

# Start Early, Go Far

## Early Assessment Leads to Understanding and Inclusive Communities

The 11th Annual Assessment Workshop

With

**Dr. Charlotte Waddell**

Associate Professor & Director,  
Children's Health Policy Centre,  
Simon Fraser University

And,

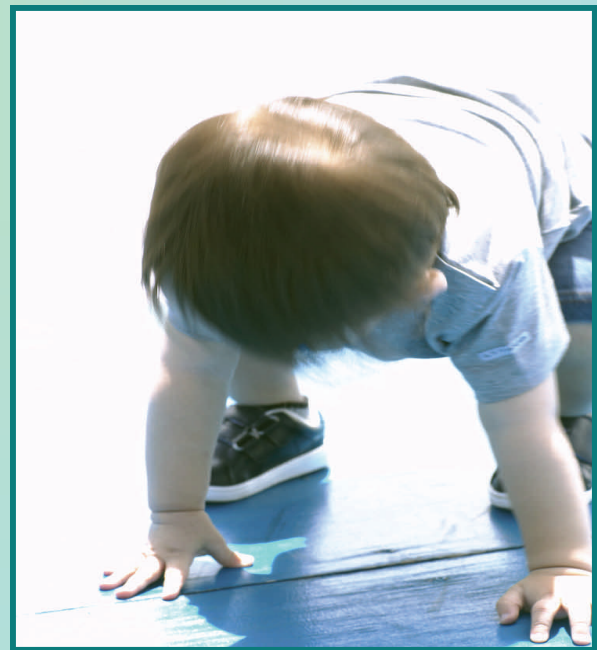
**Dr. Martin Guhn**

Postdoctoral Fellow,  
Michael Smith Foundation for  
Health Research, U.B.C.

**Thursday**  
**May 2, 2013**

Neville Scarfe Building  
U.B.C.

**Registration Program**



## Greetings,

Many years ago when I first started graduate school in child development one of my assignments was to perform Piaget's "conservation of volume" test with a four-year-old where I would pour water from a low flat container into a tall, skinny container. Then I would ask the child which container held more water. As I set up the containers and the pitcher of water the four year old sitting across from me said, "Is this the Piaget task where you pour the water back and forth and then ask me which one holds more water? Oh, that's ok, I can do this one." There I was – busted by a four-year-old!

In hindsight I realize that this child was living proof of what Dr. Urie Bronfenbrenner meant when he said that most child development research was about, "...the science of strange behavior of children in strange situations with strange adults for briefest possible periods of time (1977)." Here I was, a stranger to this child, asking the child to perform a strange behavior for a very brief period of time. And from this very brief assessment I was supposed to make a judgment about this child's level of child development.

The Annual Assessment Workshop shows how far we have come from conducting "strange" situations in our assessment procedures. Over the past 10 years the Assessment Workshop has hosted presentations on over 100 different examples of what we now refer to as "authentic assessment" which is defined by Dr. Stephen Bagnato in the following way:

"Authentic Assessment refers to the systematic recording of developmental observations over time by familiar and knowledgeable caregivers about the naturally occurring competencies of young children in daily routines."<sup>[1]</sup>

When he uses the word "authentic" he is talking about *real* children working with *real* adults in the *real* world. This has always been the focus of the Assessment Workshop where for 11 years now parents, caregivers, teachers, therapists, students, administrators and health providers gather to share their knowledge and questions about how children develop and about how we can observe, record and reflect on children's development.

Perhaps it's time to slightly revise the title of our annual gathering and call ourselves the *Authentic Assessment Workshop* to capture what is truly unique and meaningful about the approaches to assessment that we discuss every year. The tent of "*authentic assessment*" is a broad tent which includes parents and professionals from different fields who devise, implement and interpret many different kinds of assessment. For eleven years we have stayed focused on the child and draw our attention to the new emerging ways of describing and understanding how and why children do the things they do. We have helped to move the field from the days "*strange behaviours, people and situations*" into the realm of "*authentic and meaningful*" forms of assessments. So, *Start Early, Go Far: Early Assessment Leads to Understanding and Inclusive Communities* will launch the next generation of Assessment Workshops that will be focused on the authentic assessment in our real world.

Have a great conference!

Hillel Goelman, Ph.D.

<sup>[1]</sup> S.J. Bagnato (2007). *Authentic Assessment for Early Childhood Intervention: Best Practices*. New York: The Guildford Press.

