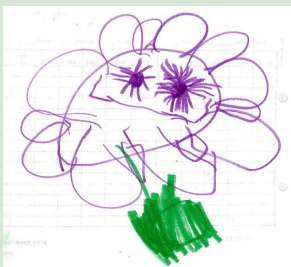


**Registration Program**  
**Assessing Assessment**  
**Best Practice & New Research**  
**The 12th Annual Assessment Conference**



**Thursday May 1, 2014**  
**Scarfe Building, UBC**

# Greetings

*“You can observe a lot just by watching”*

-Charles A. “Casey” Stengel, baseball manager and philosopher

Once again, Casey Stengel got it right. While not a Nobel Prize winning scientist, Casey understood the importance of being a good observer and the skill and discipline that are involved in watching carefully. He knew that it was important not just to observe the big things – the speed of the base runner, the strength of the hitter and the velocity of the pitcher – but that by watching carefully he could observe the subtleties, the nuances and the less obvious aspects of the baseball game. While never a very good player himself, Casey distinguished himself as a careful observer and those observations led his teams to many championships.

And so, here we are, gathering once again to share our insights, our techniques, our questions, our findings, and our challenges. We will hear presentations today on the importance of building relationships with those whom we are observing. We will consider ways in which formal and informal assessment/observations can help us to gain a deeper understanding of children’s abilities, children’s perspectives and children’s behaviours. We will reflect on different ways of sharing and communicating our observations so that we can adjust, fine-tune, revise or strengthen our approaches to working with children with a wide range of abilities. We are now a community of skilled observers and we all got here by adopting a bit of Casey’s Stengel’s wisdom that we can all observe a lot, just by watching.

Two to watch in particular: We are thrilled that we have two such stellar keynote speakers this year. Dr. Marilyn Chapman is the Director of the Institute for Early Childhood Education and Research, and has continued to build that unit into a broad and effective site for teacher education, graduate study and research. She will share her insights on relationship-building as a key ingredient in early childhood assessment practices. Dr. Jill Houbé is a developmental pediatrician at Sunny Hill Health Centre and BC Children’s Hospital, and will discuss the ways in which formal and informal assessment techniques can complement one another and be of benefit to children and their families.

Throughout the many years of the Assessment Workshop we as a community have experienced births and deaths, illnesses and celebrations, successes and setbacks. I feel that at this time I must share some sad news. A close colleague of ours, Dr. Judith Duncan of the University of Canterbury in New Zealand, has been diagnosed with a profound motor neuron disease, Lou Gehrig’s disease (ALS). Judith is a role model for many of us in so many ways. Initially trained as an early childhood educator, she completed her doctorate at the University of Otago in New Zealand and has become an international leader in community-based research. Judith’s gifts allowed her to work collegially and collaboratively with professionals and academics from many different fields and during our visits to New Zealand and her visits to Vancouver we were able to create deep, meaningful – and joyous – collaborations in our shared concerns for children’s rights, equitable and high quality early childhood programs, ethics-based research and research which listened and responded to the needs of children, parents, families, staffs and communities. She showed us how we can all become better learners and better teachers by integrating our hearts and our minds.

Judith’s family needs our help now. Her disease is terminal and means that within a few months she will lose her ability to speak and her motor abilities will degenerate progressively over the next couple of years. We invite you all to join in an initiative that was begun by Judith’s colleagues in New Zealand. To honour Judith’s contribution to the early childhood education field we are setting up a university scholarship for her biggest accomplishment; her son Lucas. His future is of great concern to Judith and knowing that his university education will be supported when she is no longer there will greatly ease her mind during this difficult time. For more information on this initiative, please go to this website: <https://givealittle.co.nz/cause/JudithDuncan>

Even Casey Stengel, that great advocate of watching, would acknowledge that there are times for watching and there are times for doing. This is a time for doing.

