

WELCOME

Thank you for joining us for the **40th Annual Banff International Conference on Behavioural Science**, the longest running conference of its kind in North America!

This year's topic is **Effective Early Learning Programs: Research, Policy and Practice**. It is a pleasure to welcome you to this event, organized and sponsored by Banff International Conferences on Behavioural Science, in collaboration with the Centre of Excellence for Early Childhood Development, the Early Childhood Learning Knowledge Centre and the Canadian Language and Literacy Research Network.

It has become increasingly clear that learning in early childhood is the cornerstone for all lifelong learning. Young children learn to learn, and the quality of this learning has profound long-term consequences. Policymakers, practitioners and researchers have an increased interest in identifying and implementing effective, evidence-based early learning programs.

This conference will highlight effective programs in three major areas of Early Childhood Learning: Development of Language and Literacy, Development of Numeracy, and Early Social and Emotional Learning. For each area, leading researchers and practitioners will present the most effective early learning programs that have been implemented and well evaluated, and will discuss challenges faced while implementing and evaluating these programs.

We wish you a rewarding conference experience in a magnificent setting.

The organizing committee,

Ray DeV. Peters (Co-Chair) • Queen's University

Robert J. McMahon (Co-Chair) • University of Washington

Kenneth D. Craig • University of British Columbia

Claire Gascon Giard (Co-Chair) • Centre of Excellence for Early Childhood Development

• Early Childhood Learning Knowledge Centre

Don Jamieson (Co-Chair) • The Canadian Language and Literacy Research Network

PROGRAM

Sunday, March 16

7:00 - 9:30 pm	Registration and Welcoming Reception
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Monday, March 17

EARLY LANGUAGE AND LITERACY STRATEGIES

8:00-8:45 am	Registration
8:45-9:00	Welcome and opening remarks Ray DeV. Peters , Queen's University, Centre of Excellence for Early Childhood Development and Early Childhood Learning Knowledge Centre
9:00-10:15	<i>Address:</i> Why supporting language development is the best preparation for literacy success Catherine Snow , Harvard University
10:15-10:30	Coffee break
10:30-11:45	<i>Address:</i> Effective strategies for promoting young children's literacy skills Christopher Lonigan , Florida State University
11:45-1:30 pm	Lunch
1:30-4:30	<i>Workshops:</i> A. Community networking for family literacy: Program design, implementation and evaluation Janette Pelletier , OISE, University of Toronto B. Language and literacy strategies that work! The efficacy of professional development for early childhood educators Luigi Girolametto , University of Toronto and Elaine Weitzman , Hanen Centre
2:45-3:00	Coffee break
4:45-5:45	Conversation and discussion with presenters
5:45-7:30	Dinner

7:30-9:00	<i>Plenary:</i> Implications of research on early learning and literacy programs in Canada for policy and program planners Kerry Deagle , Senior Policy Analyst, Federal Provincial Social Initiatives Unit Nova Scotia, and T. Scott Murray , President of DataAngel Policy Research Inc.
9:00 - 10:30	Poster session and reception

Tuesday, March 18

EARLY LEARNING AND NUMERACY

8:45-9:00	Welcome Donald Jamieson , The Canadian Language and Literacy Research Network
9:00-10:15	<i>Address:</i> Programs for early mathematics Doug Clements , The State University of New York at Buffalo
10:15-10:30	Coffee break
10:30-11:45	<i>Address:</i> Fostering early numeracy sense Arthur Baroody , University of Illinois at Urbana-Champaign
11:45-1:30 pm	Lunch
1:30-4:30	<i>Workshops:</i> C. Number Worlds: A research-based mathematics program for young children. Sharon Griffin , Clark University D. The Building Blocks of early mathematics Doug Clements , The State University of New York at Buffalo
2:45-3:00	Coffee break
4:45-5:45	Conversation and discussion with presenters
6:00-7:30	<i>Plenary:</i> Implications of research on early learning and numeracy programs in Canada Brenda Smith-Chant , Trent University and Carol Crill Russell , Senior Research Associate – Invest in Kids
7:30-10:00	Banquet and CEECD Medal Ceremony

Wednesday, March 19

EARLY LEARNING AND SOCIAL SKILLS

8:45-9:00 am	Welcome Michel Boivin , Université Laval, Centre of Excellence for Early Childhood Development and Early Childhood Learning Knowledge Centre
9:00-10:15	<i>Address:</i> Effective parenting interventions to prevention social, emotional and behavioural problems in children and enhance child well-being Ron Prinz , University of South Carolina
10:15-10:30	Coffee break
10:30-11:45	<i>Address:</i> Cost-Effective Early Childhood Development Programs to Promote Child Well-Being Arthur Reynolds , University of Minnesota
11:45-1:30 pm	Lunch
1:30-4:30	<i>Workshops:</i> E. The Incredible Years parenting program for promoting social and emotional competence Ted Taylor , Oregon Research Institute F. Developing children's social skills by combining LearningGames and The Creative Curriculum Joseph Sparling , Georgetown University and University of North Carolina at Chapel Hill and Diane Trister Dodge , Teaching Strategies
2:45-3:00	Coffee break
4:45-5:45	Conversation and discussion with presenters
5:45-7:45	Dinner
7:45-9:30	<i>Plenary:</i> Implications of the three days' presentations for effective early learning policy and practice in Canada Rob Santos , Scientific Director and Senior Policy Advisor, Healthy Child Manitoba
9:30 - 10:30	Concluding discussion and reception