## Assessment Workshop Location



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

### **Parking—West Parkade**

The West parkade is located at 2140 Lower Mall. The entrance is on the east side of the Lower Mall, across from St. John's College. A directional map will be sent to you with your registration confirmation.

### **Assessment Workshop fees**

Professional \$145

Post-Secondary Students \$120

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

### **Cancellation & Substitutions**

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

Substitutions are permitted with notice to EventAbility 5 working days before the event.

### **Bus Transportation**

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

**Return bus fee \$20.00**

## Assessment Workshop Schedule

8:00 a.m.	Registration opens
9:00 a.m.	Keynote Address with Dr. Charlotte Waddell
10:00 a.m.	Refreshment break posters & information tables
10:30 a.m.	<b>A Sessions</b>
12:00 p.m.	Lunch with posters & information tables
1:00 p.m.	<b>B Sessions</b>
2:30 p.m.	Refreshment Break
2:45 p.m.	Keynote Address with Dr. Martin Guhn
4:00 p.m.	ECEBC Conference Bus departs

Conference Coordinator

EventAbility

Information & Registration  
604-214-3490 / 604-272-9155  
info@eventability.org



# Keynote Presentations

## Dr. Charlottee Waddell

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

### *For the One and the Many: A Population Health Approach to Children's Mental Health*

Social and emotional wellbeing — or mental health — is a resource for living, essential for all children to flourish and meet their potential. A great deal is now known about how to ensure this flourishing — by viewing all children as a collective responsibility, by ensuring social equality and social inclusion, by preventing avoidable problems early in life, by providing effective services for those in need, by making adequate public investments in children, and by tracking children's outcomes. Yet as Canadians, we fail to employ most of these strategies, at great cost to children and to the health of the population. Employing a definition of policy as "collective ethical decision-making for the one and the many," this talk will explore the challenges and what it is we need to do — as practitioners, policy-makers, researchers, child advocates, and citizens — to better meet the mental health needs of all children.



**Charlotte Waddell**, MSc, MD, CCFP, FRCPC, is a psychiatrist with longstanding interests in children, health policy and population and public health. She is the Canada Research Chair in Children's Health Policy, an Associate Professor and Director, Children's Health Policy Centre Faculty of Health Sciences, Simon Fraser University.

## Dr. Martin Guhn

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

### *The Well-Being of British Columbia's Children*

This presentation will illustrate developmental outcomes at kindergarten, and will describe the context factors during middle childhood that are most strongly associated with children's well-being. The presentation will include an overview of two projects that monitor children's and youth' well-being and developmental health in British Columbia: The Early Development Instrument (EDI) project and the Middle Years Development Instrument (MDI) project. The EDI project collects data on children's developmental outcomes at kindergarten via teacher ratings, and the MDI collects data on children's well-being and associated context factors via student self-report at age 10 and 13. This is the first time that data from the EDI and the MDI have been linked. In this way, we can learn about all the children in BC (population level) and from Kindergarten on. Specifically, we can examine what happens for these children from kindergarten to age 10, as well as from age 10 to age 13. Given the projects' emphasis on "Knowledge to Action," this presentation will highlight the collaboration with school districts and communities. The presentation will also discuss how schools and communities have started to address the insights derived from the EDI and MDI research projects, a process that aims to foster children's and youth' well-being and developmental health.



**Dr. Martin Guhn**, is a Michael Smith Foundation for Health Research postdoctoral fellow, with a background in human development, psychology, education, and music. His interdisciplinary, applied research focuses on how social, cultural, demographic, and socio-economic factors jointly affect children's developmental health and educational trajectories.

### **A1 Creating A Culture Of Inclusion For Children On The Autism Spectrum**

In this workshop I will engage participants in playing a sensory and communication simulation game to experience the frame of mind of a child with autism. In addition, I will assist participants to learn the importance of friendships for children with autism, and I will provide practical tips and suggestions on supporting children to build mutual friendships and establishing inclusive classrooms and community environments. I will share information regarding the 5 strategies for fostering social inclusion for children with autism and the key features of the Friend 2 Friend Model. The workshop will be interactive and contain video, overheads, stories and personal experiences, that I will use to illustrate how to promote acceptance, understanding and friendships for children with autism within their peer group. This session is appropriate for professionals, parents or others supporting individuals on the autism spectrum (and related social communication disorders) ages 3 through 18 years.

