

EARLY CHILDHOOD INCLUSION: APPLYING LESSONS LEARNED SYMPOSIUM

AUGUST 20TH TO AUGUST 23RD, 2008
UNIVERSITY OF WINNIPEG
WINNIPEG, MANITOBA



SpecialLink

..... THE NATIONAL CENTRE FOR
CHILD CARE INCLUSION

www.speciallinkcanada.org

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Photos courtesy of
**Discovery Children's
Centre, Winnipeg, MB**

**Town Day Care
Glace Bay, NS**

A SPECIAL INVITATION FROM



On behalf of the board of directors of SpecialLink, and our partners, Community Living Manitoba and the University of Winnipeg, we invite you to join us in Winnipeg this August for our Early Childhood Inclusion: Applying Lessons Learned Symposium.

SpecialLink: The National Centre for Child Care Inclusion works to expand the quality and quantity of opportunities for inclusion in childcare and early education, recreation, and other community settings, for young children with special support needs and their families. Since our founding in 1989, we have put researchers, trainers, policy makers, parents, early childhood educators and centre directors in touch with the best inclusive practices on the frontlines of child care. As such, we address services, systems and policies related to our goals and our focus is on capacity development and knowledge exchange.

The SpecialLink 1992 symposium, brought together 200 invited participants from 67 sites across Canada, and helped to kick start the movement towards more inclusive childcare in Canada. The inclusive early learning community needs renewal and expansion now, due to systems changes, new research, retirements and succession planning, etc. Political changes have meant fewer opportunities for such national and cross sectoral gatherings and place even more of an onus on provincial and territorial response to inclusion. We appreciate the support of our funders, the Canadian Council on Learning, and the Provinces of Ontario, Manitoba and British Columbia which have allowed us to organize our national symposium, and our labour supporters, the Canadian Union of Postal Workers and the Manitoba Government and General Employees Union.

Help us to apply the 'lessons learned' as we link the latest research findings on early childhood inclusion and intervention, with family and professional wisdom and values. Meet, learn from and problem solve with peers from coast to coast to coast as we highlight evidence based & promising practices, innovative research and local solutions to local needs. We look forward to welcoming you to Winnipeg, in the heart of Canada, where our hearts beat strong for inclusion of young children with special support needs and their families!

Debra Mayer, MA , Director
Vic Stone, Chairperson

THANKS TO OUR FUNDERS AND SUPPORTERS

Canadian Council on Learning

Government of Ontario

Government of Manitoba

Government of
British Columbia

Canadian Union of Postal
Workers

Manitoba Government &
General Employees Union

and our community partners

University of Winnipeg

Community Living Manitoba

CONFERENCE AT A GLANCE

Wednesday
August 20th, 2008
9:00 A.M. - 4:00 P.M.
Pre Conference

PLACES FOR ALL CHILDREN:
CATCHING A GLIMPSE OF QUALITY INCLUSIVE PRACTICE IN ACTION

Thursday
August 21st, 2008

8:30 A.M.- 10:15 A.M.

KEYNOTE

Armchair Conversations From The
Ivory Tower To The Frontlines. Using
Action Research To Improve Quality
Sharon Hope Irwin
Donna Lero

10:15 A.M. - 10:30 A.M. BREAK

10:30 A.M. -NOON

THU 001 Collaborating For Inclusion
THU 002 Partnerships For Inclusion
THU 003 Reaching In...Reaching
Out (RIRO)
THU 004 ECCE's Role in
Ending Exclusion
THU 005 Family Centered Practice

12:00 NOON - 1:15 P.M. LUNCH

1:15 P.M. - 2:45 P.M.

THU 006 Vision, Policies & Practice

1:15 P.M. - 4:30 P.M.

THU 008 For Goodness Sake
Making A
Difference With Early
Intervention

CLUSTER "A" Policy
Perspectives I

CLUSTER "B" Meeting The
Inclusion Training
Challenge

CLUSTER "C" Family Supports

2:45 P.M. - 3:00 P.M. BREAK

3:00 P.M. - 4:30 P.M.

THU 007 The Magic Of M.O.V.E.

4:45 P.M. - 6:00 P.M. AGM AND
RECEPTION

Friday
August 22nd, 2008

8:30 A.M.- 10:15 A.M.

KEYNOTE

Advocacy Fuel And Renewal
Leadership Lessons
Along The Way
Lynn Skotnitsky

10:15 A.M. - 10:30 A.M. BREAK

10:30 A.M. -NOON

FRI 001 "And We All Fall
Down"
FRI 002 Models For EI
Service Delivery In
First Nations
Communities
FRI 003 Social Inclusion
FRI 004 Toronto First Duty

10:30 A.M. - 4:30 P.M.

FRI 005 Creating Places
For All Children

12:00 NOON - 1:15 P.M. LUNCH

1:15 P.M. - 4:30 P.M.

CLUSTER "AA" Community
Living
Presents

CLUSTER "BB" Policy
Perspectives II

CLUSTER "CC" Family
Wisdom
Cluster "DD" Inclusion
Strategies

2:45 P.M. - 3:00 P.M. BREAK

8:00 SpecialLink Social

Saturday
August 23rd, 2008

8:30 A.M. - NOON

SAT 001 The Coaching Approach

8:30 A.M. - 10:15 A.M

SAT 002 Making Friends
SAT 003 The Big Picture
SAT 004 Integrated Service
Systems
SAT 005 Inclusion In Sweden

10:15 A.M. - 10:30 A.M. BREAK

10:30 A.M. -NOON

SAT 006 Supporting Inclusive
Environment
SAT 007 Early Childhood Educators
Investigating Quality Child
Care In B.C.
SAT 008 EI Services In Nova Scotia
SAT 009 Change...With Wisdom:
The Journey Of One
Resource Teacher
Program

12:00 NOON - 1:15 P.M. LUNCH

1:15 P.M. - 2:45 P.M.

ENDNOTE

Milestones Not Millstones
An Inclusion Story
Allison and Will Brewer

2:45 P.M. - 3:00 P.M. BREAK

SpecialLink Board Meeting
And Dinner

**PRE-CONFERENCE
WEDNESDAY,
AUGUST 20th, 2008
9:00 A.M. - 4:00 P.M.**

**PLACES FOR ALL CHILDREN:
CATCHING A GLIMPSE OF QUALITY INCLUSIVE PRACTICE IN ACTION**

This special pre-conference day (Wed, August 20, 9-4) offers participants the opportunity to visit some of Winnipeg's exemplary child care programs where all children are welcome and have a chance to play and learn together. Come along, take notes, ask questions, view program/curriculum plans and centre policies, look at the physical environment and share some of your own ideas. As part of our Friendly Manitoba

reputation, and in the interests of being environmentally friendly, local Manitoba inclusion leaders will be your tour guides and car pool drivers; and at least four centres will be visited during the day. A stop for lunch (no host) will give you the chance to refuel before you are off to your next destination. Seats are limited, so register quickly! Details for carpools and meeting times etc will be confirmed with participants closer to the Symposium. This pre-conference day has an additional cost of \$50.

**FRIDAY NIGHT SOCIAL WITH
The ScottTones**

Friday Night August 22, 2008 at 8:00 P.M.
2nd Floor Lounge
The Duckworth Centre
University of Winnipeg

\$10.00 in advance
\$ 15.00 at the door

Wikipedia confirms "that there is a peculiar use of *social* in some parts of the world. In the Canadian province of Manitoba, a "social" is a fundraising party (for a wedding, non-profit organization, charity, or some other worthy cause). Typically they will include music, dancing, food, raffles..."

As a part of our Symposium, we are pleased to invite you to join new friends, colleagues, fellow music lovers and Winnipeg's ScottTones for a homegrown Manitoba experience. A cash bar and light refreshments will be available. Ticket sales will advance SpecialLink's work to promote a more inclusive Canada with the early years.

A special surprise is planned for this evening,



The ScottTones are made up of:

- Scott Klassen (vocals and tambourine),
- Trevor Walker (bass and guitar),
- Marc Battle (bass, guitar & vocals)
- Harry Havey (guitar, slide, harmonica and vocals).

Now in their fifth year together, musically they fall somewhere between the Irish Rovers and the Mothers of Invention. They are sweeping the neighborhood as the newest sensation to hit the cover band circuit!

KEYNOTES

THURSDAY, AUGUST 21, 2008



ARMCHAIR CONVERSATIONS: FROM THE IVORY TOWER TO THE FRONTLINES~USING ACTION RESEARCH TO IMPROVE INCLUSION QUALITY

Successful inclusion is never an accident. It takes heart and mind — and the will to make it happen. Dr. Donna Lero (R), Jarislowsky Chair in Families and Work at the University of Guelph and Dr. Sharon Hope Irwin (L), Senior Researcher for SpecialLink, share their triumphs and frustrations as they have worked together to bring evidence of successful

inclusion to policy makers, front line child care staff, related services, and parents.

