discussion of strategies will be provided.

Presenter: Catherine Saul

Catherine is an experienced, enthusiastic autism Clinician. For more than 35 years, she has brought a family focussed perspective to working with young children and their parents. A graduate of the University of Guelph Child Studies Program, she has been a supervisor with the Early Intervention Services in York region since 1990.

Catherine led the Provincial Resource Teacher Training project at the Geneva Centre for Autism in 2006/2007 and designed and implemented the Pivotal Response Treatment parent coaching group in 2012 in York Region.

A5: Tumbling Together

Tumbling Together was started in 2003 in Brockville Ontario by an occupational therapist and speech-language pathologist. It now has a second regular location (Lanark Infant & Child Development Program in Smiths Falls) with other locations in the planning stage. The group of six children, aged 3-5 years, meets weekly for ten weeks. The 45 minute sessions combine play, movement and social interaction to develop school readiness skills. Participants are a mixed group, some having a clinical diagnosis of ASD, language disorder, selective mutism, anxiety, and some with no diagnosis, but identified with challenges in the areas of sensory, motor, social or behavioural functioning. Key characteristics include situational learning, strong parent support /education, extensive interprofessional /interagency collaboration, individual goals (set and measured weekly using the Goal Attainment Scale) and peer modeling based on Pamela Wolfberg's expert-novice model of integrated play groups.

The workshop will outline key components of the program and how it has evolved to adapt to changing demographics of Infant & Child Development/Inclusive Child Care Programs' caseloads, as well as the demands to prepare children for the self-regulation requirements of full day Junior Kindergarten. Participants will have the opportunity to discuss how to set up similar programs, and be introduced to some of the games and strategies used in *Tumbling Together*, and easily transferrable to homes and child care settings.

Tumbling Together has been selected as an example of Best Practices for Community Programs by a Canadian Hospital Accreditation Committee, and recognized by Queens University School of Rehabilitation as a model interprofessional placement for Occupational Therapy students. A qualitative research project done by an Ottawa University Master's Student in Speech/Language Pathology describing the evidence for the theoretical model of *Tumbling Together* was presented at the recent CASLPA Conference. (Claire Eamer 2013)

Presenters: Jean Chamberlain, Monica Dando and Cecile Loiselle

Jean is a Speech-Language Pathologist with an M.A. in Logopedics from Wichita State University. She has over 30 years pediatric experience in a variety of settings. She is currently providing services through the provincial preschool initiative at Brockville General Hospital with a particular interest in how children develop self-regulation skills, and how to integrate these into the speech/language therapy setting.

Monica is an Infant and Child Development Worker with Lanark Community Programs Infant and Child Development Team and has over 28 years experience in the field of child development. Her career began with Halton Region. She worked in child care as an ECE for 4 years, and then branched into the field of children with special needs as a Resource Consultant, Developmental Consultant and Service Coordinator.

Cecile is an Occupational Therapist (Queens'77) with Infant & Child Development (Leeds/Grenville). Her career parallels inclusion in Ontario. She worked in residential institutions (Ongwanada, Bloorview Childrens Hospital), then community programs (York Region Children & Infant Development Services, Lanark/Leeds/Grenville Health Unit). Presently, her passion is interprofessional teams and explicit teaching/coaching of self-regulation skills to children & parents. (Stop-Wait-Go, Tumbling Together)

Series B: 11 a.m. to 12 p.m.

B1: Relationship Development Intervention (RDI): effective, parent-led intervention for Autism Spectrum Disorders

Relationship Development Intervention (RDI[®]) is a parent-led intervention for autism spectrum disorders, which fosters resilience in the child and family by rehabilitating the guided participation relationship between the parent and child. Widely recognized in the United States as an evidence-based, developmental intervention for autism/Asperger's, RDI is also effective in establishing healthy parent-child relationships in adoptive families. The systematic relationship-building experiences within RDI enable parents to recognize and celebrate developmental progress, address deficits and increase their own parental competency and resilience.

A diagnosis of Autism Spectrum Disorders often follows repeated failures to initiate and/or sustain relationships. RDI identifies where the child's development became atypical, and guides the parent-child dyad through interactions that address the unmet developmental milestones. Parents receive ongoing guidance and support to establish a culturally sensitive, guided participation relationship with their child, and family resilience increases accordingly.

