



The Early Childhood Resource Teacher Network of Ontario and
Ontario Association of Infant and Child Development proudly
present our 2nd joint learning institute

Last year you asked for more.... to focus on skill-building in routines based intervention, change management, supports and inclusion for all children, and interprofessional collaboration.

You'll want to attend this learning institute to come away with practical strategies to implement in your daily professional work with children, families and early childhood educators.



October 25, 26, and 27, 2017

**Early Intervention in Natural Environments:
Putting Theory into Practice**

Location: Sheraton Parkway Toronto North
Hotel, Suites & Conference Centre
9005 Leslie Street, Richmond Hill ON L4B 1B2
1-905-881-2121

www.sheratonparkway.com

Who should attend?

This learning institute will be of interest to all those who work with young children, their families and early childhood educators. A forum for skill-building, education, professional development and networking will be provided for infant and child development consultants, resource teachers and consultants, therapists, psychometrists, early childhood educators, infant mental health specialists, child welfare professionals and the community. Professionals will obtain not only current knowledge of the topic but will take strategies back to apply in their service delivery.

REGISTER NOW

Registration:

Online registration **opens August 8, 2017. Registration hyperlinks will not be active till after this date.** Registration **closes October 10, 2017.**

To avail yourself of member rates, you must be a current member of ECRTNO or OAICD at the time of the conference. The manager of a **member Institute or Program** may designate 1 person to register as a member even though not an individual member. To renew your membership, go to either www.ecrtno.ca or www.oaicd.ca

[Click here](#) after August 8 to register using your credit card (you do not need a PayPal account).

By mail: send completed registration form with cheque made payable to OAICD to:
Ellen Boychyn, Registrar
3220 Harmony Road North
Oshawa ON L1H 8L7

You may fax your registration followed by mailed cheque to 905-655-5817. Cheques or agency proof of payment request must be received by October 10.

Questions? Call Ellen at 905-655-4437

Web streaming:

While web streaming cannot take the place of experiencing the learning institute in person, we realize that distance from far reaches of Ontario can be prohibitive to attendance. We plan to make web streaming of several sessions each day available only for Institute Members of ECRTNO and Program Members of OAICD. Certification in RBM (p. 7) will not be available through web streaming.

Refund Policy:

Refunds of 50% less \$50.00 administration charge will be made if written notice of withdrawal is received by October 3. Send cancellation email to eboychyn@oaicd.ca. No refunds will be granted for withdrawal after that date. A replacement may be named provided you contact us by email prior to October 9. In case of cancellation due to low registration, fees will be refunded with a deduction of \$50.00 for administration charges.

Please avoid wearing perfume or other artificially scented products to protect the health and safety of those who are allergic and/or sensitive to these chemicals.

Location and travel information:

Sheraton Parkway Toronto North Hotel & Convention Centre

9005 Leslie Street, Richmond Hill, Ontario L4B 1B2

905-881-2121 or 1-800-668-0101 (Reservations)

sheratonparkway.com

Hotel Location & Directions – [Hotel directions](#) and map.

Important GPS Directions – Please use 9005 Leslie Street, Richmond Hill, Ontario L4B 1G7.

Your GPS device may suggest the hotel address is 600 HWY 7 East. Please input the 9005 Leslie Street address to avoid confusion. It is the same location.

A block of bedrooms has been reserved for Conference participants at the **Sheraton Parkway Toronto North Hotel & Suites** and the **adjoining Best Western Parkway Toronto North Hotel**.

The room block is under “Infant and child development” or “ECRTNO” for both hotels.

Both hotels are conveniently located in the same building as our conference facilities, and offer complimentary indoor and outdoor parking, complimentary high speed internet in all guest rooms, complimentary use of large Athletic Club facilities and two indoor pools. **The Sheraton Rooms** have been newly renovated, and offer Sheraton Sweet Sleeper Beds with duvets, 37” LCD flat screen televisions, Starbucks in-room coffee, mini refrigerator, iron and ironing board, hair dryer and in-room movies, with a 4-Diamond rating by CAA. The rates per room (single or double) are:

\$109.00 (Best Western) Code: **1089700**

\$129.00 (Sheraton) Code: **JO1024**

These rates are subject to applicable taxes. Room rates will apply three days prior and after the official conference dates. To make your reservation contact the hotel directly at **1-800-668-0101** and ask for the Reservations Department, and indicate that you are attending the ECRTNO-OAICD Joint Conference to qualify for the preferred group room rates. If you have any accessibility requirements, please indicate this when you make your room reservation, and book a room in the Sheraton Parkway Hotel which has elevator access. **The Best Western Parkway Hotel has no elevator access.** The block of bedrooms will be held until **September 23, 2017**. Any reservations made after this date will be accepted on a space and rate availability basis. **Our conference rate is not guaranteed after Sept. 23.**

Midnight Limo Service

Conference delegates get special rates for a [Midnight Limo Service](#), offered by The Sheraton Parkway North Toronto Hotel and Convention Centre.

To make arrangements, please call 1-800-463-6235 or email midnightlimo@hotmail.com

Airport to Hotel (*Prices do not include gratuities)

Sedan (maximum four guests) \$85* (includes 407 toll and airport tax)

SUV (maximum six guests) \$99* (includes 407 toll and airport tax)

Hotel to Airport

Sedan (maximum four guests) \$70* (includes 407 toll)

SUV (maximum six guests) \$85* (includes 407 toll)

Program at a glance

Wednesday, October 25, 2017

8:30 - 10:00 a.m.	Grand York Foyer	Registration, poster set up
9:00 - 10:00 a.m.	Grand York Foyer	Refreshments
10:00 a.m. 10:30 a.m. – 12:00 p.m.	Grand York A	Welcome and Opening Keynote: Dr. Jean Clinton – Whole Child Development
12:00 - 1:00 p.m.	Grand York Foyer	Lunch
1:00 - 4:00 p.m.	Grand York A	Cami Stevenson: Introduction to Routines Based Model (RBM) for Children Birth to Six & Their Families followed by Cathy Saul & Mary Brumwell on EIS York experience
	Grand York B	Dr. Ted Vokes: Change Management
	Grand York C	Rachel Teplicky & Laura Turner, CanChild: Young Children’s Participation and Environment Measure (YCPEM)
4:15 – 5:30 p.m.	Grand York ABC	Facilitated information sharing

Thursday October 26, 2017

Not all vendors will be present both days. See list at back of brochure.

7:30 - 8:30 a.m.	Grand York Foyer	Registration
8:00 - 9:00 a.m.	Grand York Foyer	Breakfast; posters & vendors set up
9:00 - 12:00 p.m. Break	Grand York A	Cami Stevenson: Routines Based Model
	Grand York B	Mary Stuart: Supportive Guidance – How to Move Beyond Behaviour Management
	Grand York C	Shelley Moore: Designing for a Range of Abilities – Success for All Students
	King City	Nancy Cohen & Dr. Fataneh Farnia: Handle With Care
12:00 – 1:00 p.m.	Grand York Foyer	Lunch - Posters, Vendors, Exhibits
1:00 – 4:30 p.m. Break	Grand York A	Cami Stevenson: Routines Based Model
	Grand York B	Mary Stuart: Supportive Guidance – How to Move Beyond Behaviour Management
	Grand York C	Shelley Moore: Supports for Some, Supports for All
	King City	Dr. John Cairney and Dr. Anthony Levinson: Special Needs Strategy
4:30 - 5:30 p.m.	Grand York B	OAICD Annual General Meeting
	Grand York C	ECRTNO Annual General Meeting

Friday October 27, 2017

7:30 - 8:30 a.m.	Grand York Foyer	Registration
8:00 - 9:00 a.m.	Grand York Foyer	Breakfast; posters & vendors
9:00 a.m. – 12:30 p.m. Break	Grand York A	Cami Stevenson: Routines Based Model
	Grand York B	Dr. Wendy Roberts, Dr. Jessica Brian, Erin Dowds: From Evidence to Care...emergent ASD in infants and toddlers
	Grand York C	Melanie Dixon: Interprofessional Collaboration
12:30 - 1:30 p.m.	Grand York Foyer	Lunch - Posters, Vendors, Exhibits
1:30 – 3:00 p.m.	Grand York A	Closing Keynote: Tina Szymczak
3:00 p.m.	Grand York A	Wrap up: closing remarks, draw door prizes

Wednesday October 25, 2017

10:30 a.m. – 12:00 p.m.