**Presenter: Heather McCracken**, is the founder and executive director of Friend 2 Friend Social Learning Society. Heather is the creator of the Friend 2 Friend model and programs and a mother of three: her son is on the autism spectrum. Heather is an internationally published author and speaker. She actively designs and delivers social and communication based programs to children ages 3 to 18 in schools and other community settings throughout North America and abroad.

### **A2 Communication In Your Community: Promoting Early Speech And Language Referral Through Family And Community Partnerships**

Children's communication skills are paramount in building relationships with their families and communities. When children encounter challenges with their speech and language development, our ability to communicate effectively with families and community partners is key to early referrals for speech and language services. Research shows that early identification and intervention for speech, language and communication difficulties improves outcomes for children across multiple domains. In this workshop, we will provide participants with an understanding of the services available for early speech and language intervention and practice using referral to approach a parent/caregiver of a child with suspected difficulties. We will also provide information that will give participants an understanding of and, be able to describe the importance of early referral and intervention to motivate parents/caregivers to access services as early as possible and advocate for services within their communities. This workshop is for those involved in providing or planning services for children from birth to five years of age.

**Presenters: Marcy Adler-Bock**, is a speech-language pathologist with the Richmond Public Health Speech and Language Program. She is a certified instructor of Learning Language and Loving It™ and has a passion for working with child care providers to promote language and literacy in young children.

**Jessica Folk-Farber**, is a speech-language pathologist with the Richmond Public Health Speech and Language Program and is a certified instructor of Learning Language and Loving It™. She has extensive experience working with young children with communication challenges and working with families and community professionals to develop early communication skills.



### **A3 Health Equity From The Start: Implications For The Early Years**

In this workshop I will involve participants in an exploration of the concepts of social justice and health equity in relation to early childhood development and intervention. I will draw on my experiential and academic knowledge to facilitate an interactive discussion on how health equity can be enacted in early intervention programs, including those serving Aboriginal children. This workshop is suitable for professionals who are interested in exploring their role in 'getting started and going far' in addressing health inequities and social injustices in their work with young children.

**Presenter: Alison Gerlach, MSc, OT (C), PhD Candidate, Graduate Program in Rehab Sciences UBC,** has worked in communities with families and young children for over 20 years as an occupational therapist and over the past 14 years this has involved working solely with Aboriginal communities, families and colleagues in BC. Alison's doctoral research will bring a critical theoretical perspective of health equity to Aboriginal early childhood development and intervention - she is partnering with the provincial Aboriginal Infant Development Program and aims to start her research later this year. She also has a strong background in teaching and is a clinical instructor in the Dept. of Occupational Science and Occupational Therapy at UBC.

### **A4 Parent Professional Relationships**

Parents and professionals are increasingly aware that an effective outcome for a child cannot occur without a collaborative relationship that is characterized by mutual respect, sharing of expertise, and joint decision making. In this workshop I will draw on a participants' personal commitment to the idea that there is value in parents and professionals working together as equal members of a team. This will be an interactive workshop where I will encourage a sharing of feelings that parents and professionals have about each other, examining the benefits and barriers of partnership and then I will demonstrate the ways we can work together effectively and respectfully. This workshop will be of benefit to anyone working with children and their families.

**Presenter: Angela Clancy,** Executive Director, Family Support Institute. Through Angela's involvement with the Family Support Institute, she has been able to maximize her long history of experience with families who face the extraordinary challenges that come with having a family member with a disability. Her dedication and devotion has been inspired by growing up with her brother who requires ongoing supports throughout his life due to disability challenges. Angela's education and experience have led her to form a strong value system that is based on equal rights and community inclusion for all people. Every day Angela celebrates the opportunity to meet new people and be challenged with finding solutions to challenges and barriers that families are faced with every day. Angela believes that innovation and supports together build relationships.

### **A5 "How Can I help You?": Compassionate Assessment For Fetal Alcohol Spectrum Disorder (FASD) In Young Children**

The assessment of young children for FASD poses distinct challenges and many opportunities. The very diagnosis can feel like a judgment on the mother and great care must be taken in how information is both gathered and presented. The best time for developmental intervention is in the young child; it also offers a period when treatment for mental health and addiction issues in the mother is important. In this interactive workshop I will explore an approach to information gathering that is culturally sensitive and humane, show how the process can contribute to healing in the mother, and we will look at how finding the strengths in the family can positively influence the child's outcome. I will also review the practical aspects of presentation of FASD in young children. The workshop will be valuable to therapists, infant development consultants, early childhood educators, physicians and nurses/nurse practitioners.