Best wishes for a great conference,

**Hillel Goelman**

## Assesment Conference Location



### **Parking—West Parkade**

The West Parkade is located at 20140 Lower Mall. The entrance is on the east side of the Lower Mall across from St. John's College. A directional map will be sent to you with your registration confirmation.

### **Assessment Conference Fees**

Professional	\$150
Post-Secondary Student	\$125

(Students must be registered in & attending a post-secondary course.)  
Fees include refreshment breaks & lunch.

### **Cancellation & Substitutions**

Refunds will not be issued once registration has been processed. Substitutions are permitted with notice sent to EventAbility 5 working days prior to the conference. Appeals to this policy must be submitted in writing to EventAbility no later than 5 working days after the conference.

### **Bus Transportation**

Return transportation is available from the ECEBC conference at the Radisson Hotel in Richmond. Bus leaves Richmond at 7:45 a.m. Return bus fee \$20.00

## Assessment Conference Schedule

8:00 a.m.	Registration opens
9:00 a.m.	Keynote address with Marilyn Chapman
10:00 a.m.	Refreshment break Posters & information tables
10:30 a.m.	Workshops A
12:00 p.m.	Lunch
1:00 p.m.	Workshops B
2:30 p.m.	Refreshment break
2:45 p.m.	Keynote address with Dr. Jill Houbé
4:00 p.m.	Bus departs for ECEBC conference

## Conference Coordinator

### **EventAbility**

Information & Registration

604-214-3490 / 604-952-5140

[info@eventability.org](mailto:info@eventability.org)

# Keynote Presentations

## Dr. Marilyn Chapman

**Morning Keynote 9:00—10:00 a.m.**

### *Bringing A Pedagogical Documentation Lens on Assessing Assessment*

Working with young children and families there are many moments that afford us unique opportunities to be “watchers” of children’s everyday activities, and especially through children’s play. I would like to open this conference with an exploration of the relationships we develop and how these critical relationships help us to learn from the children and parents and influence what we see, what we record and the formal and informal assessments that may occur. Gathering children’s developmental information requires us to be mindful – that is, to be aware of the people, places and activities that intersect as well as the need to be mindful of our observations thus allowing early childhood educators authentic relationships and assessment that include the perspectives of children, of parents and caregivers, and of other educators and service providers in different contexts and settings that include the home, pre-school/school, and child care environments.

**Dr. Marilyn Chapman** is the Director, Institute for Early Childhood Education & Research and a Professor in the Department of Language and Literacy Education, Faculty of Education at UBC.



## Dr. Jill Houbé

**Afternoon Keynote 2:45—3:45 p.m.**

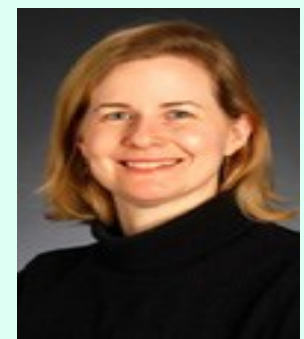
### *Developmental Screening & Assessment: How, What, Why & When this is Important?*

Developmental screening and assessment comprises a unique and important facet of holistic, longitudinal identification of a child’s and family’s needs, resources, and strengths. Skill in the use of formal and informal methods of evaluating young children’s development is a critical role of all frontline early childhood professionals. Knowing precisely what information to collect, how that information can best be obtained, and how to ethically keep records respecting privacy, is crucial. Early identification of developmental concerns is the goal of screening, assessment, and evaluation. However, the information gathered from developmental screening and assessment is only one step in a broader process. In order to optimise each child’s early development, professionals and families must know how to use their observations to best support young children and their families to set meaningful goals in the context of their family and community resources.