Opening Keynote Address: Whole Child Development

Evidence continues to point to the fact that addressing the whole child leads to better outcomes. When children have a sense of belonging and purpose, all aspects of development improve. How might we apply this knowledge to the intervention we provide?

Dr. Jean Clinton



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

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

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

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

Concurrent Workshops
Wednesday October 25, 2017

Series A: 1:00 p.m. - 4:00 p.m. (A1, A2, A3)

A1: Introduction to Routines-Based Model (RBM)
Early Intervention in Natural Environments: A 5-Component model

Dr. Robin McWilliam's Routines-Based Model (RBM) is a 5-Component Model that integrates best practices for early interventionists and resource consultants. Research shows that a strong predictor of early intervention outcomes is the relationship between the primary service provider and the family. RBM emphasizes the importance of providing information, support and resources based on the family's priorities - providing quality intervention in the most relevant places, at the most relevant times, by the most relevant people. Family-centered practices such as the Ecomap, Routines-Based Interviewing, support-based home visits, and collaborative consultation to Child Care ensure the best outcomes.

Family-based practices support children's learning by increasing their learning opportunities throughout the day. Coaching families, caregivers and early childhood educators results in more meaningful intervention every day and increased child learning. Focusing on family priorities increases the likelihood of success because when it's meaningful for the family, there is more investment and immediate satisfaction when a child demonstrates new skills.

This workshop will provide participants with practical tools and strategies for implementing family-centered practices with parents, caregivers and early childhood educators.

As a result of this workshop, participants will learn strategies based on McWilliam's 5-Component Model described below.

1. Understanding the Family Ecology

Establishing a positive relationship and emphasizing that all development takes place within the context of relationships and viewing the child within in the context of the family environment.

2. Functional Intervention Planning: Routine Based Interviewing

Stating IFSP outcomes as basic functional outcomes that the child will learn to enhance development and that are important to the family and other primary caregivers.

3. Integrated Services using a Primary Provider Model

Utilizing a primary service provider, based on child needs and family concerns and priorities, who works with the child and caregivers and collaborates with other service providers through consultation and joint home visits, resulting in an integrated, cohesive delivery of services.

4. Effective Home Visits

Providing emotional, informational, and material support to families as the basis for family-centered home-based early intervention, and attending to the complex, interrelated needs of children and their families.

5. Collaborative Consultation to Child Care

Using an individualized-within-routines approach with children in group care settings, which involves joining the child in whatever the child is engaged in, during regular classroom routines, demonstrating for, and learning from, the teaching staff.

Target Audience: Home Visitors; Early Intervention Staff; Resource Teachers/Consultants; Early Childhood Educators

Presenter: Cami Stevenson, MS.

Cami is a certified Routine Based Interviewer having trained with Dr. Robin McWilliam. She holds a vision for empowering and teaching parents and caregivers how to best serve their children by bridging early intervention services in natural environments and medical community services. Cami currently is an Administrator at Multnomah Early Childhood Program and teaches for Portland State University. Cami has her Master's in Early Intervention/Early Childhood Special Education as well as a Bachelor of Family and Child Development and Psychology. She has strong and extensive early intervention and special education teaching and evaluation experiences. She also is a certified poverty coach completing training through Communication Across Barriers with Dr. Donna Beegle. She recently traveled to Ann Arbor Michigan to become a P.L.A.Y Project Consultant with Dr. Solomon.



Catherine Saul, Manager of Infant and Child Development Services, and Mary Brumwell, Manager of Inclusion Support Services, Early Intervention Services York Region, will provide commentary on the experience of implementing RBM in their integrated children's services.

ECRTNO and OAICD are pleased to offer attendees of the RBM two-day training workshop (over 3 days) an Ontario-approved trainer **Part I certificate** in the RBM model. This certificate will allow you to pursue one or all of the three-day train-the-trainer workshops by Dr. Robin McWilliam. The three workshops are:

1. RBI Part II
2. Routines-Based Home Visits part II
3. Routines-Based Collaborative Consultation to Child Care part II.

Please note, in order to receive the certificate, you are required to attend all 4 sessions, A1 through D1, of the workshop offered by Cami Stevenson. Not available through web stream. At this time our associations are not able to guarantee that the three workshops by Dr. Robin McWilliam will be offered in Ontario. However, with enough interest and commitment in pursuing additional training, there may be opportunity to work together to bring the training to Ontario. There will be several opportunities at the learning institute to indicate your interest in follow-up training.