RDI Consultants collaborate with a wide variety of professionals including Speech Pathologists, Early Childhood Educators, Occupational Therapists and Developmental Specialists, providing a fresh, well-informed perspective on the centrality of parental empowerment, and the many possibilities for families changed by autism spectrum disorders.

This introductory level workshop:

- introduces the theoretical underpinnings of RDI , and shows how they translate into a systematic, family-centred, developmentally appropriate intervention.
- describes autism as a deficit in dynamic intelligence, and demonstrates how this deficit results in negative responses to dynamic interactions, typified by a gradual breakdown of the parent-child relationship.
- demonstrates how RDI enables the child with ASD and his/her parent to learn how to co-regulate, collaborate and share joint attention, and thus to re-establish the guided participation relationship.
- explores how a healthy guided participation relationship is central to effective parenting of children with ASD, and foundational for employing this gradual, systematic approach to increasing the child's dynamic intelligence and reducing his/her uncertainty in response to change.
- distinguishes between behavioural and developmental interventions, and demonstrates how both have a role in successful remediation.

Presenter: Ruth M Strunz

Ruth is an RDI Program Certified Consultant, whose unique blend of experience in autism/Asperger's, Montessori education, advocacy and parent counselling inspires and informs her work at Mindful Guidance, her private practice in Peterborough, Ontario. Ruth is an articulate speaker and an authentic educator, with a remarkable ability to communicate with parents and professionals alike. She provides remedial intervention for ASD in both English and Spanish. Aside from her extensive formal education and training, Ruth is the sibling, spouse and parent of remarkable people with ASD.

B2: A Community Focus on Transition to School: Integrating for Better Outcomes

The Early Intervention Council (EIC) in Simcoe County is a multi-agency planning table for preschool special needs resourcing. EIC has been steadily working towards the implementation of the Children's Treatment Network (CTN) shared electronic record for children with multiple services in order to support service coordination and integrated planning. An opportunity was identified to utilize the shared electronic record at transition to school in order to enhance the transfer of child and family information and integrated plans between the Early Intervention System, the local School boards, and the CCAC. Community Integration Leaders funding allowed two significant pieces of work to be jointly undertaken by the Early Intervention and Education systems:

1. The Transitional Integrated Program Plan (TIPP) to facilitate inter-professional and inter-sectorial practice and information sharing in the shared electronic record. The School systems needs surrounding Individualized Education Plan (IEP) generation were a cornerstone in TIPP development.
2. E-learning modules to build capacity surrounding shared processes such as transition to school, consent and accessing the shared electronic record.

Initial piloting with the use of the TIPP and e-modules will occur this year. Specific outcomes related to Family, Early Intervention and School System experience were set in order to evaluate the success of the pilot.

Key Learning Goals:

1. To identify opportunities and barriers within inter-professional and inter-sectorial practice endeavors.
2. To highlight tools such as the shared electronic record and e-learning in facilitating inter-professional and integrated practice.

Presenters:

Rhea Taplin, M.Sc., Speech-Language Pathologist, Clinical Team Lead Royal Victoria Regional Health Center

Sue Neilon, Resource Teacher Supervisor Community Living Huronia

Shannon Thompson, Central Program Consultant in Special Education Simcoe County District School Board

B3: Creating Organizational Resilience

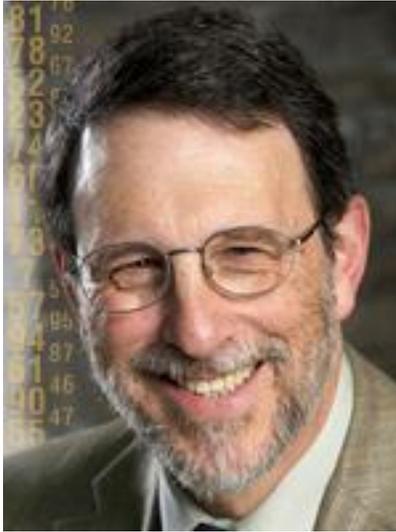
Provincial transformation of the Early Learning Child Care sector/system will impact some agencies very directly and others more indirectly. However, no agency providing services to children aged birth through twelve years of age with special needs will escape being impacted to some degree. The Infant Child Development services and Special Needs Resource Teacher services will be directly impacted, some already have been. The fact of the impact is not in question, the outcome of it is. This workshop offers a quick overview of the proposed provincial changes and suggestions for how organizations can prepare for them in a way that protects the best interests of the clients served and the service delivery staff, while meeting the goals of the transformation.