**Jill Houbé**, MD, MPhil, FAAP, FRCPC

Clinical Associate Professor

UBC Department of Pediatrics. Jill Houbé is a Developmental Pediatrician in the UBC Department of Pediatrics at BC Children’s Hospital and Sunny Hill Health Centre. She received her subspecialty training at UCLA in Developmental and Behavioural Pediatrics and in Health Policy research. Dr. Houbé works with children and families as a subspecialist physician in the BC Autism Assessment and Complex Developmental and Behavioural Conditions Networks.



## Morning Workshops 10:30 a.m.—12:00 p.m.

### A1 Screening Infants and Young Children at Risk for Developmental Delay

In this workshop I will discuss best practice in the area of screening children for developmental delay. I will discuss the purpose of screening, how it differs from full developmental assessment, instruments in use, and what follow-up needs to be in place for screening to be effective. This information should be of interest to IDP and AIDP Consultants, SCD and ASCD Consultants, Early Childhood Educators, Community Health Nurses, and others who work with infants and pre-schoolers in community settings.

**Presenter: Ann Reiner**, BSR, MA, physiotherapist. Ann has worked as a Physiotherapist at Sunny Hill Health Centre for Children, BC's Children's Hospital, and in a variety of community settings including the Vancouver Infant Development Program, and has written and taught several courses in the UBC Certificate/Diploma Program in Early Intervention..

### A2 A Transdisciplinary Approach to *Functional Sleep Assessment*: A Public Health Initiative

In this workshop we will present original thinking about approaches to assessing children's sleep problems and best practices in supporting parents. Delegates will learn about elements to assess for children's sleep, links to daytime behavior, and how to support families around children's sleep. Sleep will be presented as a public health issue. Any health care providers, parents, or support people working with families and children with sleep problems should attend the workshop. This presentation will include an interactive component. You can either bring an interesting case for discussion or if it is not relevant we will provide a case for discussion for those who do not bring a case. You might want to interact with the materials on the website @

<http://www.childrensleepnetwork.org/WP/resources/take-home-tools/>

**Presenters: Dr. Wendy A. Hall**, RN, Ph.D., School of Nursing University of British Columbia. Dr. Hall is a professor in nursing who has over 25 years of experience in research with parents. She specializes in assisting parents with young children with behavioral sleep problems and is a member of a team developing an online resource for parents with children between 1 and 10 years of age who have behavioral sleep problems.

**Dr. Osman Ipsiroglu**, MD [FRCPC], PhD, BC Children's Hospital, Dept. of Pediatrics, Faculty of Medicine c/o Sleep Research Lab [Sunny Hill Health Center for Children

Dr. Ipsiroglu is interested in socio-cultural aspects of medicine. He developed, in collaboration with medical anthropology and educational psychology, a functional sleep assessment concept and began to transform physiological knowledge with questions of sleep health and management.

**Dr. Julie Petrie-Thomas**, Ph.D., Developmental Specialist, Department of Psychology, Neonatal Follow-up Program, BC Children's & Women's Hospitals Dr. Petrie Thomas provides ongoing clinical assessment of 'high-risk' children recruited at birth from the Neonatal Intensive Care Unit (NICU), with particular focus on the very preterm population. In this context she provides consultation and targeted interventions to families regarding their child's cognitive, learning and behavioral development. Dr. Petrie Thomas also conducts research on the early detection of markers of brain integrity. In the community she is an active member (President 2011-2013) of the Western Association for Infant Mental Health.



## Morning Workshops 10:30 a.m.—12:00 p.m.

### A3 Assessing Early Years Spaces with Pedagogical Narrations

This workshop describes how one child care organization incorporates pedagogical narrations into practice. For this group, pedagogical narrations function as practitioner research. The research examines, and contests local and personal theories and beliefs that influence practice choices. Using examples, I will describe how pedagogical narrations occur in this context and explore some of the ideas that have emerged through the process. This workshop will be of interest to early childhood educators and other professionals who assess practices in early years settings,

**Presenter: Debbie Thompson**, Program Manager, UBC Child Care Services. Debbie has been an early childhood educator for thirty-five years. Currently she is the manager of programs at UBC Child Care Centres, an instructor at Vancouver Community College and a PhD candidate in the School of Child and Youth Care at the University of Victoria.