A2: Individual Change Needs: Temperament & Motivation Dynamics

- ▷ Understanding Differences: Everyone has a different change path & needs along the way
- ▷ Change as Duty: 'It's the right thing to do'
- ▷ Change as Problems to Solve: 'Just do it!'
- ▷ Change as an Opportunity to Increase Competence: 'Master the possibilities'
- ▷ Change as an Opportunity to Grow and Actualize: 'It just feels right'
- ▷ Who fears what? Who thrives on what?
- ▷ What's happening? What does it mean to us? What are we going to do about it?

Target audience: all

Presenters: Dr. E.M. (Ted) Vokes, Ph.D., and Anjni Chandwani, B.A. (Hons)

Dr. Ted Vokes, Organization Development Practitioner Senior Partner, E.M. Vokes & Associates; Adjunct Assistant Professor Department of Psychology University of Windsor



Ted has over 25 years' experience as a consultant, facilitator, and trainer to a diverse range of private and public sector organizations throughout Ontario. His range of clients spans the automotive, airline, power generation, petrochemical, agricultural, insurance and, telecommunications industries, to emergency services, education, children's mental health, child welfare, municipal government, hospital, and public health sectors. Ted and his practice colleagues specialize in leadership development, strategic planning, dispute resolution, prevention of workplace violence, crisis leadership, and organizational change management.

His practical leadership and managerial experiences include serving as Second-in-Command of an Air Force officer candidate training school, as Executive Director of a children's mental health centre, and as Senior Partner of his own consulting practice.

Ted has a Specialized Honours B.A. in Psychology from York University. He went on to do his graduate work at the University of Windsor where he completed his M.A. and Ph.D. in Applied Social Psychology (specialization in Industrial/Organizational Psychology). He is now an adjunct faculty member with the Department of Psychology, the Odette School of Business, and the Centre for Executive and Professional Education (CEPE) at the University of Windsor.

Anjni Chandwani, B.A. (Hons)

Managing Partner & Associate Practitioner E.M. Vokes, Ph.D. & Associates



Anjni's professional background as Associate Practitioner includes: Training Facilitation and Workshop Delivery; Research and Theory Development; Standardized Assessment and Qualitative Data Analysis; Rubric Development, Report Writing and Preparation. Her educational background is in the field of Psychology and Education and includes practicum in developmental psychology at the University of Windsor

A3: Young Children’s Participation and Environment Measure (YC-PEM) – Opening the Door for Participation in the Child’s Natural Environments

Meaningful participation in everyday activities plays a key role in child development. Research has shown that children with developmental concerns are often restricted in their participation and that the environment is one of the most important factors contributing to these restrictions. The Young Children’s Participation and Environment Measure (YC-PEM) is a newly developed, unique assessment tool that enables service providers and researchers to link participation and environment data, facilitating detailed examination of these factors across home, preschool and community settings. In this session, we will present information about the YC-PEM, participation profiles of young children with and without developmental concerns, and perceived environmental supports and barriers for both groups. In small groups, participants will work through case studies that include completed YC-PEM forms to identify areas of participation that are less optimal, and the supports and barriers that are most important. We will then lead an interactive discussion to illustrate how information from the YC-PEM can open the door for setting participation-focused goals, in turn enriching participation and ongoing development.

Learning Objectives

Upon completion of this course, the learner will:

1. Know about the Young Children’s Participation and Environment Measure (YC-PEM);
2. Understand patterns of participation of young children with developmental concerns at home, school and in the community;
3. Be able to interpret a completed YC-PEM form;
4. Be able to identify areas of participation that may be appropriate for intervention based on findings from the YC-PEM tool.

Target audience: all

Presenters: Rachel Teplicky and Laura Turner (CanChild)



Rachel Teplicky is an occupational therapist and the Business and Engagement Officer at CanChild, McMaster University. Rachel has worked with preschool-aged children with special needs and their families. Her research interests include child and youth participation, family-centred service and stakeholder engagement. In addition, Rachel oversees CanChild’s revenue generation activities, including the MPOC Measurement and Analysis Service.