Presenter: Dan Beale

Dan has a BA in Psychology and an MS in Special Education (DD – Infant-Toddler) from Minot State University. He has worked in Ontario since 1990 as; an Infant Consultant with an ICDS, Family Support Counselor with Grandview Children's Centre, Sessional Professor with Ryerson University, Coordinator with CAP-C and currently as the Manager of York Region Early Intervention Services.

Keynote Speaker 1:30 p.m. – 3:00 p.m.

Dr. Peter Rosenbaum



The F-Words in Childhood Disability: A New Way to Think about Old Issues

The World Health Organization (WHO) has provided us an important framework by which to think about and how we talk about the predicaments faced by children with impairments and their families.

Dr. Rosenbaum has put together a series of 'F-words' that are grafted onto this WHO framework and speak to a strengths-based way of thinking and acting when supporting children with disabilities and their families. Dr. Rosenbaum's Keynote address aims to be thought provoking by suggesting that our approach to 'normal' development and 'rehabilitation' is off the mark, and that we need to consider new ways of thinking and acting.

This talk will get people thinking and hopefully reacting - so we can have a lively discussion!

Peter Rosenbaum, MD, FRCP(C), Professor of Paediatrics at McMaster University, has held a Tier 1 Canada Research Chair since 2001. He is among the most experienced developmental paediatric researchers in the world. With his colleague Dr. Mary Law Dr. Rosenbaum was the co-founder of *CanChild* Centre for Childhood Disability Research at McMaster, an award-winning multidisciplinary health system-linked research centre. From October 2007 – June 2012, Dr. Rosenbaum was the inaugural Director of McMaster's Child Health Research Institute, addressing 'Children with complicated lives and their families within a life-course perspective'. During 2009, he was the Acting Chair of the Department of Paediatrics at the Michael DeGroote School of Medicine at McMaster.

Dr. Rosenbaum has held more than 80 peer-reviewed research grants and is a contributing author to almost 300 peer-reviewed journal articles and book chapters. He recently co-authored a book 'Cerebral Palsy: From Diagnosis to Adult Life', and has co-edited the recent book 'Life Quality Outcomes of Children and Young Adults with Neurological and Developmental Conditions' and the forthcoming second edition of the book 'Gross Motor Function Measure'. He has contributed to several hundred oral, poster and workshop presentations at national and international meetings. In the role of teacher and mentor, Dr. Rosenbaum has been a supervisor or committee member with about 50 master's and doctoral level students, including students at the Universities of Oxford, Utrecht, Witwatersrand, and Toronto in addition to McMaster.

Dr. Rosenbaum's accomplishments have been recognized nationally and internationally. In 1995, he was the first Canadian to be invited to hold the Folke Bernadotte Stipendiary (lectureship) of the Swedish Neuropediatric Society. He has received the Ross Award from the Canadian Paediatric Society (2000); the Weinstein-Goldenson Scientific Award from the United Cerebral Palsy Research and Educational Foundation in Washington, DC (2002); an Honorary Doctor of Science, Université Laval (2005); and the first American Academy for Cerebral Palsy and Developmental Medicine Mentorship Award (2007). In April 2009, he received the Emil Becker Award from the "Gesellschaft Neuropädiatrie" (German Neuropaediatric Society), Graz Austria, where he delivered the Emil Becker lecture to the Society's annual meeting. In October 2011, he received the Academic Leadership Clinical Investigator Award from the Paediatric Chairs of Canada.

Series C: 3:30 p.m. – 4:30 p.m.

C1: Building Your Bounce: Promoting Resilience in Adults who Care for Children

Workshop designed to promote the resilience of adults who work with children and families.

Caregivers who are stressed are more irritable. Caregivers who are stressed are more likely to be inconsistent. Caregivers who are stressed are more tired. Caregivers who are stressed lose a feeling of joy for life.

Building Your Bounce is a presentation designed to meet you where you are and take you to a place of greater strength, determination and resiliency. Participants are sure to leave this presentation with energy, enthusiasm, and a commitment to make a few positive changes in their lives. These changes will lead to greater happiness and fulfillment that will undoubtedly resonate in the work they do every day with children and families.