### A4 Making the Most of Observation and Documentation in Home/ECD Settings

In this workshop I will share with delegates my personal, professional, and academic experience in early child development/early intervention that spans over three decades working with children in home and centre settings (infancy through Elementary school ages). We will discuss observation and documentation, and how to use these as an avenue for assessment practice that is ongoing. This will be an interactive presentation where we will work with different scenarios. These scenarios will showcase and highlight different aspects of child development that we want to gain awareness of including milestones, skills and abilities, temperamental characteristics, and social interactions. Delegates will take part in mini-group activities where we will identify how, when, what - and why- we pay attention to what we observe and document. This presentation is of interest to early childhood educators, students, and parents who would like to refine their skills on targeted observations and documentation to children who may be deemed at-risk for developmental delays or disabilities.

**Presenter: Mari Pighini**, Ph.D., Faculty of Education. Mari Pighini coordinates the MED in Early Childhood Education, Online cohorts and the Including All Children and Families –Expanding Partnerships Project with Institute for Early Childhood Education and Research (IECER), Faculty of Education, UBC.

### A5 Mindfulness and Young Children: Considerations for Application and Assessment

Interest in the benefits of mindfulness practice has grown in recent years, including a growing focus on the application of mindfulness with young children. In this workshop, I will introduce participants to mindfulness. Mindfulness is commonly defined as an open, non-judgmental awareness to the present moment. I will present the latest research within the emerging field of mindfulness practice with young children and discuss the considerations for assessment on children cognitive and other developmental domains. I will offer participants the opportunity for experiential learning with guided mindfulness practice and I will extend this to a review of appropriate mindfulness activities for young children. This workshop will be of interest early childhood educators, and other practitioners working with young children, postsecondary students, and parents.

**Presenter: Molly Stewart Lawlor**, M.A., Ph.D Candidate, Department of Educational & Counselling Psychology and Special Education, UBC. Molly is a PhD Candidate at the University of British Columbia; her research includes, but not limited to, the effects of mindfulness-based education children's well-being and social and emotional competence. Specifically, Molly is investigating prosocialness, mindfulness and psychological adjustment in children and adolescents.

## Morning Workshops 10:30 a.m.—12:00 p.m.

### **A6 Aboriginal ECD Screening and Assessment: A Training Resource for Practitioners**

The BC Aboriginal Child Care Society recently developed a workshop series to assist ECEs and other professionals who work with Aboriginal children and their families to understand and make choices about the use of screening and assessment tools with young children. We will be sharing information from our literature review and findings from the pilot project.

**Presenters:** **Mary Burgaretta**, Program Manager, BC Aboriginal Child Care Society, has had supporting roles with children and family programs for more than 25 years. Her career experience includes early childhood education, family outreach, curriculum development and post-secondary training, and project management.

**Kirsten Bevelander**, Child Care Advisor, BC Aboriginal Child Care Society has worked with children and families for over 25 years, specializing in toddler care, literacy learning and Aboriginal Supported Child Development. Kirsten holds a Diploma in ECE and is currently studying Child and Youth Care at the University of Victoria.

### **A7 Family Centered Practice: Maintaining the ‘Working Alliance’ in Assessing Children.**

In this workshop we will discuss and explore maintaining family centered practice (FCP) when assessing children in early intervention programs. Consistent evidence from research and from years of community practice demonstrates the importance and effectiveness of FCP in early intervention. Within my own practice and recent research with parents in rural communities in BC, families express the importance of FCP, in their relationships with service providers. Maintaining family centered practice is particularly relevant when using various assessment measures with families but sometimes can feel like a challenge with conflicting or competing agendas. Trute and Heibert-Murphy identified “working alliance” to describe a relationship where parents and service providers are on the same page with goals and share a mutual understanding regarding intervention. How do we get to this working alliance and maintain family centered practice amidst the sometimes competing agenda’s and how do we critically ‘assess assessments’ in order to maintain the working alliance. This workshop is suitable to new and experienced early interventionists and service providers.