**Presenter: Dr. Barbara Fitzgerald,** Clinical Associate Professor, UBC, Developmental Pediatrician, President, Mom to Mom Child Poverty Initiative, is a developmental pediatrician and clinical associate professor at UBC whose career has focused on resilience in vulnerable populations. Her clinical work is mainly with children living in poverty who may have been exposed to substances prenatally. She is also the president of a charity that works to improve outcomes in children living in poverty through mentorship and support of their parents.

**A6 Social Emotional Development: Early Identification And Intervention**

In this workshop we will explore children’s social emotional development (SED) and look at the core social emotional competencies that help children successfully navigate their social worlds in a variety of settings including home, school and in the community. In this interactive workshop participants will gain knowledge and be engaged in discussion about identifying needs and providing strategies to support children who may have delays in this area. We will provide resource materials and interactive activities throughout the workshop. This workshop will emphasize working with children with special needs and be of benefit to Infant and preschool child development consultants, early childhood educators, primary teachers, therapists, public health nurses, post-secondary educators, researchers, social workers and public policy analysis could benefit from this workshop.

**Presenters: Andrea Harstone**, MSW, RSW, is a Social Worker in the Stepping Stones program at the B.C. Centre for Ability. The Centre’s work is based on the philosophies of inclusion and family centered practice. Andrea’s role includes individual and group work with children with special needs and their families focused on social emotional development. She also provides educational workshops, consultation and wraparound support to enhance success of children in various environments including schools, recreational programs, and at home. Previous experience includes child welfare, adoptions, and child and youth mental health.

**Alison Brook**, MSW, RSW, is a Social Worker who has worked at the B.C. Centre for Ability for 25 years. As part of the Early Intervention Therapy Program’s multi-disciplinary team, she provides counseling and support to parents as they address diverse challenges, develop their skills in self advocacy, navigate and access health, education and social services. In addition, she facilitates groups and workshops for parents and community professionals on a variety of topics related to raising children with special needs.

**A7 Cognition And Executive Functions: What Can We Predict From Infancy?**

Early identification of children who later experience cognitive or behavioral difficulties is a priority for health and community professionals who track neurodevelopment and provide intervention for various “at-risk” populations. Prematurity provides a window through which we can assess relative “risk” for potential difficulties, while considering factors that may promote neurodevelopment or buffer a child’s propensity for later school difficulties or life challenges. In this workshop I will provide a historical overview of infant measures as they relate to developing cognition. We will review studies of premature infants that highlight the relationship between infant behavioral integrity, physiological regulation and later cognitive processes including executive functions. The workshop is appropriate for all professionals who work with infants, preschoolers and/or with school-age children and individuals interested in constructs related to cognition and developing executive functions.

**Presenter: Julie Petrie Thomas**, Ph.D. Consultant, Infant & Early Childhood Development, Psychology Department/ Neonatal Follow-up Program, BC’s Children’s & Women’s Health Centre of BC



### **B1 Fostering Resiliency with Aboriginal Children And Families**

In this workshop I will begin by exploring what happens in the child's body when trauma is experienced. We will look at how this trauma impacts a child mentally, emotionally, spiritually, physically and academically. I will share an Aboriginal historical perspective from a context of inspiration, strength and resiliency. We will discuss how this history continues to impact the children and families we work with. I will explore the unique factors that foster resiliency with Aboriginal children and how these are relevant to children's programs and how they can be strategically woven into programming. I will discuss the Four Blankets of Resiliency that include sense of self, sense of family, sense of community and sense of culture, language and connection to the land. This workshop is designed for individuals working with Aboriginal children and families.

**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 instructor for the Justice Institute of B.C. and has her own consulting firm Little Drum Consulting. Monique's first novel, *Hope, Faith and Empathy* was launched in July 2012.

### **B2 Northern Framework For Action: Inventory Of Screening And Assessments For Children And Youth With Special Needs**

"The Inventory of Screening and Assessments for Children and Youth with Special Needs provides local, regional, provincial information for communities throughout Northern British Columbia. This interactive resource supports various community frontline service providers in navigating the health, education, and social service sector for children, youth and their families who require screening, assessments and appropriate services. In this workshop we will provide an overview of the various types of screening and assessments within the four tiers of expertise available in communities and we will share the process that lead to the creation of this framework. This session will be of interest to front line practitioners and therapists working directly with children, youth and families as well as post secondary educators.