Presenter: Chris Kelley, Devereaux Centre for Resilient Children

C2: Creating Organizational Resilience – Encore Presentation

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Presenter: Dan Beale

**C3: A Community Focus on Transition to School: Integrating for Better Outcomes –
Encore Presentation**

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Key Learning Goals:

1. To identify opportunities and barriers within inter-professional and inter-sectorial practice endeavors.
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Presenters: Rhea Taplin, Sue Neilson and Shannon Thompson

Poster Session 4:15 p.m. – 5:00 p.m.

Practitioners' Role in Building Family Resilience

Practitioners have a role in helping families to build resilience. Families who receive services for their children with special needs, or who have undergone trauma and/or adversity in relation to their children's risk factors, may develop skills and tools to help them "bounce back" from adversity. This poster outlines and summarizes research into the areas that practitioners can help families with as they build strengths to promote resilience: cohesion, problem-solving skills, communication skills, developing and using social support, and spiritual beliefs.

Presenter: Catherine Sondergaard

Catherine Sondergaard, M.Ed., RECE, is a Psychometrist and Infant and Child Development Consultant with several years' experience working with children and families. She has provided early intervention, developmental screening, and assessment in a family-centred service, worked as part of a multi-disciplinary team, and helped to implement reflective practice and ethical decision making guidelines in team meetings. Catherine has provided education and training, and written several articles addressing Early Childhood Education, Assessment, and Best Practices in Infant and Child Development Services.

OAICD Annual General Meeting 4:45 p.m. – 6:00 p.m.

Conference Day 2
October 4, 2013

Agenda

7:30 a.m. – 8:30 a.m.	Registration/Vendors - Donald Cousens Foyer
8:30 a.m. – 4:30 p.m.	Resource Fair
7:30 a.m. – 8:30 a.m.	Hot Breakfast – Donald Cousens Room 3-4-5
8:30 a.m. – 12:00 p.m.	Concurrent Workshops – Series D
8:30 a.m. – 10:00 a.m.	Concurrent Workshops – Series E
10:00 a.m. – 10:30 a.m.	Break
10:30 a.m. – 12:00 p.m.	Concurrent Workshops – Series E
12:00 p.m. – 1:30 p.m.	Lunch
12:30 p.m. – 1:00 p.m.	Jim Grieve
1:00 p.m. – 2:00 p.m.	Loonie Draw
2:00 p.m. – 4:00 p.m.	Keynote: Shari Geller – Donald Cousens Room 3-4-5
4:00 p.m. – 4:15 p.m.	Wrap-up

Concurrent Workshops October 4, 2013

Series D: 8:30 a.m. – 12:00 p.m. (D1, D2, D3)

D1: Early Signs and Steps: Autism Spectrum Disorders (ASD) and Very Early Intervention.

This workshop will cover the current research in very early identification of ASD, including: assessment tools, and the latest data from our longitudinal study of high-risk infants and toddlers, with video examples. We will present very early intervention strategies with an emphasis on those strategies aimed at targeting the first signs of high risk. We will review video examples of very early intervention in action from both the Social ABCs Pilot study as well as the current Randomized Control Trial. We will review intervention strategies and encourage discussion through video-based case studies, and will discuss community implementation of earliest intervention for ASD.

Presenter: Dr. Wendy Roberts

Dr. Wendy Roberts is a Developmental Paediatrician who is now a Professor Emerita at the University of Toronto and continues to be involved in autism care in the community in ISAND, a Model of Integrated Services for Autism and Neurodevelopmental Disorders. She is also continuing to collaborate in ongoing research into the genetics and early identification of Autism and is vice chair of the Clinical Expert Committee for ASD with the Ontario Ministry of Child and Youth Services.

D2: Total Clinical Outcomes Management (TCOM)

TCOM is a theory-based outcomes management approach that strives to support the management of human service enterprises in complex environments. Specifically, TCOM first focuses on developing a shared vision to define the anticipated impact of interventions to support the management of personal change processes. The Child and Adolescent Needs and Strengths (CANS) is a strategy designed to be imbedded within a TCOM philosophy. By creating a formal strategy for identifying and measuring the shared vision for individual children and families, one is better able to create and develop systems of care that are effective, respectful, and culturally sensitive.

Presenter: Dr. John Lyons

Dr. John Lyons is a Full Professor in the School of Psychology at the University of Ottawa. He currently holds the distinguished inaugural Endowed Chair of Child and Youth Mental Health Research from the University of Ottawa and the Children's Hospital of Eastern Ontario. He is also the Director of Research and Outcomes Management for the Regional Child and Youth Specialty Psychiatric and Mental Health Services. He has published a number of books and journal articles.