**Presenter:** **Mary Stewart**, MA, Sessional Instructor, IDSC UBC and Manager, Early Years Continuum Project. Mary has been working with children and families close to thirty years. Working in Northern BC as an Infant Development Consultant and later as a regional advisor Mary offered training and support for consultants across the North and the province. Completing her MA in Early Childhood Development in 2012, Mary’s research specifically focused on the experiences of families raising a child with a disability or developmental delay in rural communities. Mary has also worked with children in care, foster parents and family resource program staff. Most recently, Mary has moved to Edmonton and is working on exploring early years continuums of supports and services with 3 Alberta communities.



## Afternoon Workshops 1:00 p.m.—2:30 p.m.

### **B1 The Straight Talk on Psychoeducational Assessment Babble: An Everyday Understanding of Assessment Results**

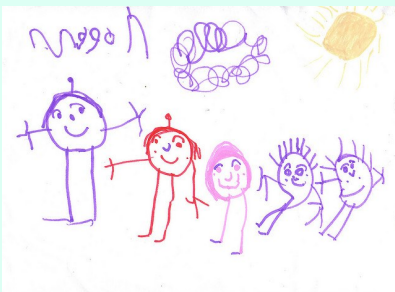
Any parent or professional who has ever tried to read through a psychoeducational assessment report knows how challenging this can be! And research indicates that often this leads to assessment outcomes being quite poorly *understood*. This workshop aims to bring a straight-forward understanding to the key outcomes of psychoeducational assessments. What does it actually mean on a day-to-day basis for a child to struggle with short-term memory? How might a child's day-to-day life be impacted by visual-spatial exceptionalities? If processing speed is an area of challenge, how might this impact a child's ability to absorb daily routines? We will look at each of the key areas and work to describe them in functional and meaningful ways. Workshop participants can expect straight-talk on the sometimes elusive psychobabble of assessment outcomes!

**Presenter: Vanessa Lapointe, Ph.D.** is a registered psychologist who has been supporting families and children for 15 years. She is a regularly invited speaker who is passionate about holistic approaches to the assessment of children.

### **B2 Using Goal Attainment Scaling to Measure Child Participation.**

Family priorities are an essential component of evidenced based service provision to children. Setting goals with families is an important part of current service delivery. When well written goals can be used to measure child progress and evaluate the effectiveness of services. In this interactive workshop I will discuss how the World Health Organization (WHO) International Classification of Function framework can help us set functional goals to increase a child's participation in family and community life. I will talk about how to set goals that are measurable and how Goal Attainment Scaling can be used to measure goal attainment and track child progress. This session will be of interest to service providers working with infants and young children.

**Presenter: Kathryn Wishart, M.Sc.** RSLP Certified in Speech-Language Pathology by CASLPA. In her role as Director of Speech-Language Pathology at BC Centre for Ability, Kate helped develop the Program Outcome Management System that is used in the Early Intervention Therapy Program to measure client progress and for program development and evaluation.



**“There is always one moment in childhood when the door opens and lets the future in.”  
Graham Greene**



## Afternoon Workshops 1:00 p.m.—2:30 p.m.

### **B3 From Child Observation to Pedagogical Narrations: Politicizing Assessment.**

Child observation has a long history in the field of early childhood education. This presentation is open to all early childhood professionals who are interested in critical perspectives about child observation in early childhood settings. In this workshop, we will contrast traditional understandings of observation with the practice of pedagogical narrations (B.C. Early Learning Framework, 2008). I wish to invite participants to discuss and question the ethics and politics of traditional child observation, especially through its relation to assessment. While pedagogical narrations involve child observation, the process of co-creating interpretative narratives about the observations with colleagues, children, and parents opens up a democratic space through which new insights about the complexity of our practice and new identities for children may emerge

**Presenter: Iris Berger** (ECE, BA, BEd, MEd, EdD) UBC Institute for Early Childhood Education and Research Iris has been involved in the field of early childhood education in British Columbia for over 15 years. She is currently a lecturer and a coordinator with the Institute for Early Childhood Education and Research at the Faculty of Education, UBC. Her research interests include teachers' educational judgment, pedagogical leadership, ethics, and the practice of pedagogical narrations.