**Presenter: Kerri Bassett Kluss**, B.Sc. (Psyc) has been the Executive Director of the Bulkley Valley Child Development Centre for 6 years and is the Project Coordinator of the Inventory of Screening and Assessments for Children and Youth with Special Needs. Kerri background also includes; working as an Infant Development Consultant, Supported Child Development Consultant, as well as Behavioural Support Consultant for Children and Youth with Autism.

### **B3 The Middle Years Development Instrument Tools For Educators And Community**

What do the elementary school children have to say about life, school and after-school activities? The Middle Years Development Instrument (MDI) is a student self-report survey that measures five broad aspects of child development during the "middle childhood years" (ages 9 to 12) including what positive developmental assets are available to students within their home, school and, community. In this workshop we will bring together school and community professionals to work with a suite of resources that support the use of the MDI data to inform program and policy changes. We will talk participants through the process of understanding the importance of the middle years, developing competency in interpreting MDI results, and learning how to use these data to address children's needs in the classroom and the larger community. This workshop will be beneficial to anyone working with or having an interest in the school age children, social work and/or public policy development and educational support needs.

**Presenters: Dr. Kimberly Schonert-Reichl**, is the Principal Investigator of the Middle Years Development Instrument and an Applied Psychologist/Associate Professor in the Department of Educational and Counselling Psychology and Special Education at U.B.C.

**Kim Thompson**, is the Project Coordinator of the MDI and holds an MA in Human Development, Learning and Culture from U.B.C.

#### **B4 Fostering The Development Of Children In Care**

Children often come into care with a number of issues that affect their ability to learn. Poor prenatal care, prenatal substance use, genetic conditions, abuse and neglect and inadequate parenting are common. Given these risk factors, early identification of learning challenges in the sensitive period of birth to 6, is essential to help children progress on a healthy trajectory. In this workshop we will provide participants with a description of the Fostering Early Development Program (FED) and how it provides developmental screening and support to children in care, with focus on specific examples of how early screening and monitoring has improved children's wellbeing. We will also provide information on the training given to foster parents and social workers, how this equips them to understand children's developmental needs and how attachment and relationship play a critical role. In addition, we will share highlights on the research conducted on children receiving FED services. This workshop will be of interest to early interventionists and public policy analysts.

**Presenters: Lesley Rappard**, B.ScDip Clin, Psychology, was formerly the Assistant Director of the Vancouver Infant Development Program and has an infant development and clinical psychology background. She is currently the Developmental Screening Coordinator of the Fostering Early Development Program a developmental screening and support a program for children in foster care from birth to six, in the Vancouver Coastal Area.

**Tanya Eichler**, MCP, has worked with children with special needs and their families in a variety of positions. Most recently she was an FASD Key Worker, and she has worked with MCFD, home support and privately in various communities in the Lower Mainland. She currently holds the training coordinator position with the Fostering Early Development program and has the opportunity to provide screening to foster children and teach foster parents and social workers about the ASQ.

#### **B5 Assessing And Fostering Children's Communication In Everyday Activities.**

Early identification and intervention for children with communication challenges goes beyond positive changes in the child. For preschool children, improved processing or production of language leads to improved self esteem, better parent/child and peer relationships, reduced challenging behaviours and increased engagement and participation. In this interactive workshop I will share ways to enhance the skills of early childhood professionals in assessing functional communication skills in young children, using video clips of children with typical and delayed/disordered language skills. I will talk about how understanding how a child typically communicates and interacts in "real world" situations is necessary not only to speech language pathologists but also to early childhood professionals who work natural environments to measure individual child progress in communication. I will give participants the opportunity to practice using a Communication Function Classification System that can evaluate change in children's communication abilities. This workshop will be of interest to anyone working with preschool children and their families.

**Presenter: Kate Wishart** M.Sc. RSLP, Director of Speech Language Pathology, BC Centre For Ability. Kate has over 30 years experience working with children with speech and language delays and disorders. She has worked primarily with children with special needs and their families in an interdisciplinary, community based model. She is Hanen Certified to deliver Parent and ECE workshops.