Sharon's work as an early inclusion advocate in the child care centre began over 30 years ago and gave her the will to go beyond her centre and to help make inclusion work all across Canada. Faced with a project that required a noted researcher, Sharon asked Donna to join her in research for the Canadian Union of Postal Workers — a seminal union project on children with special needs and their families that has continued to lead the way for labour and public policy around the world.



And the rest, as they say, is history. And excellent conversation!

Join this dialogue between friends and colleagues as they reflect on their "lessons learned" about what is required to ensure sustained, high quality inclusion in early learning and care programs from research, from experience, and from the voices of directors, early childhood educators, inclusion facilitators and parents.

SpecialLink

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FRIDAY, AUGUST 22, 2008

ADVOCACY FUEL AND RENEWAL: LEADERSHIP LESSONS ALONG THE WAY

Offering encouragement and insight to anyone whose child faces extraordinary challenges, Lynn Skotnitsky of Vancouver, (formerly of Toronto and Winnipeg) is a contributing author in the recently released book *Chicken Soup for the Soul: Children with Special Needs*.

In her story "Ace of Hearts" she recounted a time as a struggling advocate when she received a very large dose of encouragement from her son Eric, who has autism. The bond they share inspires her every single day as she continues to educate others to see past the labels to each person's gifts and uniqueness.

Having now experienced special needs service provision in 3 provinces, Lynn will share her family's story over the last decade, highlighting the programs that made a profound impact, and in particular, the pivotal role an inclusive early childhood centre played in positive outcomes - both for her son and for her own leadership development over time. Lynn has important messages to share with parents, policy makers, service providers and educators alike – one of them being that advocacy fuel is a renewable resource!



Lynn Skotnitsky, M.A., F.M.B. is a client-centered coach and consultant with 20 years experience facilitating planning and development with individuals, organizations, and communities. She has volunteered on various non-profit boards and is an advocate for diversity and inclusive education. Her son Eric, whom experts said would likely never talk, is now in Grade 6 French Immersion, and makes public presentations. Contact them at lynn@coachforjourney.ca or 778-327-9641.

ENDNOTE

SATURDAY, AUGUST 23, 2008



MILESTONES, NOT MILLSTONES AN INCLUSION STORY

Will Brewer and his mother Allison are veterans of the integration wars of the last century. A local and national spokesperson for human rights in Canada and former leader of the New Brunswick New Democratic Party, Allison has fought against discrimination based on sexual orientation and advocated for people with disabilities, workers and women's reproductive rights. Allison lobbied to get Will into an integrated childcare centre and from his first day at Sumac in Fredericton in 1986 to his graduation

from high school in Iqaluit in 2003, he sprinted past the milestones. Building on a sturdy early childhood foundation and with strong family and community support, Will has become a model for the possibilities that can result from growing up with inclusion. An award winning advocate, Will, along with his mother Allison, will close out our symposium on a high note sharing with us their wisdom, humour and great sense of the possible.

**THURSDAY, AUGUST 21, 2008
10:30 A.M. - NOON**

**THU 001 COLLABORATING FOR
INCLUSION:
DEVELOPING A POLICY THAT
WORKS**

For over 20 years, the Early Childhood Centre in the School of Early Education at Ryerson University has been working with an inclusive policy that establishes a collaborative model. Research indicates that a well-defined policy will help sustain a commitment to inclusive practice. Our presentation will describe the policy, the model and daily inclusive practices. Attention will be paid to how the School's faculty, centre staff and resource consultants have worked together to develop the policy to reflect current research knowledge of quality practice in inclusive early learning and care settings. We will identify challenges faced in developing and implementing the policy.

Attendees will learn how to:

- Develop an inclusive policy for their program
- Actively involve all members of the inclusive community
- Achieve inclusion through application of a policy
- Work through challenges and the change process

Rachel Langford, PhD, is director of the school of ECE at Ryerson University in Toronto, ON.

Sally Kotsopoulos, ECE, BA, is the manager of the Early Learning Centre.

**THU 002 PARTNERSHIPS FOR
INCLUSION - NS - LESSONS
LEARNED IN PROVIDING ON
SITE SUPPORT TO INCLUSIVE
EARLY CHILDHOOD
ENVIRONMENTS**

In 2003 Partnerships for Inclusion – NS was developed in order to support the inclusion of children with special needs in high quality early childhood environments through a quality enhancement process. The premise for this project is that sound early childhood practices are the foundation for serving children with and without disabilities. Since that time, Partnerships facilitators have worked in early childhood environments throughout Nova Scotia using a model of on-site consultation to support inclusion and enhance program quality. This model was developed to provide early childhood educators with access to current research and best practices. Facilitators have worked with ELCC programs using strength-based collaboration and consultation to assist in program development to achieve higher levels of quality and inclusion. This 1.5 hour workshop will share how the on-site consultation model was developed, the tools used, the results achieved and the lessons learned.

Workshop Goals & Objectives:

- . To raise awareness and understanding of the On-site Consultation Model and facilitate interest for its use in other regions.
- . To provide a forum to share lessons learned in use of the model.
- . To share and identify the core strengths and foundational components of the model that
 - . supports the inclusion of all children
 - . supports a mentoring culture and develops collegial relationships
 - . supports the evolution of developmentally appropriate practices
 - . supports the best use of limited resources creatively
 - . supports self regulation through reflective practice

Carolyn Webber was Project Manager of Nova Scotia's Partnerships for Inclusion providing on-site support to inclusive early childhood centres. She worked closely with Sharon Irwin of SpecialLink in developing the SpecialLink Child Care Inclusion Practices and Principles Scales.

Shannon Harrison was an Inclusion facilitator for Partnerships for Inclusion in Prior to coming to Nova Scotia, she worked as director of Bright Beginnings Early Childhood Center in Regina.

**THURSDAY, AUGUST 21, 2008
10:30 A.M. - NOON**

**THU 003 REACHING IN ...
REACHING OUT
(RIRO) - PROMOTING
RESILIENCE IN YOUNG
CHILDREN**

Reaching IN...Reaching OUT (RIRO) is an evidence-based skills training program designed to help adults help children develop a resilient approach to handling life's inevitable stresses and challenges. RIRO skills help adults and children "reach in" to handle life's challenges and "reach out" to others and opportunities.

Participants will learn about:

- research results from RIRO's pilot study in four Ontario child care centers, and subsequent resiliency skills training program delivered across Canada
- seven critical abilities researchers associate with resilience
- "thinking habits" and how they affect the way people respond to both adversity and opportunity
- RIRO's train the trainer program and community development perspective for delivering the training.

Jennifer Pearson is a Clinical Member of the Ontario Society of Psychotherapists and Senior Writer/Trainer with RIRO. Jennifer is published in the areas of resilience and arts-based work with aggressive and at-risk children, and has extensive experience as a presenter and trainer in education and mental health settings.

**THU 004 ECCE's INTEGRAL
ROLE IN ENDING
EXCLUSION
- A PERSONAL AND
PUBLIC PERSPECTIVE**

The session will begin with a presentation on the critical importance of early learning and childcare to the End Exclusion strategy from the perspective of Judy's personal experience. As a parent who has raised a son who lives with a disability, Judy will speak to the importance of access to early childhood supports for her family. The public policy challenges we still face in this area will then be addressed, drawing on Judy's experience in both provincial and federal legislatures. The session will wrap up with a look at ways in which parents and others can actively advocate for change.

Judy Wasylycia-Leis is Member of Parliament for Winnipeg North and currently serves as the Chair of the federal NDP Caucus and spokesperson for Health and Persons with Disabilities. She was a cabinet minister in the Manitoba Government of Howard Pawley from 1986 to 1988, and has been a member of the Canadian House of Commons since 1997.

**THU 005 FAMILY CENTERED PRACTICE:
WHERE ARE WE? WHERE ARE
WE GOING?**

Share the learning journey of an innovative early childhood intervention model for children with severe disabilities as they challenged themselves to link their program philosophy of Family Centered Practice with day-to-day experiences for families. This workshop will highlight their learning journey through the adoption and application of family centered practices. As the outcome of family centered practices can only be measured through the perspective of the families themselves, the presenter will also share how the families within their program evaluated their effectiveness.

Participants will:

- Gain an understanding of family centered practice
- Explore personal values and beliefs towards supporting families
- Identify skills/ behaviors needed to enhance parent involvement

Barb Reid has been working in the field of supporting children with disabilities and their families for 25 years. Presently, as the Executive Director with The GRIT Program (Getting Ready for Inclusion Today in Edmonton, AB) her professional practice is grounded in community inclusion, early childhood development, and family centered philosophies.

THURSDAY, AUGUST 21, 2008
1:15 P.M. - 2:45 P.M.

**THU 006 VISION, POLICIES AND
PRACTICE: ON THE ROAD TO
INCLUSIVE CHILD CARE**

The workshop will begin with sharing information on the importance of inclusion in early childhood settings. The facilitators will briefly outline Specialink's Inclusion practices, Profile and Principles Scale as a starting point for developing inclusive attitudes and goals. Because knowledge, ideas and group participation is highly valued, the workshop will continue with a brainstorming session regarding inclusive thoughts, visions and missions, and a brief discussion of the Community Living Manitoba Child Care Inclusion Committee's vision statement for inclusion.