D3: Record Keeping and Requests for Records: What Professional and Administrative Staff Need to Know

Staff of health care agencies and institutions faces daily challenges with respect to the management of the personal health information records they maintain, as they negotiate the obligations created by professional standards and guidelines, health care and privacy legislation, and internal policies and procedures. All clinical and administrative staff, particularly those responsible for records management, can benefit from training on record-keeping and requests for records, including:

- The legal framework for record-keeping
- Legal implications of poor record-keeping
- Privacy and confidentiality of health care records
- How to handle requests for records

The Challenge of a Broken Family: Understanding the Role of the Care Provider When a Client's Family is in Conflict

A significant challenge faced by health care providers is management of young clients whose parents are involved in a dispute. Where custody of the child is in question, it is often unclear who should consent to the young person's treatment or counseling. Additionally, health care records are often requested by disputing parties, raising a plethora of legal issue for the provider:

- Who is the client?
- What are the implications of a custodial vs. access parent?
- Who is entitled to consent or the disclosure of records?
- Under what circumstances can and should records be released?

Where legal proceedings are ongoing, or the parents are engaged in a high conflict dispute, the children (and their health care providers) can be caught in the middle, resulting in tremendous stress for all involved. This workshop will educate health care providers and their staff on:

- The laws regarding consent to treatment and to the release of personal health information
- An overview of the differences between custodial and access parents
- The provider's rights and obligations
- How to manage requests from disputing parties and their lawyers
- Responding to requests for records and obtaining consent in the context of parental conflict

Presenter: Lonny J Rosen

Lonny is certified by the Law Society of Upper Canada as a Specialist in Health Law. His practice consists of providing opinions and advice with respect to health care legislation and policies, and representing clients in a wide range of civil and administrative proceedings. Lonny regularly represents health professionals in complaint and discipline matters, investigations, audits and peer reviews, hospital privileges disputes, and in hearings before various health tribunals. Lonny advises clients on a wide variety of health law issues, including with respect to privacy, the delivery of private health care and other aspects of practice management. His clients include health care professionals, administrators of health care facilities, professional associations, and individuals.

By Order in Council, Lonny was recently appointed to the Consent and Capacity Board, an independent body created by the provincial government which conducts hearings regarding consent, capacity and mental health issues.

Lonny is a leader of the health law bar, having served as Chair of the Health Law Sections of both the Canadian and Ontario Bar Associations, and now serving as a member of the governing council of the Medico-Legal Society of Toronto and of the Executive of the CBA Health Law Section. Lonny also serves as a member of the Hospital for Sick Children's Research Ethics Board and of the Canadian Hospice Palliative Care Association's Advance Care Planning Task Group. Lonny frequently writes and speaks on health law issues, including as a faculty member for Osgoode Professional Development's Certificate Programs in Health Law and Mental Health Law.

D Series: 8:30 a.m. – 10:00 a.m.

D4: STOP-WAIT –GO! An approach to teaching early self-regulation language and skills to challenging toddlers

Recent research has highlighted the extreme importance of self-regulation for eventual school success (*Shanker Report 2011*), and the need for parents to start early to help children develop related skills and concepts (*Parent booklet - Best Start - Ontario Maternal, Newborn and Early Child Development Resource Centre*). There is however, very little information on HOW exactly to develop self-regulation in toddlers and preschoolers.

Toddlers with delays or special needs of all kinds, often cannot participate in therapeutic interventions because they are not sufficiently calm-alert and engaged to participate. Their parents and therapists are often at a loss as to how to deal with them. Waiting for them to “grow out” of these behaviours (whether it be agitation or inability to engage) is not an option when early intervention is a best practice.

The STOP-WAIT-GO approach developed by the interprofessional team in Brockville, has been successful in helping even the most challenging toddlers develop the very early language and skills of self-regulation: **stop/go; wait...;all done; next; your turn**. Simply telling them to STOP or WAIT etc. does not work. Through a combination of explicit teaching of toddlers and explicit coaching of parents, we have been able to prepare our most difficult children for existing programs such as Toddler Talk, playgroups, etc. We use evidenced informed strategies from the literature on ASD, attachment, parent education, parenting, language development, and sensory-motor processing.