Laura Turner is an occupational therapist and the Associate Director of Student Learning Services at Conestoga College. Laura has worked in a variety of clinical environments over the past 18 years and is a member of the participation research team at CanChild. Laura is committed to evidence-based practice, life-long learning, best outcomes for clients and families and exploring, developing and evaluating creative models of service delivery.



4:15 – 5:30 p.m. Plenary Session

Facilitated Information Sharing

Roundtable discussions based on topics you have submitted will provide an opportunity for delegates to meet in small groups to discuss topics important to the field, share ideas, learn about other programs, and ask questions of your colleagues from across the province. There will be a variety of topics from which to choose, with each session lasting 15-20 minutes, facilitating everyone's participation in multiple discussions.

Target audience: all

Concurrent Workshops Thursday October 26, 2017

Series B: 9:00 a.m. - 12:00 p.m. (B1, B2, B3, B4)

B1: Early Intervention in Natural Environments: A 5-Component model - follows A1 from Wednesday afternoon

Presenter: Cami Stevenson, MS.

B2: Supportive Guidance – How to Move Beyond Behaviour Management

Infant and Child Development consultants are in a unique position to support parents in guiding children's behaviour. Moving beyond "behaviour management" theories to understanding a broader perspective of behaviour and supportive guidance techniques will help you guide parents to find more positive and effective strategies that work in the home environment.

In this workshop you will:

- Understand the pitfalls of "behaviour management" concepts;
- Review the behaviour guidance principles from the document How Does Learning Happen?
- Discover the Supportive Guidance Framework;
- Learn easy, effective techniques to increase behaviours children need;
- Discover simple steps to change challenging behavior;
- Leave the session with more strategies to assist you in guiding children positively, effectively and supportively.

Please bring paper and pen to this workshop.

Target audience: all

Presenter: Mary Stuart, E.C.E.D.H., RECE



Director and founder of Childlife...Solutions 4Life with Kids! With a background in Early Childhood and Special Education, she has been working with teachers and parents consulting, training and coaching for over 30 years. Mary is passionate about understanding children's behaviour and development and is dedicated to helping teachers find strategies that work so they can inspire a child's best and activate their potential!

B3: Designing for a Range of Abilities – Success for all Students

This session will look at how plans can be responsive to the needs of a group of learners that include a variety of abilities. We will discuss examples and strategies of how all kids can achieve success through strategic planning of goals and designing of supports. We will look at frameworks such as Learning Maps and the Planning Pyramid.

Target audience: Early Childhood Educators / Resource Consultants

Presenter: Shelley Moore



Based in Vancouver, British Columbia, Shelley Moore is a highly sought after inclusive education researcher, collaborator, consultant and storyteller. She has worked with school districts and community organizations throughout both Canada and the United States. Her research has been featured at international conferences including the Council of Exceptional Children (CEC), the International Reading Association (IRA), the National Council of Teachers of English (NCTE), The American Education Research Association (AERA) and the Canadian Society for Studies in Education (CSSE).

B4: Handle With Care

The Handle with Care program is a multi-site, national mental health promotion intervention. The program connects parents, caregivers, and child care providers to support the mental health of young children from birth to 6 in vulnerable communities.

Target audience: all

Presenters: Nancy Cohen and Fataneh Farnia



Nancy Cohen, Principal Investigator of the Handle with Care Project and Director of Research at the Hincks-Dellcrest Institute, is Professor in the Department of Psychiatry and Adjunct Professor the Department of Applied Psychology and Human Development at University of Toronto. Dr. Cohen is a researcher, clinician, and teacher who has written and spoken in areas related to child, adolescent and family mental health, attachment, language impairment and child and adolescent psychopathology and domestic and international adoption. She is one of the developers of the three Handle with Care programs designed to promote the mental health of infants and young children.

Dr. Fataneh Farnia is the Associate Director of Research and Evaluation-Handle with Care at the SickKids Centre for Community Mental Health, formerly Hincks-Dellcrest Centre. She is an Assistant Professor in the Department of Psychiatry and an Adjunct Professor in the Department of Applied Psychology and Human Development, University of Toronto. Farnia is the Co-Principal Investigator of the Handle with Care Project, funded by Public Health Agency of Canada, and one of the developers of the Handle with Care program



Concurrent Workshops
Thursday October 26, 2017

Series C: 1:00 p.m. - 4:30 p.m. (C1, C2, C3, C4)

C1: Early Intervention in Natural Environments: A 5-Component model - follows B1 from the morning.