All participants will receive a copy of our Inclusive Policies Resource Kit and in small groups will have the chance to reflect on the ways job descriptions, personnel policies and parent policies support inclusion.

Vision, Policies and Practice: On the Road to Inclusive Child Care will engage participants in active learning, as they are challenged to refine their own vision for inclusion. Through small group discussion, participants will live that vision in their child care settings by developing inclusive policies and practices that work for all children and families. (Participants are asked to bring copies of their centre's existing personnel, and parent policies as well as their centre's current job descriptions).

Donna Freeman is the Director of Programs at Discovery Children's Centre in Winnipeg.

Robyn Rybachuk coordinates community development programs at Prince Edward School and West Central Women's Resource Centre in Winnipeg.

Tracy Porhownik is the Executive Director at Can You Imagine Preschool Care & Education Centre Inc. in Winnipeg.

All three are members of Community Living MB Child Care Inclusion Committee.

THURSDAY, AUGUST 21, 2008
3:00 P.M. - 4:30 P.M.

**THU 007 THE MAGIC OF M.O.V.E
(MOBILITY OPTIONS VIA
EDUCATION)**

M.O.V.E is an international program designed to teach independence in sitting, standing, transferring and walking with a strong emphasis on TEAM collaboration between trained professionals and families. It is a merger of Education and Therapies to achieve a better outcome for children with severe disabilities.

M.O.V.E is a successful method for assessment, goal setting, task analysis and teaching skills. It is a philosophy embedded into existing curricula and activities.

M.O.V.E developed in the 1980's by Linda Bidabe, a special education teacher who recognized the urgent need to RAISE OUR EXPECTATIONS for children with motor disorder to give them every opportunity to control their own lives. The M.O.V.E program assists children to move away from helplessness to gain INDEPENDENCE, DIGNITY and COMMUNITY INCLUSION.

M.O.V.E is necessary to create a paradigm shift bringing Canadian Inclusion practises for children with severe disabilities into the 21st century.

The Magic of **M.O.V.E** session will teach:

1. What M.O.V.E is and isn't.
2. What the scientific basis is for M.O.V.E.
3. What a typical M.O.V.E day looks like.
4. How individuals are assessed for progress.

Judy Hoffman is the Director for the Canadian Cerebral Palsy Society - Sooke founding chapter. Sooke is a small town on Vancouver Island where Judy lives with her 17 year old son Jesse, who has Cerebral Palsy. She has been active in every aspect of her son's education and development from hands on daily physical therapy, intensive language based programming and the necessary advocacy.

THURSDAY, AUGUST 21, 2008

1:15 - 4:30 P.M.

CLUSTER “A” POLICY PERSPECTIVES I

Recent political changes have placed more of onus on provincial, territorial and municipal responses to inclusion. This cluster highlights three such responses.

Cluster “A” BUILDING TRUST TO BUILD AN ABORIGINAL SUPPORTED CHILD DEVELOPMENT PROGRAM IN BC

We will be discussing the history and evolution of the 5 initial Pilot Projects for Aboriginal Supported Child Development within BC from 2002 to 2006. We will showcase the development of the 34 programs that are currently providing different levels of Aboriginal Supported Child Development services throughout BC today. This will include challenges and barriers we have overcome to develop a strong, holistic and balanced foundation to provide early intervention services, supports and resources for Aboriginal Children and Families with Special Needs. We will share our successes in developing these programs and how we are supporting our children and families and discuss what the future holds for our children with Special Needs and the ASCD programs within our Communities, Regions and the Province.

An attendee will learn:

- 1) The history and evolution of Aboriginal Supported Child Development in BC.
- 2) The importance of building relationships and establishing trust to work with your Aboriginal communities to develop an Aboriginal Supported Child Development Program
- 3) How do we as Aboriginal People overcome many of the barriers that prevent us from receiving and accepting supports for our children and families?
- 4) Foundational tools and resources to guide the development of a new program that supports children and families with Special Needs.

Sue Sterling is the Aboriginal Supported Child Development Manager for the Aboriginal Peoples Family Accord, British Columbia.

Cluster “A” LEADING THE WAY

There has been a historic tradition in the Toronto child care community of envisioning a child care system that is accessible to all children. To build on the current system of child care the City of Toronto re-designed the support system for inclusion and called it Every Child Belongs. The vision behind the City of Toronto’s innovative initiative for an inclusive childcare system is where children with extra support needs, who may have been otherwise excluded, have the same opportunity as other children to attend and actively participate in childcare programs in their community. Ensuring childcare services are accessible to all children is a measure of fundamental fairness and an articulation of how we envision citizenship. This model, through the development of additional support services, bold training initiatives and inclusion evaluations, is improving overall child care quality through the support of inclusive environments. Our workshop seeks to share our journey so the lessons can be applied broadly and the impact of quality inclusion is enjoyed by more children, staff and families.

Mary-Anne Bédard, is Program Manager, Special Services Unit, Children’s Services, City of Toronto Metro Hall. An early childhood educator for 20 years, Mary-Anne Bédard has worked in child care, provincial advocacy, developmental services and taught at the community college level. She now manages Special Needs Resourcing Services for the City of Toronto.

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Cluster “A” **SUPPORTING INCLUSION IN MANITOBA**

Join us to hear about the Manitoba Child Care Program's Children with Disabilities Program. The goal of the Children with Disabilities Program is to facilitate inclusion into the child care program with an awareness of the child's best interests. In order for this to occur, a team approach is needed to meet the needs of each individual child. An overview of the following will be presented:

- The process for families enrolling in a child care facility, group or family child care home
- Roles of team members including the parent(s)/guardian(s) of the child, the case manager, the child

care facility, Children's Special Services Child Development Counselor, Provincial Outreach Therapy for Children, and the Child Care Co-ordinator

- Grants available to support inclusion

Monica Lytwyn is the Child Care Inclusion and Quality Enhancement Specialist for the Manitoba Child Care Program.

**THURSDAY, AUGUST 21, 2008
1:15 P.M. - 4:30 PM**

CLUSTER “B” - MEETING THE INCLUSION TRAINING CHALLENGE

Many of the Child Care Human Resource Sector Council (CCHRSC) research and project reports underscore the lack of and need for special needs / inclusion training in the child care sector. This three hour cluster will begin with an overview of what the sector identifies as the inclusion training gap, presented by **Diana Carter**, Executive Director of the Child Care Human Resource Sector Council in Ottawa, and then will move into three promising approaches to pre-service, post-service and in-service training that address this issue head on!

Cluster “B” **REWARDS , RESERVATIONS AND REALIZATIONS**

Post secondary institutions offer the inclusive child care course and practicum in numerous formats. Camosun College offered the inclusive child care theory course and practicum concurrently. This presentation will offer instructor insights and student experiences. An analysis of a worksite practicum experience will be included in this presentation.

An attendee will learn:

- The benefits of theory and practicum offered concurrently.
- Insights into the limitations of this format.
- Overview of perspectives of a workplace practicum.

Joan Astren, Instructor - Early Childhood Education and Care Camosun College

Cluster “B” **EDUCATION & TRAINING: AN AGENT FOR CHANGE TOWARD INCLUSIVE PRACTICE**

Education is change. As reflective educators, when do we see change manifest in lessons learned... as inclusion adopted, practiced, lived? Red River College (RRC) faculty were considering various questions in our past “lessons learned”. Were students practicing what they were being taught? Does quality imply teaching to the status quo of the practice of the ECE field or beyond to empowering others to lead better/best practice in inclusion? How does that inform content? Is access to college courses a quality and inclusion training issue? If so, how does that inform how we deliver? This session will review the various methods of delivery of the introduction to supporting children with special needs in the diploma program as well as the new post diploma in Children with Special Support Needs.

THURSDAY, AUGUST 21, 2008
1:15 P.M. - 4:30 P.M.

Participants will:

- review relevant factors of quality and accessibility in both content and delivery, consider the framework and goals of introductory and post-diploma courses on inclusion
- explore design considerations for various delivery methods
- consider the role of education as a chance to inspire and empower inclusive practice

Sina Romsa, MEd is the ECE Program Coordinator at Red River College where she has developed and teaches the new Post Diploma in Children with Special Support Needs for the School of Continuing and Distance Education.

Kristen Long, MEd is an Instructional Designer in the Teaching Learning Technology Centre at Red River College.

Cluster “B” BUILDING BLOCKS FOR INCLUSION: BUILDING CAPACITY FOR INCLUSIVE CHILDCARE PROGRAMS

This workshop will review the framework for building capacity to include children with special needs within the context of the Building Blocks Strategies for Inclusion Training Program. Participants will have an opportunity to gain an understanding of the Building Blocks curriculum by exploring concepts such as use of “power tools” to construct an inclusive child care program, using a routine based approach to teaching, and applying the 5-step RAIDE problem solving process to address challenging child care situations. As they reflect on their own child care programs, participants will be encouraged to apply the principles shared throughout the workshop and have an opportunity to discuss challenges and successes in including children with special needs in their programs.