The workshop will present the basic tenets of the STOP-WAIT-GO approach, then spend the majority of time sharing the practical aspects of the program. Participants will be introduced to the set up and strategies used with both the toddlers (by teaching basic skills for participation in early structured groups), and the parents, by coaching them to themselves be self-regulated in order to support their child through the process.

Presenters: Jean Chamberlain, Monica Dando and Cecile Loiselle

Series E: 10:30 a.m. – 12:00 p.m.

E1 Revisiting Preterm Pathways

Children born prematurely are at significant risk for challenges with their development. In 2005, the Central West Region and Durham Infant and Child Development Programs developed a set of preterm care pathways that outline specific screening and assessment schedules; the results of these evaluations then guide service delivery. Infant and child development consultants from over 30 programs in Ontario have been trained to use these preterm pathways since 2006. The children are assigned to one of 9 pathways based on their medical and psychosocial history as well as their family history of learning difficulties. This session will provide an overview of the criteria and implementation of these pathways. This information will be particularly beneficial for consultants who have not had this training and/or have limited understanding of the preterm population. Following the review, there will be time for facilitated discussion regarding challenges and what has worked well for other infant and child development programs implementing the preterm pathways. This session is recommended for anyone who may be interested in attending Examining Preschool Outcomes in Children Born Prematurely.

Presenters: Dr. Virginia Frisk, Rosanna McCarney and Nikki Palmer

Dr. Virginia Frisk was the psychologist in the Hospital for Sick Children Neonatal Follow-up Program from 1990-2008. In 2008, she joined the Dufferin-Peel Catholic District School Board and is one of two psychologists who provide neuropsychological assessment for the school board. Between 2002 and 2012, Dr. Frisk was the consulting psychologist for the Central West Region and Durham Initiative.

Rosanna McCarney is a Psychometrist with 28 years' experience working with children. During the past 12 years, she has worked with preterm infants and young children. She is a graduate of the Institute of Child Study in Counseling and Assessment with a specialty in Infant Development. She is a Certified Play Therapist, and has a certificate in Infant Mental Health and works in Infant and Child Development Services Durham

Nikki Palmer is an occupational therapist (OT) working at Infant and Child Development Services Peel (ICDSP). She has worked at ICDSP for 12 years and has 15 years' experience working with children with special needs. Her current role is as team leader for the preterm services overseeing referrals and admissions to the program and supporting a team of clinicians in servicing this at risk population. She also developed and implemented a pre-printing, printing and fine motor parent education workshop (PREP FM) for families involved with IDCSP and service providers in the community.

Keynote Speaker: Jim Grieve 12:30 p.m. – 1:00 p.m.



FULL-DAY KINDERGARTEN MATERNELLE ET JARDIN D'ENFANTS À TEMPS PLEIN

Jim Grieve Biography

Jim Grieve was appointed Assistant Deputy Minister of the Early Learning Division for the Ontario Ministry of Education in November of 2009 to lead the provincial implementation of full-day kindergarten for four and five year olds. With the transfer of responsibility for child care to the Early Learning Division in 2011, Jim leads the work of creating a seamless early learning experience for children in Ontario from birth onward.



Jim recognizes this initiative as one of the most significant investments in the future of our children and the province. His passionate advocacy for early learning began through his direct work as one founding member of the Council for Early Child Development. Over the last 15 years, along with the late Dr. Fraser Mustard, Dr. Dan Offord as well as Dr. Magdalena Janus, Dr. Stuart Shankar and Dr. Clyde Hertzman and countless talented leaders in the field of early childhood development, Jim has worked to develop strong multi-sectoral initiatives designed to help young children and families in Canada thrive. He chaired two highly recognized Success By 6 organizations in Ottawa and Peel.

Following an exemplary career as a teacher, school administrator and superintendent in the North York Board of Education, Jim served as Director of Education in Ottawa-Carleton for four years before moving to the Director of Education role for seven years with Peel District School Board, Canada's second largest school board. Jim holds a Masters Degree from OISE/University of Toronto, along with undergraduate degrees from York University and Victoria College of the University of Toronto.

Known as a highly visible and approachable leader, Jim has visited more than 130 Ontario communities over the last 2 years, to view exemplary full day kindergarten and child care programs and to meet with leaders of child care centres, municipalities and education to engage in planning with early learning partners. In March 2013, Jim was selected Communicator of the Year by the International Association of Business Communicators.