### **B4 Cultural Competency in Assessment Practices with Newcomer Families and Communities**

This interactive workshop includes a mini-panel that brings the voices and expertise of a parent/counsellor working with newcomer families and communities and Infant Development Consultants (IDP of BC) who work with families with children who are at-risk for developmental delays or with diagnosed disabilities. Delegates interested in reflecting on cultural competency and cultural safety in assessment practices with parents and children, and more specifically, with newcomer families with children with developmental delays or disabilities are welcomed.

**Presenters: Andrea Sola Rappaport** – Parent and clinical counsellor. As an immigrant and as a parent I experienced the challenges of adaptation and acculturation in a new society. Then, I learned about the importance of a respectful engagement between newcomer parents, children, and health/social services providers. As a counselor working with newcomer families in Vancouver, I am interested in creating culturally safe environments and encounters that protect and support many paths to well-being. In this workshop I will introduce alternative approaches to address diversity needs like the constructs of cultural competency, of cultural safety, and of cultural humility. Each one of these perspectives draws attention to particular dimensions of intercultural work, and aim to move health/social institutions and the clinical encounter toward a greater dialogue, accountability, and responsiveness to diversity.

**Wendy Maclean**, Infant Development Consultant, Vancouver Infant Development Program. As a consultant with the Vancouver IDP, I have 22 years of experience working with families in Vancouver, many of whom are immigrants or newcomers to Canada. I will discuss introducing and communicating the purpose/benefits of completing developmental screening or assessment, considerations when a "developmental delay" is a finding we need to communicate to parents, and collaborating with the family in establishing goals and making recommendations, in a manner that maintains sensitivity and awareness to a family's culture and perspective.

## Afternoon Workshops 1:00 p.m.—2:30 p.m.

### **B5 Working with Aboriginal Children & Families – Assessment Through their Eyes**

Families and professionals often wonder about the use and validity of standardized developmental screening and assessment tools. Are there tools that work better than others with Aboriginal children? In this workshop we will explore if it is the assessment tool or the individual who is administering the assessment tool that can make assessments with Aboriginal children informative and meaningful. We will discuss helpful information to consider when doing assessments with Aboriginal children and their families. We will present this information from a family centred practice approach and draw on the philosophy and cultural values and beliefs of Aboriginal people. It will provide valuable information for Aboriginal and non-Aboriginal ECD professionals.

**Presenters: Diana Elliott** – Provincial Advisor – Aboriginal Infant Development Programs. Diana Elliott is from Coast Salish and Nuu Chah Nulth Territories on Vancouver Island. She values the cultural teachings of her Elder's and incorporates these into her daily work. For more information on Aboriginal Infant Development Programs of B.C., go to [www.aidp.bc.ca](http://www.aidp.bc.ca)

**Danielle Smith** – Provincial Advisor – Aboriginal Supported Child Development Programs. Danielle Smith is Cree and European decent, with her Aboriginal ancestors being from High Prairie Alberta. While a visitor living on Coast Salish land, Danielle has grown up and is currently raising her own family (12 year old daughter, 21 month old son) in beautiful Victoria, BC. With over 20 years' experience working with children and families, Danielle has participated in various roles in relation to Early Childhood Development field. After obtaining a Master's degree in Child and Youth Care from the University of Victoria in 2005, Danielle successfully developed and implemented the Aboriginal Infant Development Program (AIDP), the Aboriginal Supported Child Development Program (ASCD) and FASD Keyworker Program in Victoria, BC. In her new role as Provincial Advisor for Aboriginal Supported Child Development, Danielle plans to increase awareness about ASCD programs and continue to build our capacity in addressing the needs of Aboriginal families caring for children with extra needs. For more information on Aboriginal Supported Child Development Programs of BC, go to [www.ascdp.bc.ca](http://www.ascdp.bc.ca)