Denise Stone MEd is the Coordinator of Special Needs Policy and Program Development for Early Childhood Development Services, with the Nova Scotia Dept. of Community Services.



THURSDAY, AUGUST 21, 2008

1:15 P.M. - 4:30 P.M.

CLUSTER “C” - FAMILY SUPPORTS

Cluster “C” FAMILY NAVIGATOR

The Navigator Program was created at CFB Esquimalt Military Family Resource Centre (MFRC) in 2006 with the goal of providing high quality, consistent support to Canadian Forces (CF) families with special needs and responsibilities.

The Navigator Program is entering its third year and it has changed and developed to meet the needs of military families with special needs and responsibilities. This presentation will include how the Navigator role was created and implemented at the Esquimalt MFRC, populating and maintaining the bilingual Navigator web site with resources and information from local MFRC communities, and the on-going development of a community of practice among the staff at the 33 Military Family Resource Centres across Canada.

The attendee will learn:

- Steps to create, launch and grow the Navigator Program;
- Developing a bilingual web-based tool to provide knowledge, support and resources for families and professionals; and,
- Building a community of practice to share knowledge and best practices.

Linda Scott, Ph.D. is Program Manager for the Esquimalt Military Family Resource Centre in Victoria BC.

Cluster “C” SUPPORTING MANITOBA FAMILIES PARENTING A CHILD WITH A DISABILITY - THE STEPPING STONES VERSION OF THE TRIPLE P - POSITIVE PARENTING PROGRAM

The Stepping Stones variant of the Triple P Positive Parenting Program is a family support intervention designed for parents who have a child with a disability. SSTP has successfully reduced problem behaviour and increased desirable behaviour in children with disorders such as Down's Syndrome, Cerebral Palsy, Fragile X Syndrome, Autism Spectrum Disorders, and developmental delay of unknown origin (Mazzucchelli, Roberts, Studman, & Sanders, 2002; Whittingham et al., 2006). The program helps parents to acquire knowledge, skills, and efficacy as they learn to give their children appropriate positive attention, build positive relationships, and practice strategies for constructively managing misbehaviour when it does occur in a manner that is safe and not harmful to the child or to the relationship between the parent and child. As part of a population level public health initiative, SSTP training is now available to practitioners across sectors throughout the province of Manitoba.

Attendees will learn about:

- 1) The SSTP program – development, content, extensive research base including randomized controlled trials with various populations
- 2) Training and program delivery – the training process in Manitoba, and what the delivery of the program looks like.
- 3) The implementation of this program in Manitoba to date, and future directions.
- 4) Manitoba research on SSTP – current projects and future hopes.

Jennifer Volk – Jennifer is a doctoral student in Clinical Psychology at the University of Manitoba currently working with the Healthy Child Manitoba Office in the areas of parenting and Fetal Alcohol Spectrum Disorder.

Kelly Hutton – Kelly is a doctoral student in Clinical Psychology at the University of Manitoba. Working at the Healthy Child Manitoba Office allows her the opportunity to work directly with community partners and families as Triple P is implemented across the province.

THURSDAY, AUGUST 21, 2008
1:15 P.M. - 4:30 P.M.

**Cluster “C” VOICES ON HEALTH AND
LEARNING**

Where do you go for health information?
Do you have difficulty finding health information?
What kind of health information
do you need and want for your family?

These are some of the questions the Early Childhood Work Group asked parents, early childhood educators, health care professionals and ECE faculty across Canada last spring, as part of a project to identify health and learning issues and concerns for young children and their families. Through a partnership with the Canadian Union of Postal Workers' Special Needs Project, 483 parent members who have children with disabilities were asked questions about health information through telephone interviews as part of this action research project.

This presentation will provide the specifics of what parents in the Special Needs Project said about who they go to for health information, their recent health concerns and the kinds of health information they need and want for their families.

As well, the five themes that resonated with all participating groups as laying the basis for supportive health information for families will be discussed:

1. Relationships between parents and professionals are “key.”
2. Poverty impacts all levels of health and learning.
3. Mixed messages about health abound: on the internet, media and agencies/ departments.
4. Understanding health literacy with sensitivity to cultural practices is essential.
5. Communities and context matter.

Our workshop will include a brief presentation of the project including stories heard, followed by discussion activities to engage workshop participants. Our focus is to promote the understanding of the intertwined health, social development and learning requirements of young children in order to guide parents, practitioners, and policymakers in planning for early childhood for all children.

Donna Michal is the Co-coordinator of the Early Childhood Work Group Health and Learning Knowledge Centre, for the Canadian Council on Learning and lives in Victoria BC.

Jamie Kass is the CUPW Child Care Coordinator. The Voices project included a survey of over 400 CUPW member parents who have children with special needs and are part of the union's Special Needs Project.

**Travel/Registration
Bursary Application**

Thanks to the generosity of our funders, SpecialLink has reserved funds to subsidize participation by delegates without organizational support, especially parents of children with special support needs, students and frontline early childhood care-givers.

The amounts disbursed to conference attendees in each geographical area will vary since some areas are more prohibitive due to high travel costs. The maximum travel bursary available is \$750. The registration fee of \$150 may also be waived for students, parents or unemployed delegates.

Please note that funds are limited, so not all applicants are guaranteed a bursary. Approved applicants will be contacted by July 15 with further details of the actual bursary amount. If you are accepted all receipts for travel costs will be required. To apply, please email debra@speciallinkcanada.org by June 30th. Your request should include full contact information and the following details.

Parent of a child with special support needs
Unemployed or low wage caregiver
Delegate without organizational support
Student
Other?
Child Care Facility or other organization if applicable

Outline how your attendance at this conference will benefit you and your community.

Outline how you will share the information you gain at the Symposium with others in your community after you are home:
How would you maximize these funds to attend the Symposium? (Apply for local funding; carpooling, bus charter, etc.)

Please indicate which expenses you require subsidy for: Airfare, Accommodations, Registration fee, Gas allowance (Home community-Winnipeg return).

THURSDAY, AUGUST 21, 2008
1:15 P.M. - 4:30 P.M.

THU 008

**'FOR GOODNESS SAKE'
MAKING A DIFFERENCE WITH
EARLY INTERVENTION**

When asked about barriers to delivering high quality, inclusive early childhood education and care, early childhood staff name challenging and aggressive behaviour among toddler and preschool children. In this workshop we will discuss how the emotional environment influences child behaviour and introduce "For Goodness Sake" - An Applied Method in Behavioural Intervention. **forgoodness sake**, an applied approach to behavioural intervention for young children, is a resource for early childhood educators. Through its interactive CD format, **forgoodness sake** combines training along with a system to guide practitioners and parents in developing action plans to address challenging behaviour and support pro-sociality.

Benefits to workshop participants:

- An understanding of brain development in the early years
- An understanding of the importance of connecting and building "relationships", the first "r" in education and the doorway to children's language, cognitive and social development
- An understanding of the factors which impact children's behaviour
- An overview of the process through which ECEs can implement an early intervention process to support social and emotional development and reduce challenging behaviour
- An introduction to For Goodness Sake, a multi-media training resource and intervention plan.

Dr. Jean Clinton is Assistant Clinical Professor with the Department of Psychiatry and Behavioural Neuroscience at McMaster University in Hamilton Ontario and an Associate with the Department of Child Psychiatry at the University of Toronto. She is a Board member for the Fraser Mustard Council for Early Child Development and a popular presenter across Canada.

Monica Carruthers is an experienced ECE who has acquired expertise in the area of inclusion. As a member of ASCY's team of Professional Development Consultants, Monica provides on-site mentoring in For Goodness Sake, and delivers workshops to support ECEs in delivering high quality programs inclusive of children with special needs. Monica is the chair of Hamilton's Fetal Alcohol Spectrum Disorder Committee.



2008
ANNUAL
GENERAL
MEETING

*All members and friends of
SpecialLink,
the National Centre for
Child Care Inclusion
are invited to join us for
SpecialLink's Annual
General Meeting
and a Wine Reception*

*Thursday,
August 21, 2008
4:45-6 pm*

*Eckhardt-Gramatté Hall
The University of
Winnipeg*

*Meet SpecialLink's
National Board of
Directors Hear about our
plans for the coming year
Please indicate your
plans to attend on your
Symposium Registration*

No Charge!

**FRIDAY, AUGUST 22, 2008
10:30 A.M. - NOON**

**FRI 001 'AND WE ALL FALL DOWN'
FACILITATING INCLUSIVE
PLAY IN EARLY CHILDOOD
SETTINGS**

This presentation will focus on the principle that developmentally appropriate, child-directed play is essential for the holistic development of children. The role of the early childhood educator is to engage all children in appropriate play experiences that promote discovery, independence, and competency. Children learn the most from play, when they have skilled early childhood educators who are trained in understanding how to set-up an inclusive play environment. During the presentation, the strategies that early childhood educators use to facilitate inclusive play-based learning, will be discussed. The presentation will conclude with policy recommendations that support a play based, early inclusive education, for all children.