Presenter: Cami Stevenson, MS.

C2: Supportive Guidance – How to Move Beyond Behaviour Management

This session highlights the Four Foundations for Learning from the document HOW DOES LEARNING HAPPEN? as they pertain to guiding children supportively, positively and effectively.

Resource consultants and teachers are often asked how to deal with challenging behaviours. Using “old” behaviour management theories often reduce guidance strategies to ineffective consequences and needless power struggles. If you want to learn how put the “new” theory into practice; discover new ways to understand behaviour and find effective, supportive strategies that will assist ECE’s with guiding children’s challenging behaviour more positively, then this workshop is for you! In this workshop you will:

- Learn how to identify and integrate the four foundations into practical applications in the classroom
- Understand the pitfalls of “behaviour management” concepts
- Discover the Supportive Guidance Framework
- Learn easy, effective techniques to increase behaviours children need
- Discover simple steps to change challenging behaviour
- Leave the session with more strategies to assist you on how to guide children positively, effectively and supportively

Target audience: Early Childhood Educators / Resource Consultants

Presenter: Mary Stuart (see B2 for biographical details)

C3: Supports for Some, Supports for All

This workshop will look at how to meaningfully plan and design for supports based on needs of students as a responsive framework that encourages growth mindsets while fostering independence and challenge. We will look at frameworks such as Universal Design for Learning.

Target audience: all

Presenter: Shelley Moore (see B3 for biographical details)

C4: Responding to Parent Concern: Ontario’s new Developmental Surveillance Initiative

Since 2014, a team of scientists, researchers and experts led by the Infant and Child Health (INCH) Lab, McMaster University/University of Toronto have worked on a new and innovative approach to understanding parental concern for child development.

Aware that parents play a central role in the early identification of developmental concerns, the Developmental Surveillance initiative, recognizes parents as the best observers of their children’s development and best suited to raise those concerns with professionals (early childhood educators and health professionals). For all children for whom there is a developmental concern, such a process, using the new Parent Concern Scale (PCS) tool and accompanying web-based education resources and e-learning activities developed by the Division of e-Learning and Innovation, McMaster University in collaboration with INCH Lab, helps to ensure that information and resources that families and their children may require, as well as connections to other services, are available.

The session will provide participants with knowledge on:

1. The importance of addressing parental concern and the Parent Concern Scale; and
2. The tool’s use with web-based education resources and e-learning activities.

Target audience: all

Presenters: Dr. John Cairney and Dr. Anthony Levinson



Dr. John Cairney is a Professor in the Faculty of Kinesiology and Physical Education at the University of Toronto and the Director of the Infant and Child Health Research Lab or INCH Lab (www.inchlab.ca) at McMaster University. He is also a Professor in the Departments of Psychiatry and Public Health Sciences at the University of Toronto, and adjunct Professor of Family Medicine at McMaster University. Known for his work on motor coordination disorders in children, John is interested in the factors that influence health and development during the early years and beyond. Dr. Cairney holds expertise in measurement and scale design and has worked on a number of studies related to developmental screening in young children.



Dr. Anthony J. Levinson is an Associate Professor and the Director of the Division of e-Learning Innovation for the Michael G. DeGroote School of Medicine at McMaster University. He is the lead for the online education strategy of the new Developmental Surveillance Initiative including Ontario’s Enhanced 18-Month Well-Baby Visit Program. As the John R Evans Chair in Health Sciences Educational Research and Instructional Development, he focuses on the integration and testing of new learning technologies to improve health education and training for health care professionals and the public.

The INCH lab conducts research focused on children’s mental and physical health. The group’s major studies focus on assessing child development through screening tools, tracking coordination and motor development in children over time, as well as designing and evaluating tools used to determine if children meet developmental milestones.



**Concurrent Workshops
Friday October 27, 2017**

Series D: 9:00 a.m. - 12:30 p.m. (D1, D2, D3)

D1: Early Intervention in Natural Environments: A 5-Component model - follows C1 from Thursday

Presenter: Cami Stevenson, MS.