### **B6 Supported Child Development, Assessments and Supporting Inclusive Child Care Capacity**

At the 2013 Assessment Conference, participants heard about the work of a provincial committee on standards, and corresponding tools, for child-specific assessments in Infant Development and Supported Child Development (SCD) Programs. As SCD Programs begin working with the standards and tools, they will “assess” how assessments fit in their work with child care programs. When should SCD do child-specific assessments in child care programs? How can doing an assessment in child care be inclusive and support child care capacity? In this workshop participants will explore these questions alongside the provincial standards, new and current assessment tools and best practices for developmental assessment. This workshop will be of value to Supported Child Development Coordinators, Consultants, Program Coordinators, Administrators and other professionals who support inclusive practice in child care programs.

**Presenter: Jeanine McDonald**, Regional Advisor, Coast Fraser North Supported Child Development Programs, has worked in early intervention / infant and supported child development, in a variety of capacities for more 25 years, and participated in the presentation by the assessment committee at the 2013 Assessment Conference.

# Finding Your Way



## PARKING

### West Parkade

Located at 2140 Lower Mall. The entrance to the parkade is on the east side of Lower Mall, across from St. John's College.

Via South West Marine Drive—exit at University Blvd.

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

## SCARFE BUILDING

2125 Main Mall  
 UBC

Building entrance is on Main Mall Exit West Parkade & walk along West Wall to University Blvd. Walk up University Blvd to Main Mall.

Turn right & enter the Scaife Building

## Assessment Conference Information

### EventAbility

**604-214-3490**

**604-952-5140**

**[info@eventability.org](mailto:info@eventability.org)**

### Map Key

Drive  Walk 

# Assessment Conference Steering Committee

**Joyce Branscombe & Nicky Byres**  
EventAbility

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

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

**Joan Gignac**  
Executive Director, Aboriginal Head Start  
Association of BC

**Hillel Goelman, Ph.D.**  
Professor, Faculty of Education, and Chair  
Interdisciplinary Studies, Graduate Program, UBC  
(ISGP)

**Beth Hutchinson**  
BC Provincial Advisor, Parent Child Mother Goose  
Program

**Andrea James**  
Co-coordinator, Social Emotional Skills  
Development Program  
BC Centre For Ability

**William McKee, Ph.D.**  
Psychoeducation Research Training Centre, Faculty  
of Education, UBC

**Mari Pighini, Ph.D.**  
Cohort Advisor, MED ECE Online  
Cohorts; Including all Children and Families  
Expanding Partnerships Project, Faculty of  
Education, UBC

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

## Assessment Conference Partners

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



Every Child Belongs

The Institute for  
Early Childhood Education & Research



Aboriginal Supported Child Development  
Programs of BC



Parent Child Mother Goose Program



BC COUNCIL FOR  
FAMILIES

**Registration for Assessing Assessment: Best Practices & New Research—May 1, 2014**

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Students, Name of Post Secondary Institution you are attending

**Workshop Choice**

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

**Payment (please check one)**

- Delegate \$150
- Student \$125
- Return Bus \$ 20

Total

\$

**Method of Payment**

- Cheque (Payable to EventAbility)
- Visa
- Master Card

Credit Card Number

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Signature (Must be the person named on the Credit Card)

Return completed form to:

**Mail: EventAbility, 3851 Steveston Highway, Richmond, BC V7E 2J9  
Fax: 604-214-3403**

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