Participants in this presentation will learn:

- How to set-up an inclusive play environment
- How to guide and extend play for all children
- Why it is important to develop policy recommendations that support early inclusive education, that emphasizes play based learning

Erin Cameron, MSC is a Professor in the Early Childhood Education Program at Conestoga College, and has served as a consultant to both childcare facilities and Head Start organizations, supporting quality improvement through Mentor Teacher systems, Improved leadership practices, and NAEYC Accreditation.

Lana Lee Hardacre, MSW is a Professor in the Early Childhood Education Program at Conestoga College in Kitchener, ON and is the co-author of the text Resources for Educating Young Children with Diverse Abilities, first Canadian edition.

**FRI 002 MODELS FOR EARLY
INTERVENTION SERVICE
DELIVERY IN SMALL FIRST
NATIONS COMMUNITIES**

Families of pre-school children with disabilities benefit from the services of early intervention home visiting programs. A project undertaken by the Confederacy of Mainland Mi'kmaq in Nova Scotia examined the problem of providing services to small First Nations communities unable to sustain self-supporting programs due to small populations and fluctuating numbers of children with disabilities. This work led to the development of alternate models for delivering early intervention services and the identification of a process that would make services sustainable and transferable to similar communities.

The audience will learn about:

- Flexible models of service delivery for early intervention which can be applied to many communities
- Jurisdictional and fiduciary issues related to First Nation communities contracting services from outside the community
- Funding model responsive to factors inherent in serving children with low incidence disabilities in a large jurisdiction

Isabel den Heyer, is a Consultant for the Confederacy of Mainland Mi'kmaq, Nova Scotia.

Adele McSorley, is with the Centre of Excellence for Children & Adolescents with Special Needs, Mount Saint Vincent University, Halifax, Nova Scotia.

**FRI 003 SOCIAL INCLUSION -
A FRAMEWORK FOR
INCLUSION OF CHILDREN WITH
SPECIAL NEEDS IN EARLY
CHILDHOOD EDUCATION AND
CARE PROGRAMS**

This presentation will first present the concept of social inclusion in the context of ECEC policy and programs and the connection between ECEC services and social inclusion. Participants will consider and discuss the goals and conditions that enable ECEC to contribute to social inclusion and how and why (or why not) ECEC contributes to social inclusion. The key equity issue of inclusion of children with special needs in ECEC programs will be explored in detail within this framework. The presentation will be based on policy research for the Laidlaw Foundation Project "Perspectives On Social Inclusion".

Martha Friendly founded the Childcare Resource and Research Unit in 1983 and has been the coordinator of CRRU for more than 25 years. She has authored numerous articles, chapters and reports on child care and a book on child care policy, and participates in several child care advocacy groups.

**FRI 004 TORONTO FIRST DUTY:
SUPPORTING CHILDREN
WITH SPECIAL NEEDS**

The integrated early childhood service delivery model pioneered by Toronto First Duty (TFD) envisions regulated child care, kindergarten and family support services consolidated into a single, accessible program, located in primary schools and coordinated with early intervention and family health services. In this delivery model, a professional team of kindergarten teachers, early childhood educators, family support staff and teaching assistants plan and deliver the program.

This presentation discusses how TFD has integrated children who have special needs. Despite some challenges in developing a process that is cohesive for the child and their families, there have also been some important and interesting lessons that have been learned. The principles of an integrated early childhood delivery system that coordinates services through the school board and other agencies for children with special needs will be the focus of this discussion.

Zeenat Janmohamed is the Executive Director of the Atkinson Centre for Society and Child Development at OISE, University of Toronto and Professor at the School of Early Childhood, George Brown College. Zeenat is a doctoral candidate at the Ontario Institute for Studies in Education at the University of Toronto.

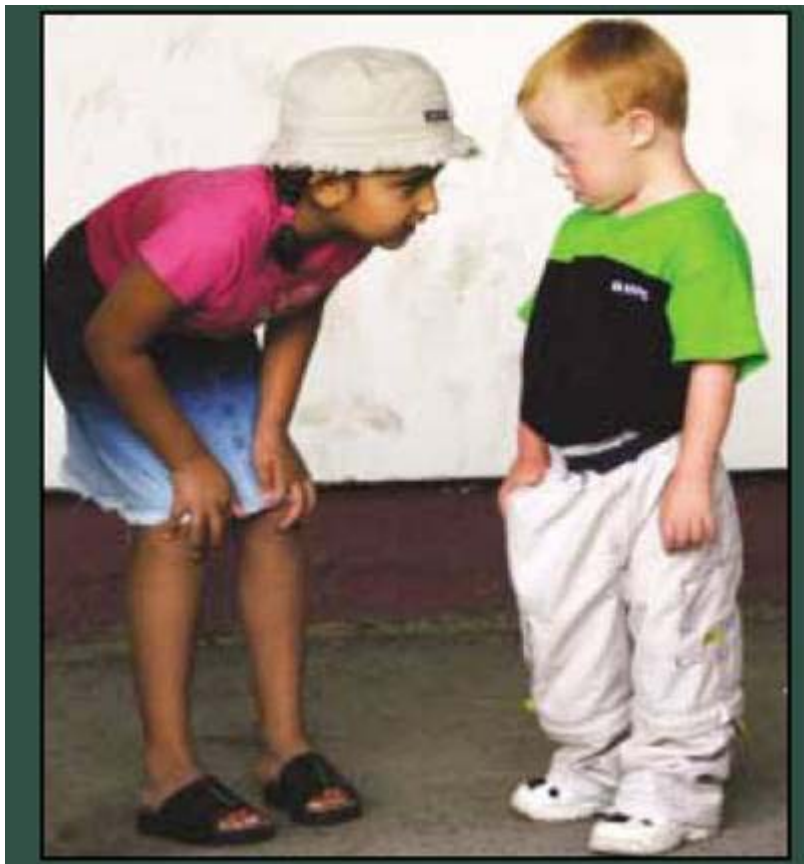


**FRIDAY, AUGUST 22, 2008
10:30 A.M. - 4:30 P.M.**

FRI 005 CREATING PLACES FOR ALL CHILDREN

SpecialLink's Child Care Inclusion Scales have become key tools for measuring inclusion quality in Canadian early learning programs. With the support of the Canadian Council on Learning, we have incorporated the feedback from focus groups, workshop participants, and systems planners and their use in programs across the country have been evaluated at the University of Guelph. These measures have confirmed the content validity of the items and indicators in the Inclusion Scales. The Scales have been taken up by faculty, centre administrators, funders, government departments, and embedded into Canadian training curricula and text books. Participants will be the first in Canada to experience the 2008 version of the Scales, which are debuting at the Symposium. Learn how to use these tools to assess and inspire early childhood inclusion quality in your community and join in our action research about inclusion quality across our provincial and territorial borders. Discussions among participants, PowerPoint and DVD case presentations and hands-on practice using the scales will be used in this highly interactive workshop.

Sharon Hope Irwin, EdD is Senior Researcher for SpecialLink and is well known across Canada as its founder...and for her tireless work to promote inclusion. Earlier this year Sharon received an honorary Doctor of Laws from the University of Winnipeg in recognition of her significant accomplishments.



FRIDAY, AUGUST 22, 2008
1:15 P.M. - 4:30 P.M.

CLUSTER “AA” - COMMUNITY LIVING PRESENTS:

Cluster “AA”

PROVIDING QUALITY INCLUSIVE ENVIRONMENTS: MORE THAN JUST LIP SERVICE

It has been six years since the New Brunswick Association for Community Living (NBACL) first implemented its Opening the Door to Quality Child Care and Development Project. What started as an “on-site consultation model” adapted from the work of Pat Wesley, University of North Carolina, has now fully developed into several support programs and training resources for early learning and child care staff that encourage and empower them to lead for quality inclusion.

Participants will learn about our initiatives and how they relate to the latest research that drives inclusive policy, professional development, and practice. They will come away from this session with models and strategies for development and implementation and a sense of what can be done to effect changes and promote leadership for inclusion.

Dixie Lee Mitchell is an Early Childhood consultant with the New Brunswick Association for Community Living, and has extensive experience as a trainer and consultant with many other organizations including SpecialLink and First Nations Head Start and Early Childhood programs in New Brunswick.

Cluster “AA”

INCLUSIVE CHILD CARE CAPACITY BUILDING: MOBILIZING THE EARLY CHILDHOOD COMMUNITY THROUGH COMMUNITY PARTNERSHIPS

Learn about a successful evidence based action project in 20 Manitoba child care programs. Community partnerships help transform practices, enhance quality, and create more inclusive communities for children with disabilities and their typically developing friends. We use SpecialLink’s Practices and Principles of Inclusion Scales, action planning via PATH, on site mentoring and development of reflective processes, staff attendance at inclusion workshops, parent involvement, and teambuilding. Hear details of the success stories, and brainstorm how you can begin to implement these processes in your own programs and communities.