D2: From Evidence to Care: Implementing the Social ABCs and other Naturalistic Developmental Behavioural Intervention (NDBI) Models for Infants and Toddlers with Emergent Autism Spectrum Disorders in Community Settings

This workshop will highlight the most recent approaches to intervention for infants and toddlers with emerging Autism Spectrum Disorder. We will discuss the framework and evidence in support of Naturalistic, Developmental, Behavioural Interventions (NDBI) with a focus on the *Social ABCs*, a locally developed, parent-mediated model currently being implemented at a community level. This workshop will elucidate the process of training community partners in the *Social ABCs*, and its ease of uptake within existing community services.

Target audience: all

Presenters: Dr. Wendy Roberts, Jessica Brian, Erin Dowds



Dr. Wendy Roberts is a Developmental Paediatrician, now a Professor Emerita at the University of Toronto, continues to be involved in autism care and advocacy in the community. Vice-chair for the Clinical Expert Committee of the Ontario Ministry of Children and Youth, she collaborates in ongoing research in the Genetics of Autism and in early identification and intervention, and is the Clinical Director of ISAND (Integrated Services for Autism and Neurodevelopmental Disorders), a Not-for Profit Centre for Autism Care across the lifespan.

Jessica Brian, PhD., C. Psych., Psychologist and Clinician-Investigator at Holland Bloorview Kids Rehabilitation Hospital, Assistant Professor at the University of Toronto, co-leads the Autism Research Centre at Holland Bloorview. Heavily involved in a range of multi-site research programs aimed at understanding the emergence of ASD, the behavioural phenotype, and genetic markers of ASD and related disorders, for over a decade she has been involved in the Canadian Infant Siblings Study, and is heavily immersed in the development and evaluation of very early intervention for infants and toddlers with emerging ASD.



Erin Dowds, MA.ECS, Research Coordinator at Holland Bloorview Kids Rehabilitation Hospital and Lead Trainer for the Social ABCs. Prior to working with Dr. Brian in autism research, Erin's work includes 3 years as a Resource Consultant. Working with Dr. Brian on the Social ABCs since its initial pilot project, she continues to be heavily involved in the Randomized Control Trial and Community Dissemination of the Social ABCs intervention. Currently she is the lead trainer for the MCYS demonstration project in partnership with McMaster Hamilton Health Sciences.

D3: Exploring Interprofessional Collaboration

Learn about the value of building relationships through interprofessional collaboration, networking and communities of practice in early learning and care. Make linkages to the Code and Standards and reflect on your professional relationships. Consider opportunities to enhance collaboration and how you can take on a leadership role to encourage others to join you in these opportunities.

Target audience: all

Presenter: Melanie Dixon, College of Early Childhood Educators



Melanie Dixon RECE is the Director of Professional Practice at the College of Early Childhood Educators, Canada's only self-regulatory body for the profession of early childhood education. She holds a Bachelor of Applied Science, major in child studies, and a Bachelor of Education. An RECE with over 20 years of professional experience in early learning and child care settings including licensed child care centres, family resource programs, post-secondary education and government, she has been a participatory leader in local and provincial networks, planning tables and advisory groups. She has interests in integration of services for children, youth and families, and is currently focusing on leadership in early childhood education.

1:30 – 3:00 p.m.

Closing Keynote Address: Please Pass the Magic Wand!

The important role of professional-parent relationship building is key to early intervention. This keynote will help pull together information and insights for working with families in their natural environments. As we all know, every family is unique and are the experts on their child even though they may look to us to have the magic wand to “fix” difficulties. Participants will gain practical strategies to promote healthy professional-parent partnerships and a new appreciation for how families journey through services. In particular we will look at the home/childcare/early intervention triad and how to navigate the most challenging circumstances.



Tina Szymczak, B.A., is an early interventionist at Children First in Windsor Ontario with more than 20 years of experience in homes and childcare centres as well as in disability advocacy. Even more importantly she is the mother of two children who received early intervention services. She will share her powerful story about her family's experience with early intervention (at home and childcare) with tips and strategies to put into practice with your own families.

REGISTRATION 2017 (closes October 10)

[Click here](#) after August 8 or use this form. One registration per form
Confirmation will be sent to your email address. Please print carefully.