Jim currently serves as co-chair of the Network for Early Childhood Development and Learning for the Council of Ministers of Education Canada (CMEC). In that capacity he was invited in September, 2010 to facilitate a special session at the UNESCO World Conference on Early Learning and Care (ECEC) in Moscow, Russia. In January 2012, Jim served as CMEC's Canadian representative at the OECD Roundtable and Network Conference on ECEC in Oslo, Norway, and is now a permanent representative on the OECD network.

Keynote Speaker: Dr. Shari Geller 2:00 p.m. - 4:00 p.m.

Strengthen Resilience and Revitalize with Therapeutic Rhythm and Mindfulness

Therapeutic Rhythm and Mindfulness (TRM™) is a unique approach combining group drumming, mindfulness and emotion focused awareness to increase vitality, resilience and wellbeing. Together we will play with music and practice mindfulness as a path to cultivate presence. This workshop will also serve as an opportunity to integrate the learning and experiences from the conference. Take home tools for presence and resiliency will be woven into the afternoon. With these practices, we can develop new ways to deepen our listening and relating while feeling energized, calm, and centred. With self-care comes an enhanced energy and capacity to feel connected with and to care compassionately for others. This is a time to support, nourish and connect with each other as caregivers and professionals who compassionately care for children, families and communities.

Dr. Shari Geller is an author, clinical psychologist, and creator of the [Therapeutic Rhythm and Mindfulness Program](#) (TRM™). With over twenty years experience weaving psychology and mindfulness, Shari co-authored the book, [Therapeutic Presence: A Mindful Approach to Effective Therapy](#). Shari has a long-term personal mindfulness meditation and drumming practice. Her training with teachers and neuroscientists, along with her personal practice, inspired her to integrate the benefits of mindfulness, group drumming and emotion focused awareness into one comprehensive program (TRM™). Shari serves on the teaching faculty in Health Psychology at York University and for the Applied Mindfulness Meditation (AMM) program at University of Toronto. She was recently appointed Adjunct Professor in the Faculty of Music at the University of Toronto, in association with Music and Health Research Collaboratory (MaHRC). www.sharigeller.ca www.rhythmandmindfulness.ca

4:00-4:15 Wrap-up

REGISTRATION FORM

PLEASE WRITE IN BLOCK LETTERS:
One registration form per person. Please photocopy more if needed

Please refer to the program for session description.
You must enter 2 choices or YOU WILL NOT BE REGISTERED. Example shown below:

Last Name	First Name	Example: 1st Choice A1	2 nd Choice A4
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Organization Name	Please choose your first & second choices from the Concurrent sessions		
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Mailing Address	Thursday Day 1	1 st Choice	2 nd Choice
City	Province	Postal Code	
	Series A		
	Series B		
	Series C		

Daytime Telephone Number/Extension _____	Friday Day 2	1st Choice	2 nd Choice
E-mail _____	Series D		
registration confirmation will be sent by e-mail to this address	Series E		

Please inform us of Any Dietary Requirements for Special Needs

Registration Fees: All rates are quoted in CAD. Please use one registration form per person. The registration fee includes conference material, lunches, coffee breaks & certificate of attendance. – * Receipts will be issued**

Early Bird registration by September 6th

Please visit either ECRTNO at www.ecrtno.ca or OAICD www.oaicd.ca websites for NEW or RENEWING membership rates. As of October 1, 2013, you must be a current member to obtain the membership rates.

Last date to register for the conference will be September 25th

	By Sept. 6 th Members	After Sept. 6 th Members	By Sept. 6 th Non-Members	After Sept. 6 th Non-Members	Total
Wednesday Evening	\$10.00				
Wednesday Pre-conference	\$190.00		\$250.00		
October 3 rd & 4th Conference	\$325.00	\$375.00	\$425.00	\$500.00	
Conference One day Only	\$170.00	\$250.00	\$215.00	\$335.00	
Presenters – reduced rate	Attends rest of conference 2 days		\$225.00		
Presenters – reduced rate	Attends one day only		\$100.00		
				Total Payment	
Membership number	OAICD				
Membership number	ECRTNO				

Method of Payment:

1. To pay using a credit card, visit WWW.OAICD.CA and register (OAICD uses a PayPal account to protect your credit card privacy. You do not have to have a PayPal account.)
2. Cheque payable to OAICD
3. Letter of Authorization from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
4. Signed cheque requisition form

Mailing Address & Payment by Cheque:
 Please make your cheque payable to OAICD and send to:

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