Debra Mayer, MA is Community Living Manitoba’s Early Childhood Consultant and has coordinated the project over the past four years.

A self described *Possibilityist*, **Rose Flaig** is the deputy director for Community Living - Manitoba. Rose is also a mother who has spent much of her life advocating around justice and disability issues for individuals and groups who find themselves marginalized in society.



**FRIDAY, AUGUST 22, 2008
1:15 P.M. - 4:30 P.M.**

Cluster “AA”

**ConnectABILITY:
DEMONSTRATING
THE POWER OF
VIRTUAL COMMUNITY**

This presentation will demonstrate ConnectABILITY.ca Community Living Toronto's online support to families, professionals and the community for children with special needs; delivering service, supports and information directly into the hands of those who need, when they need it.

We will take you on a guided tour of connectABILITY.ca, focusing on how specific module development has delivered supports for the inclusion of all children within early childhood settings.

Our specialized learning modules within the connectABILITY.ca neighbourhood are similar in content and format but target specific audiences and self-directed outcomes. Supported Inclusion, designed for the early childhood professional from the first moment of connection with a child who has special support needs.

Learning Together... every step of the way, for parents and families with young children. We capture specialized expertise from organizations supporting children with special needs and format it into innovative tools which are available when and where they are needed, transforming the meaning of support.

This presentation will help participants to:

- learn the value of self-directed access and outcomes and how web-based tools and information can support this process.
- gain a thorough knowledge of connectABILITY.ca as a web-based support.
- understand how to integrate web-based tools into supports for children.

Nancy Henly, is Manager of Early Childhood Services for Community Living Toronto.

**FRIDAY, AUGUST 22, 2008
1:15 P. M. - 4:30 P.M.**

**CLUSTER “BB”
POLICY PERSPECTIVES II**

Recent political changes have placed more of onus on provincial, territorial and municipal responses to inclusion. This cluster highlights three such responses.

**Cluster “BB” INCLUSION INITIATIVES
IN NEWFOUNDLAND
LABRADOR**

In 2006, initiatives rolled out within Newfoundland Labrador to support the promotion of inclusive practice in early childhood settings. Under Child Care Services, a Provincial Program Consultant for Inclusion and seven regional Inclusion Consultants were hired across the province. In addition to the facilitation of inclusive practice, these consultants have provided requisite information, training and support to Early Childhood Educators (ECEs), as necessary.

In this presentation, an attendee will learn about the concepts of:

EQulP – Establishing Quality and Inclusive Practice, dedicated to the provision of quality child care, similar to others in the Atlantic provinces. The ECERS-R and SpecialLink tools evaluate quality and inclusivity of early childhood centres, and facilitate improved environments through information, collaboration, training and funding for materials.

ISSP replacement staff, inclusion equipment, grants, funded spaces, ratio, enhancement and child specific supports will be covered.

Laurel Penney currently holds the position of Program Consultant for Inclusion with the Health and Community Services Department of the Government of Newfoundland Labrador. Her greatest ECE learning experience has been that of mother to four terrific children, ranging in age from four to nineteen years.

- *It is the obligation of all human beings
to do what is right for children.*
Bev Bos

**Cluster “BB” WALKING THE TALK
OF SUPPORTED CHILD
DEVELOPMENT IN BC**

From its inception in 1995 through the growing pains of its early years and swaggering into adolescence, Supported Child Development is now an established program and practice in BC. Learn about the history, the developmental stages and the lessons learned from 3 Provincial Advisors: one who was a pioneer and advocate at the start of the transition to Supported Child Care; one who nurtured it through colic, toilet training, and huge growth spurts while learning the ABCs of inclusion and family centred practice; and one who will coach Supported Child Development into adulthood. An enlightening, engaging, and interactive retrospective you won't want to miss.

Chris Gay is currently the Provincial Advisor for Children First initiatives in the Province of BC, but was the first Advisor for the Supported Child Development Program. **Lorraine Aiken** was the second Provincial Advisor, and earlier this spring became the Executive Director for the Comox Valley Child Development Association. **Tanya Brown** recently became Provincial Advisor for the Supported Child Development Program.

*...we can only understand when
we start talking to each other.*

• *And this is the only way
to correct our ideas.*

Rigoberta Menchu

**Cluster “BB” SUPPORTING INCLUSION IN
OUR COMMUNITY,
QUALITY FIRST AND HALTON
REGION “TOGETHER
WE MAKE QUALITY HAPPEN”**

The Quality First initiative evolved in response to the Halton early childhood education community's recognition of the need to develop and support a high level of quality care and education for young children and their families.

The model has been successful at increasing the quality in preschool programs. Child care owners/operators and supervisors have been working together for the good of the children and families and have put aside their barriers to work as partners instead of competitors. There has also been an increased awareness from the community regarding inclusion and integration.

Attendees will learn:

- How Quality First works collaboratively with the Halton Region Program Support Services Team, Integration Services and the Resource consultants
- About The Halton Resource Connection and how it has provided resources to assist with inclusion and supported the increased positive attitudes around inclusion
- Co ordination of services and Quality First
- Inclusive practices and the school age component

Tina Santonato is the Project Coordinator for Quality First, a unique initiative in the Region of Halton, Ontario where she exercises her passion for quality childcare for all children.

Betty Read is a certified Early Childhood Educator and is the Program Manager for the Quality First initiative, The Halton Resource Connection and the Halton Child Care Registry. Betty's passion for ensuring quality child care for all children and families is evident in all that she does.

FRIDAY, AUGUST 22, 2008

1:15 P.M. - 4:30 P.M.

CLUSTER “CC” - FAMILY WISDOM

Cluster “CC” LISTENING TO FAMILIES: REFRAMING SERVICES

Family-centred approaches in the field of inclusion for young children with special needs and their families have been widely viewed as “best practice” by early interventionists and educators. This presentation will describe an evidence-based “narrative approach” investigated in communities across Canada which professionals can use to engage and respond more effectively to the diverse values, expectations, strategies, and needs of families. The creation of family narratives has been demonstrated to be an authentic, holistic and synergistic way to give voice to the stories of families with a young child with a special need. Research has shown that narratives can assist in developing collaborative partnerships with families who are often disadvantaged in accessing services responsive to their unique priorities either because they are newcomers to Canada, live in poverty or have a child with a special need. Training materials developed by a team of researchers from The School of Early Childhood Education, Ryerson University will be demonstrated which support the professional in systematically collecting, organizing and using family narratives in their practice.

Dr. Elaine Frankel is a Professor at Ryerson University in Toronto, where her primary areas of teaching are in the fields of early intervention and inclusion for children with disabilities, educational systems change, and interpersonal communication. Elaine recently completed a study tour of the infant-toddler and preschool centres of Reggio Emilia, Italy to investigate “Preschool Inclusion in Reggio Emilia, Italy: A Comparative Study” (2006).

Cluster “CC” CURRENT RESEARCH ON EARLY YEARS LITERACY DEVELOPMENT IN LOW INCOME FAMILIES

Educational equity in theory guarantees all children the opportunity to participate successfully in school with the ultimate goal that all children become productive and contributing members of society. The reality, however, is that students from low income families who differ from the mainstream in ethnicity, primary language, and social class historically have not been as successful in achieving the literacy levels of their mainstream peers. This has resulted in a literacy achievement gap, existing in tandem with other gaps, such as the health care gap, the housing gap, the technology gap, the economic gap and access-to-higher education to name but a few. Literacy research since the new millennium however has provided us with many new insights that have the potential to address some of the inequities in the education of children from low-income families.

This presentation provides:

- a review of the current research on the literacy development of early years children from low-income homes
- a reconsideration of instructional practices by re-envisioning students from the perspective of “learners from diverse backgrounds”
- ways in which early year programs may address these issues to make better accommodations for improving the literacy achievement of early years learners.

Dr. Donna Copsey Haydey is an Assistant Professor in the University of Winnipeg’s Faculty of Education. Her research interests are in early years and adolescent literacy. She has taught hearing impaired children and has worked as a resource teacher. Donna is a volunteer board member for Bookmates, a Manitoba-based not-for-profit organization promoting Family Literacy and Learning.

SORRY!
TELEPHONE REGISTRATIONS
CANNOT BE ACCEPTED

**CLUSTER “DD” -
INCLUSION STRATEGIES**

**Cluster “CC” MEASURING FAMILY CENTERED
SERVICE IN EARLY
INTERVENTIONS:
IS THE MPOC-20 RELIABLE AND
VALID**

Family-centred service is an important and widely accepted philosophy and practice in Early Intervention. This presentation reports the results of a study that tested the Measure of Processes of Care (MPOC-20) with families receiving services from Infant and Child Development Programs in Ontario. The MPOC-20 is a reliable and valid parent-completed Canadian measure of family-centred service, developed in the context of childhood disability services, that asks parents to rate ‘the extent to which’ service providers have demonstrated family-centred behaviours. Testing a tool for measuring family-centred service in home-based Early Intervention is an important step towards evidence-based family-centred care. Questions and discussion are encouraged throughout the course of the presentation.