First Name: _____ Last name: _____

Organization: _____

Mailing address: _____

City: _____ Province: _____ Postal code: _____

E-mail: _____

Phone: _____ ECRTNO 2017 member? Yes__ No __ # _____

OAICD 2017 member? Yes__ No __

*Full-time student I.D # _____

MAKE YOUR HOTEL RESERVATION EARLY

Book hotel **before SEPT. 23**
for group rates. Specify code
JO1024 for Sheraton or
1089700 for Best Western

Sheraton Parkway Toronto North

9005 Leslie Street
Richmond Hill, ON L4B 1B2

905-881-2121 or 1-800-668-
0101 (Reservations)

sheratonparkway.com

***Full-time students pay Early Bird Member rate but must provide valid student ID and are encouraged to seek membership in either organization.**

Registration Fees Please specify which day(s) below***	Members		Non-members	
	Early Bird rate by Sept. 13	Regular rate until Oct. 10	Early bird rate by Sept. 13	Regular rate until Oct. 10
One day		\$440		\$540
Two days	\$480	\$565	\$580	\$665
Three days	\$595	\$690	\$695	\$790
Poster presenter one day	\$365			
Poster presenter two days	\$465			
Poster presenter three days	\$565			
Web streaming Institute or Program members only	\$300 per day			
Please indicate your registration below.				Amount
One day Check 1 only	Wed. Oct. 25 __	Thur. Oct. 26 __	Fri. Oct.27 __	
Two days Check 2 only	Wed. Oct. 25 __	Thur. Oct. 26 __	Fri. Oct.27 __	
Three day Institute				
Web streaming Check 1, 2, and / or 3	Wed. Oct. 25 __	Thur. Oct. 26 __	Fri. Oct.27 __	
Memberships - Individual: ECRTNO \$80; OAICD \$75. ECRTNO Institute \$160; OAICD Program: >15 staff \$150; 6 – 15 staff \$75; up to 5 staff \$25.				
Total fee				

Please rank your concurrent workshop choices 1, 2 or 3, 1 being your first choice. Workshop capacity is limited. In order to receive the Ontario approved Part I Certificate you must attend all 4 workshops A1, B1, C1, D1 (See A1 on pp. 6 & 7)

Wednesday:	Workshops A	A1	A2	A3		
Thursday:	Workshops B	B1	B2	B3	B4	
	Workshops C	C1	C2	C3	C4	
Friday:	Workshops D	D1	D2	D3		

Special dietary or accommodation needs: _____

____ Yes, I am interested in pursuing further training in Routines-Based Model. Please contact me with information for training in Ontario as plans develop.

Method of Payment:

1. Credit card, [click here](#) after August 8 to register (we use PayPal for your credit card privacy. You do not need a PayPal account.)
2. Cheque payable to OAICD
3. Letter of Authorization from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, registrants names, and name and contact information of the manager plus a signed cheque requisition form

Mailing Address & Payment by Cheque:

Ellen Boychyn, Registrar
3220 Harmony Road North
Oshawa ON L1H 8L7 Canada

Fax: 905-655-5817
Tel: 905-655-4437

Posters

Building Resilience for Success in Change: Aligning the Human Resources Practices in Your Leadership

Miranda Mackie, CYW, MA in Leadership – University of Guelph - Major Research Project

Seeing is Believing: Using Video Coaching to Enhance Early Childhood Educators' Facilitation of Language Development

Janice Greenberg B.Sc., D.S.P., Reg. CASLPO

Service Planning for Children with Special Needs: A conceptual model of collaboration using a systems approach

Nikki Palmer, BHSc (OT), MA (Lead), Occupational Therapist, ICDS Peel

Dr. Nita Chhinzer, PhD, Associate Professor, Department of Management, University of Guelph

Peer Facilitation

Paula Ball – Resource Teacher, Developmental Service Worker, Frontenac Club Day Care

Olivia's Story

Winnie Chan, OT Reg. (Ont.) ICDS Peel

Jennifer Okal, parent

Vendors

	Thursday	Friday
Blissful Bubbles & Creatively Blessed		√
Discovery Toys	√	
fdmt	√	√
Flaghouse Inc.	√	√
Louise Kool & Galt	√	√
Scholar's Choice	√	√
Supreme Basics	√	



2017 Learning Institute Committee

Kamal Haffar, Co-chair

Katie Fry, Co-chair

Rita Bagai

Rosario Dizon

Karen Jeffery

Susan Mace

Pamela Stager

Sophia Tate

Ellen Boychyn, Registrar