### **B6 Observe And Learn From the Child Listen to Parents Work Together**

In this workshop, members of the Including All Children and Families Expanding Partnerships research project will follow-up from our session last year entitled “Ask Parents First” where we shared research findings about what parents saying about their needs on assessment practices. This year we will elaborate on recently described findings from case studies of families, the MPOC survey and Linked Disc parent focus groups that provide evidence about the benefits of starting early and going far in early assessment. We will share examples that illustrate the benefits of “*Observe and learn from the child. Listen to parents. Work together*” We will also translate these findings into recommendations for those in administration and government positions who find themselves in a position of making decisions for children’s assessment practices. Our workshop will be of interest to ECE professionals, parents and those interested in policy and practices in ECE as well as policy and programs for families who have children who face additional challenges.

**Authors:** Dana Brynelsen, Herbert Chan, Mari Pighini , Mary Stewart, Silvia Vilches, Anat Zaidman-Zait,

#### **Presenters:**

**Dana Brynelsen**, LLD (Hon) Dana is the former Provincial Advisor, Infant Development Program of BC and worked in the field of early childhood intervention in BC for nearly 40 years. She has advised in the development, operation and evaluation of services for children with disabilities across Canada and internationally.

**Mari Pighini** , PhD., is the research coordinator with the *Including All Children and Families-Expanding Partnerships Project*. Mari is also the cohort advisor for the off-campus/ online MED cohorts in early childhood education.

**Mary Stewart**, MA Early Childhood Education, previously was a research assistant with the *Including All Children and Families-Expanding Partnerships Project*. Currently Mary lives in Edmonton and is the Manager for the Early Years Continuum Project with the United Way. She is also a part time instructor with the IDSC diploma at UBC.

**Silvia Vilches**- SFU, Department of Anthropology

### **B7 Exploring Standards For Developmental Screening And Assessment Tools For The Infant Development And Supported Child Development Programs**

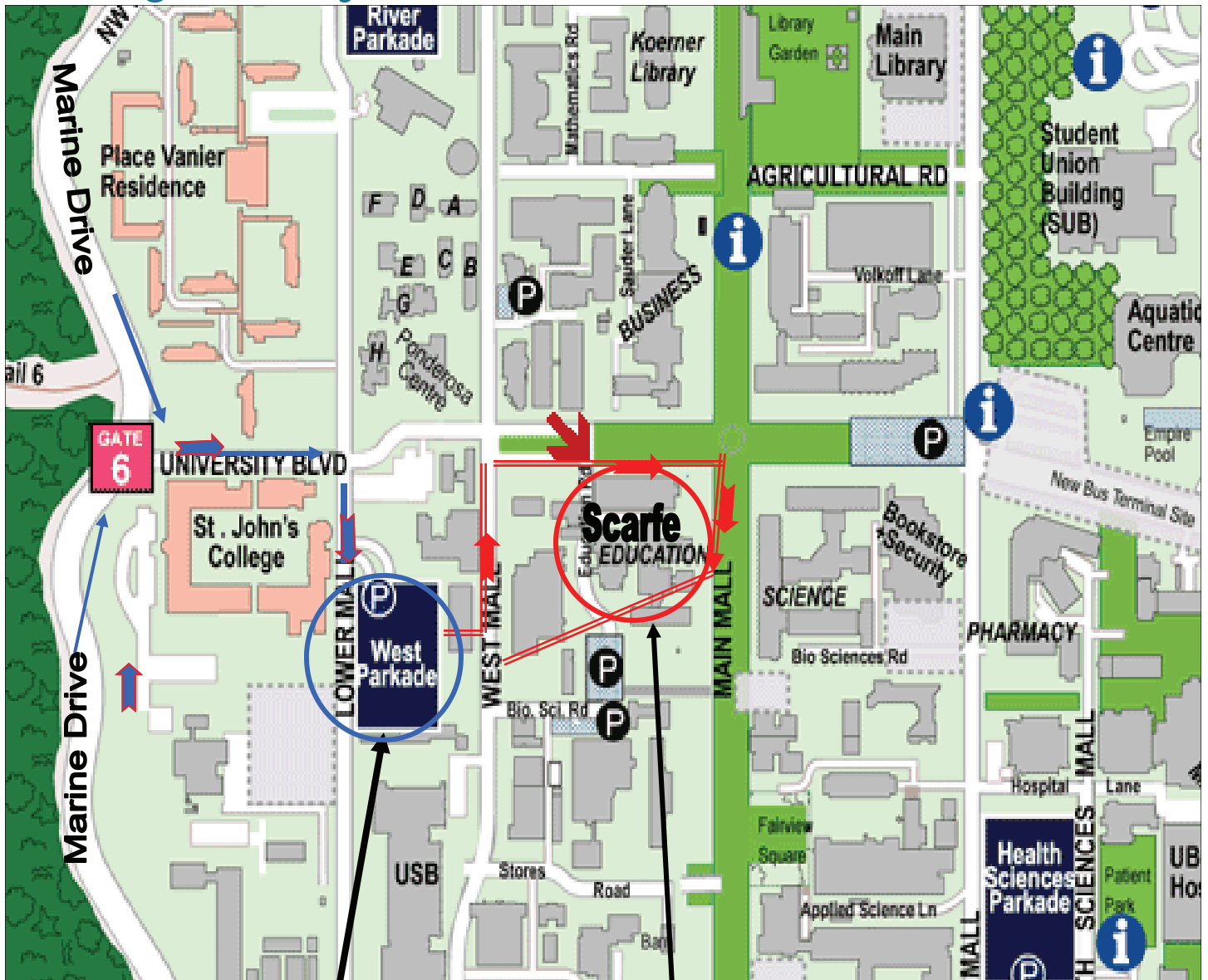
The Ministry of Children and Family Development, in collaboration with Infant Development, Supported Child Development, Aboriginal IDP and Aboriginal SCD, is developing standards for choosing and using developmental screening and assessment tools. This follows a literature review and cross-jurisdictional review that explored a range of evidence, principles, and challenges relating to screening and assessment of infants and young children including those at risk for or who have special needs. Accurate and early identification of developmental delays is critical in order to ensure that appropriate and timely interventions are in place, thus promoting optimal development, parent-child connection and inclusion with peers. In this workshop, we will provide information for participants to learn about the current state of screening and assessment instruments in North America, the standards being developed in BC for our home and centre-based programs, and tools that meet both the standards and the needs of the programs. We will also explore the challenges facing those involved with assessing young children and supporting their families. This workshop will be of interest to policy makers, Infant Development/ SCD/ AIDP/ and ASCD consultants, public health nurses, as well as others with an interest in screening and assessment of young children.