Attendees will learn:

- Concepts of family-centred philosophy and family-centred service delivery
- Current evidence to support family-centred service
- The results of the MPOC-20 study, including the utility of the MPOC-20 in Infant and Child Development Programs
- Issues and potential benefits of measuring family-centred service as part of program evaluation

Heather Boyd, BHSc(OT), OT Reg. (Ont.), is a Master’s Student in Rehabilitation Science at McMaster University in Hamilton Ontario.

Cluster “DD”

**UNDERSTANDING AUTISM
SPECTRUM DISORDERS -
INTERVENTIONS IN
INCLUSIVE CHILD CARE
SETTINGS**

This session will address the myths associated with Autism Spectrum Disorders (ASD), the early signs of this disorder (including sensory integration deficits), and its causes. In addition, the effectiveness of two key intervention strategies will be examined: the Stanley Greenspan’s Floortime Approach at the Seven Oaks Day Care Centre and the Applied Behavioral Analysis Approach through St. Amant’s ABA Pre-school program.

Dr. Louesa Polyzoi is Professor of Education and Coordinator of Developmental Studies at the University of Winnipeg. Her research interests include at-risk children and youth; math literacy among kindergarten children; educational change, theory, and practice; and housing conditions, mould and respiratory health of young children.

Brigitte Insull is the Executive Director of the Seven Oaks Child Day Care Centre, Inc. She has taught courses at Red River College and served as a Board Member with both the Autism Society of Manitoba and Autism Society Canada. Brigitte is a mentor with Community Living Manitoba’s Inclusive Child Care Capacity Building Project.

Carole Marion, MA is an Applied Behavior Analysis Consultant with St. Amant’s ABA program and is affiliated with the St Amant Research Center. She works with preschool and school-age children with Autism Spectrum Disorders and consults with parents, teachers, and Early Childhood Educators.

Cluster “DD”

**BRIDGE OF SIGNS: CAN SIGN
LANGUAGE EMPOWER NON-DEAF
CHILDREN TO TRIUMPH OVER
THEIR COMMUNICATION
DISABILITIES?**

The Canadian Association of the Deaf research project Bridge of Signs examined the use of sign language as a communication tool for non-Deaf children between the ages of 0-6 years who had been diagnosed with, or whose communication difficulties suggested such disorders as Autism, Down Syndrome (DS), Fetal Alcohol Spectrum Disorder (FASD), or learning disabilities (LD). The Bridge of Signs model was produced as a DVD kit in American Sign Language (ASL) and Langue des Signes Québécoise (LSQ) for use with children, their families, professionals, and organizations serving them.

By the end of this session, participants will: 1. understand fundamental concepts in the education of Deaf or non-Deaf children who have communication disabilities as posed by Autism, DS, FASD and LD; 2. view a model program that teaches children and assists parents, caregivers, and professionals to learn sign language as a means of overcoming communication barriers; and 3. be challenged to collaborate in the use of the Bridge of Signs model for non-Deaf disabled children 0-6 years of age.

Dr. Anne Toth is a clinical social worker who has written papers relative to bridging communication between the Deaf and Hearing, linguistic and cultural difference versus disability, discrimination based on cultural and linguistic minority status. Dr. Toth was director of Bridge of Signs, a research project of the Canadian Association of the Deaf.

Cluster “DD”

**A “CAN DO”
INVENTORY**

Ecological assessments help team members identify specific activities and routines that are part of the child's natural environment. The “Inventory of Preschool Activities and Skills” (McCormick and Noonan, 1996) is used to assess children who are 3 years old attending preschool. In collaboration with Manitoba ECEs this inventory has been revised to work with children of all ages in any early childhood environment. Attendees will learn how to:

- customize the inventory for your own early childhood environment
- use it as part of your IPP assessment process, and
- develop high-quality goals and objectives that lead to a child's full participation in the typical activities and routines of inclusive programs.

Mary-Ann Updike is the parent of a 16-year-old boy with autism. Currently completing a Ph.D. in Inclusive Special Education, she also teaches at Red River College and the University of Manitoba.



**SATURDAY, AUGUST 23, 2008
8:30 A.M. - NOON**

**SAT 001 THE COACHING APPROACH
TO ADVOCACY**

Situations requiring advocacy can be frustrating and overwhelming. Parents may be feeling the agony of their child's exclusion by peers, not knowing how to get supports to improve the situation. Educators may be trying to secure resources for a child with special needs, but are stymied by parents in denial or a slow-responding system. Researchers or coalition members may be trying to lobby policymakers, who don't seem to understand the discrimination that people with disabilities face daily. The word 'advocacy' can stir up a lot of pain!

In this 3 hour interactive workshop, participants will be introduced to some of the powerful questions offered by the coaching approach – questions that enable people to rise out of their sense of burden and anguish and connect with their resourcefulness and purpose. In this session participants will experience the power of coaching first hand, apply coaching skills with a partner, and take away with them an empowering framework that they can apply to any situation. Bring your burning issues! Think of an outcome you'd like to have and you'll leave with a strategy, action step or quite possibly a brighter vision! Put this framework into daily practice and you will start experiencing extraordinary result

Lynn Skotnitsky, M.A., F.M.B. is a client-centered coach and consultant with 20 years experience facilitating planning and development with individuals, organizations, and communities. She has volunteered on various non-profit boards and is an advocate for diversity and inclusive education. Her son Eric, whom experts said would likely never talk, is now in Grade 6 French Immersion, and makes public presentations. Contact them at lynn@coachforjourney.ca or 778-327-9641.

**SATURDAY, AUGUST 23, 2008
8:30 A.M. - 10:15 A.M.**

**SAT 002 MAKING FRIENDS:
SUPPORTING CHILDREN'S
SOCIAL DEVELOPMENT**


Early childhood environments provide children with opportunities to develop social skills at an early age. For some children making friends is a natural process but for others it presents many challenges. This workshop uses Michael Guralnick's "Assessment of Peer Relations" to look at the nature of social skills and their impact on a child's behaviour. Reflect on your program from the perspective of supporting social development.

During this 1.5 hour workshop, participants will examine and discuss

- strategies to help children develop and maintain relationships with their peers
- the impact of programming and environment on social inclusion
- the unique needs of children with disabilities in developing and maintaining peer relations

Carolynn Webber was Project Manager with Nova Scotia's Partnerships for Inclusion from 2002-08.

Shannon Harrison was an Inclusion Facilitator with this well known approach to inclusion and quality enhancement.



**CHECK OUT
THE TRAVEL AND
ACCOMMODATION
OPTIONS
ON PAGE 30**

**SATURDAY, AUGUST 23, 2008
8:30 A.M. - 10:15 A.M.**

**SAT 003 THE BIG PICTURE:
MAKING A DIFFERENCE IN
THE LIVES OF
WORKING FAMILIES**

What is it like to work and have a child with special needs? This presentation will provide a look at the Canadian Union of Postal Workers' national projects that support postal workers who have sons and daughters with disabilities. Participants will learn about the Special Needs and Moving On Project work and will be led on an exploration of how and why these projects came about. The discussion will include identified needs, research and other key tools (including innovation and creativity) that helped develop projects to adequately address the tangible and intangible needs of working families.

Participants will have the opportunity to share in the "lessons learned" from CUPW's experience, as well as reflect upon the principles of these projects that can be used to vision other workplace programs. It is possible to make a difference in people's lives!

Jamie Kass is Child Care Coordinator with the Canadian Union of Postal Workers.

Donna Michal is an Advisor, Special Needs Project and lives in Victoria.

Gail Holdner, is the Project Coordinator, Special Needs and Moving On projects in Baddock, Nova Scotia.

**SAT 004 INTEGRATED SERVICE
SYSTEMS FROM THE
BOTTOM UP -
MAKING IT WORK FOR
FAMILIES**

The complex problems experienced by parents of children with special needs (long-waiting lists for services, fragmentation between services, limitations of service-specific funding mandates, coordination and access) are most effectively addressed through a comprehensive, integrated approach based on interagency collaboration, coordination and communication, and involving the integrated delivery of developmental services, parenting and health services. CITYKIDS is a broad network of 30 partner agencies across Toronto working together to provide single-point coordinated access and service delivery to children with special needs and their families.

Maureen McDonald, ECE, MEd is the Director of Early Development Programs at Mothercraft which provides comprehensive programs and services to families with young children 0-6 years throughout the city of Toronto.

- *A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove, but the world might be different because I was important in the life of a child.*



**SATURDAY, AUGUST 23, 2008
8:30 A.M. - 10:15 A.M.**

**SAT 005 INCLUSION IN SWEDEN:
OVERVIEW OF THE
SUNDSVALL EARLY
INTERVENTION SERVICES
MODEL AND THE VREten
IDEA SCHOOL AND
MULTICULTURAL PRESCHOOL**

Jane Howes will provide an intimate look at the best of Swedish child care inclusion practices through her overview of the Sundsvall Early Intervention Services Model and the Vreten Idea School and Multicultural Preschool. Jane will share what happens when staff commits to be present /alert; participate and listen to the children. Through use of pictorial documentation of daily interactions concrete examples will clarify how children are given time to participate, be listened to and be included.

Jane Howes, M.ED lived and studied in Stockholm Sweden thirty years ago, where she trained as an ELCC worker and worked front line until returning to Canada. A year ago, Jane left her job as an instructor in the Early Learning and Child Care Lab School at Grande Prairie Regional College (GPRC) in Alberta, to return to Sweden and worked as a front line worker in a variety of programs. This was a rewarding and enriching experience that Jane is very excited to share with others.

**SATURDAY, AUGUST 23, 2008
10:30 A.M. - NOON**

**SAT 006 SUPPORTING INCLUSIVE
ENVIRONMENTS**

This presentation will take a look at where we started from some 20 years ago and where we have come to today regarding developing inclusive environments at Childrens Choice Child Development Centre in Prince Albert, Saskatchewan. We will examine the varied components of an inclusive environment. What supports are required for children, parents and staff? We know that staff play a key role; therefore staff support will be a major focus of this presentation. We will also consider the integral roles played by the physical environment and daily program.

Gail Szautner is Executive Director of Childrens Choice Child Care Cooperative in Prince Albert, SK. Gail is currently Chairperson, Saskatchewan Early Childhood Association and is a former president of the Canadian Child Care Federation (1995-96).

**SATURDAY, AUGUST 23, 2008
10:30 A.M. - NOON**

**SAT 007 EARLY CHILDHOOD
EDUCATORS INVESTIGATING
QUALITY CHILD CARE IN B.C.**

The session will present the collaborative processes and negotiations with early childhood educators and academic researchers involved in discussions and actions concerning quality child care in BC. Examples from international child care models and discourses from Sweden, Italy and New Zealand will be presented.

Session participants will be provided the opportunity to:

- deepen their understanding of the Modernist and Postmodernist philosophical perspectives in order to construct an image of a competent and capable child
- examine Pedagogical Narrations as a way of promoting the development, learning process, and inclusion of children that require extra support
- gain awareness about strategies and models to support inclusive services
- hear about the "lessons learned" that support inclusion and successful outcomes for children and their families within the BC context

Dr. Veronica Pacini-Ketchabaw is an Associate Professor at the School of Child and Youth Care, University of Victoria and the co-director of the Investigating Quality Project and the Implementation of the British Columbia Early Learning Framework Project.

Kirsten Chan, M.A. is the Project Coordinator for the Unit for Child Care Research and Professional Development based at the University of Victoria School of Child and Youth Care and is passionate about examining ways to promote the development, learning process, and inclusion of children that require extra support.

**SATURDAY, AUGUST 23, 2008
10:30 A.M. - NOON**

**SAT 008 ACCESS USE AND IMPACT OF
EARLY INTERVENTION
SERVICES IN NOVA
SCOTIA:
A PARENT PERSPECTIVE**

The Centre of Excellence for Children and Adolescents with Special Needs surveyed parents of preschool children with special needs to ask about services and supports from their points of view. Developmental centres, child care centres, early intervention programs, family resource centres, service agencies and parent support networks were all involved in helping to inform parents about this survey. Parents answered questions about the nature of their child's condition, need for supports, access to services and the perceived benefits of services to their child and to their family. Details about the service providers seen as most useful, as defined by parents, will be of interest to service providers and policy makers. Parents had the opportunity to describe whether or not services made a difference to their child or themselves and to describe that difference.

Audience will learn about:

- Why parents ask for help
- Who parents go to for help
- What kind of help parents want
- Which professionals and services parents identify as most helpful and why

Kim Kienapple, Ph.D. is with the Department of Child & Youth Study at Mount Saint Vincent University in Halifax, Nova Scotia.

Adele McSorley, is with the Centre of Excellence for Children and Adolescents with Special Needs, Mount Saint Vincent University, Halifax, Nova Scotia.

*When you get involved, you feel the sense of
hope and accomplishment that comes from
knowing you are working to make things
better.*

Pauline R. Kezer

**SAT 009 CHANGE...WITH WISDOM:
THE JOURNEY OF ONE
RESOURCE TEACHER
PROGRAM**

There is one certainty...and that is change! While this is a reality all Resource Teacher Programs have, how to be responsive rather than reactive provides the opportunity to grow and remain innovative.

Learn about Ottawa's Children's Integration Support Service, a program of Andrew Fleck Child Care Services and the processes used, to dream and develop our own strategic plan that has provided us with a "road map" for creating necessary change.

Networking through various planning tables with other services in our community provides us with an understanding of the changing landscape in Child Care and Developmental Services so that we are able to be strategic and effective in our own advocacy. Through ongoing involvement and connections effective systems integration is supported.

A key principle that has guided our service's evolution is our response to the changing needs of our community, and our willingness to be creative in what we do. One example of this is the evolution of our Behaviour Management service and Positive Outcomes Program (POP).

Join CISS as we share our processes and our journey!

Maira D'Aoust, Manager; **Sylvie Tourigny**, Program Supervisor and **Susan Spence**, Intake & Resource Coordinator Children's Integration Support Service (CISS), a program of Andrew Fleck Child Care Services, supports the inclusion of children with identified special needs in any licensed child care program within the City of Ottawa. We offer a range of supports to meet the individual needs of children and programs who enroll children from birth to ten or twelve years of age.

CONFERENCE REGISTRATION PROCESS

CONFERENCE FEES ONE DAY \$ 75.00

THREE DAYS \$ 150.00

LAST DAY TO REGISTER AUGUST 15TH, 2008

PRECONFERENCE CENTRE TOUR VISITS ADD \$ 50.00

FRIDAY NIGHT SOCIAL ADD \$ 10.00

MEMBERSHIP IN SPECIALINK Individual ADD \$ 10.00

LAST DAY TO REGISTER Organization ADD \$ 30.00
AUGUST 15TH, 2008

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WORKSHOPS

Please include a 2nd and 3rd choice or if your preference is full, we reserve the right to place you in the next available session.

CLUSTERS

Clusters are three hours in length and include three or more thematically related sessions.

MEALS

Lunch and refreshments are included daily. Please indicate special meal requirement. (i.e. Vegetarian)

CANCELLATION

Requests MUST be submitted in writing up to 14 days prior to the event. A full refund, less a \$50 administration fee, will be issued. Within 14 days of the event, no refund will be issued. Substitutions will be accepted in writing up to 7 days before the event.

ACCOMMODATION

Airfare and Accommodations-Please make your own bookings!

For your convenience we have block booked rooms at the Holiday Inn Suite Hotel, which is located adjacent to the University of Winnipeg. Please book prior to August 8, 2008 by calling toll free 1-866-826-4457. Please quote Group Code SPK to receive our excellent university rates of only \$79 per night (yes you read that right!) or \$109 for a King Suite. This rate includes complimentary access to their indoor swimming pool, whirl pool and exercise facility. See <http://www.ichotelsgroup.com/h/d/hi/1/en/hotel/ywgcs> for more information.

We have also reserved rooms at the FORT Garry, a historical hotel in the downtown area close to The Forks, one of Winnipeg's top tourist destinations and a 20 minute walk from the University. Call toll free 1-800-665-8088 before July 20 and quote Group Code 1051SS for a single/double rate of \$131 for standard or king which also includes passes to their fitness centre. See www.fortgarryhotel.com for more information.

METHOD OF PAYMENT

Registration will not be accepted without full payment by cheque, money order or valid Purchase Order # . Please make cheque payable to Specialink.

Payment must have been received by the first day of the conference or the registrant must present a payment at the check-in desk. Fees to be paid by employers must be verified by approved/numbered purchase order. Original purchase orders should include the name and address of the participants(s) and be sent with the registration form(s).

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Please circle: Mr. Mrs. Ms. Dr.

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| WORKSHOP CHOICES | 1st | 2nd | 3rd | Remember CLUSTERS are 3 hours in length. |
|-----------------------------|-----|-----|-----|---|
| Thur. 10:30 A.M. - Noon | | | | |
| Thur. 1:15 P.M. - 2:45 P.M. | | | | |
| Thur. 1:15 P.M. - 4:30 P.M. | | | | |
| Thur. 3:00 P.M. - 4:30 P.M. | | | | |
| Fri. 10:30 A.M. - Noon | | | | |
| Fri. 10:30 A.M. - 4:30 P.M. | | | | |
| Frir. 1:15 P.M. - 4:30 P.M. | | | | |
| Sat. 8:30 A.M. - 10:15 A.M. | | | | |
| Sat. 10:30 A.M. - Noon | | | | |

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ONE DAY \$75.00 _____

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PRECONFERENCE ADD \$ 50.00 _____

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PRIVACY DISCLOSURE:

I agree that the information provided by myself to the Specialink Symposium may be used for all contact and data management purposes. My information will be shared with delegates as part of a networking list but will not be provided to any third parties for any commercial purposes.

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Vegetarian Meal _____

E-mail your registration and payment to: Specialink symposium c/o

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