**Presenters:** Aleksandra Stevanovic, Director, Children and Youth with Special Needs Policy, MCFD

**Lisa Martin**, Children and Youth with Special Needs Policy, Ministry of Children and Family Development.



# Finding Your Way



## PARKING

### West Parkade

Located at 2140 Lower Mall. The entrance to the parkade is on the east side of Lower Mall, across from St. John's College. Via South West Marine Drive—exit at University Blvd.

UBC Parking Information:  
<http://www.parking.ubc.ca>

## Scarfe Education Building

2125 Main Mall, U.B.C.

Building entrance is on Main Mall. Exit West Parkade and walk along West Mall to University Blvd. Walk up University Blvd. to Main Mall. Turn right and enter the Scarfe Building.

 Walk       Drive

## Assessment Workshop Information Contact:

**EventAbility**  
 604-214-3490  
 or  
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# Assessment Workshop Steering Committee

**Joyce Branscombe & Nicky Byres**  
EventAbility

**Dr. Dana Brynelsen**  
Community member, former Provincial Advisor  
of Infant Development Program of BC

**Diana Elliott**  
Aboriginal Infant Development Program of BC

**Hillel Goelman, Ph.D.**  
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**Beth Hutchinson**  
BC Provincial Advisor, Parent Child Mother Goose  
Program

**Andrea James**  
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**Mari Pighini, Ph.D.**  
Including All Children and Families -  
Expanding Partnerships, Research Coordinator, and  
Cohort Advisor, MED ECE Online and Off-Campus  
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**Mary Stewart, MA Early Childhood Education**  
Community member, former research assistant  
with the *Including All Children and Families-  
Expanding Partnerships Project.*

**Diane Tannahill**  
Kidsclub, Childcare Services, U.B.C. and  
community member

## Assessment Workshop Sponsors



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**Registration Form *Start Early, Go Far* 2013 Assessment Workshop Thursday, May 2, 2013**

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Email Address

Work Phone

Home Phone

Work Place or students, Institution you are attending

**Workshop Choice**

	1st Choice	2nd Choice	3rd Choice
Workshop A			
Workshop B			

**Payment (please check one)**

- Delegate \$145  
 Student \$125  
 Return Bus \$ 20

**Total**

\$

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Name on the credit card

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Registration will not be confirmed until payment has been received in full  
Please keep a copy of this form for your records