DESCRIPTIONS OF WORKSHOPS AND ADDRESSES

Monday, March 17, 2008

9:00 - 10:15 am

ADDRESS: Why supporting language development is the best preparation for literacy success

Catherine Snow, *Harvard University*

Many early childhood programs are beginning to take on issues of language development that usually belong to the domain of first grade and kindergarten classrooms: letter recognition, phonological awareness, sight word reading, phonics instruction. Starting early on these skills is not necessarily bad, but doing so displaces the domains of greatest importance in early childhood—learning language and using language to learn about the world.—This can be disastrous, especially for the children most at risk of school failure. This address will present the argument for attention to language rather than reading in early childhood, and effective practices for doing so.

10:30 - 11:45

ADDRESS: Effective strategies for promoting young children's literacy skills

Christopher Lonigan, *Florida State University*

This presentation will focus on the results of two recent reviews that provide the rigorous research-based support for instructional strategies related to early literacy skills comparable to the support provided by the National Reading Panel (2000) for reading-related elementary instruction. Both reviews focused on early childhood, but each took a different approach to synthesizing the evidence. The combined results of these reviews provide compelling evidence for some literacy-related instructional strategies. The Early Childhood Education Review of the What Works Clearinghouse examined centre-based practices and curricula designed to enhance children's language, literacy and math skills. The National Early Literacy Panel examined the research evidence for all instructional practices for children between birth and kindergarten. Both reviews provide compelling evidence of the efficacy of code-focused interventions for young children. Both provide weaker evidence concerning oral language interventions.

1:30 - 4:30 pm

WORKSHOP A: Community networking for family literacy: Program design, implementation and evaluation

Janette Pelletier, *OISE, University of Toronto*

This workshop will feature the development of a research-based family literacy curriculum with four program models, its implementation with culturally and linguistically diverse families, the value-added components of community and corporate networks, and the research on the program. The workshop format will be varied to allow a combination of presentation and participant interaction.

1:30 - 4:30

WORKSHOP B: Language and literacy strategies that work! The efficacy of professional development for early childhood educators

Luigi Girolametto, *University of Toronto* and **Elaine Weitzman**, *Hanen Centre*

This presentation will discuss a collaborative research program between the University of Toronto and The Hanen Centre, a service agency that provides professional development for early childhood educators and preschool teachers. This presentation will describe published and ongoing research examining the efficacy of the professional development (i.e., "Learning Language and Loving It", "Teacher Talk Series") that helps educators facilitate language and literacy skills in preschool-aged children. This research has won international recognition (ASHA 2004 Editors' Award).

Tuesday, March 18, 2008

9:00 - 10:15 am

ADDRESS: Programs for early mathematics

Douglas Clements, *The State University of New York at Buffalo*

Recent research and development efforts have addressed standards, curriculum and interventions for early mathematics. This session will discuss three inter-related developments: (1) curriculum focal points for preschool to grade 2, including research bases and implicit emphasis on developmental progressions; (2) learning trajectories that have such progressions at their core; (3) a curriculum research framework, featuring learning trajectories, that defines what constitutes a valid research-based educational program.

10:30 - 11:45

ADDRESS: Fostering early number sense

Arthur Baroody, *University of Illinois at Urbana-Champaign*

Informal mathematical concepts and skills learned from everyday experiences provide a key basis for learning school (formal) mathematics. This point will be illustrated by a description of how number sense development in the preschool years lays the foundation for mastering basic addition and subtraction combinations (e.g., $7 + 5 = 12$ and $12 - 7 = 5$) in the primary grades. Language in the form of the first few number words provides the beginning point of number sense. Once children can reliably recognize and label small collections of *one* to *three* items, the stage is set to learn a host of developmental prerequisites for learning basic combinations. This includes understanding the processes of counting, the big idea of composition and decomposition (part-whole concepts), and the concepts of addition and subtraction.

1:30 - 4:30 pm

WORKSHOP C: Number Worlds: A research-based mathematics program for young children

Sharon Griffin, *Clark University*

In this workshop you will gain an in-depth exposure to several components of this program for the preschool and kindergarten levels including learning objectives, scope and sequence, games and activities, teaching strategies, and assessment measures. Implementation and teacher training issues, why this program is considered a "best practice" program and results of several evaluation studies will also be discussed.

1:30 - 4:30

WORKSHOP D: The Building Blocks of early mathematics

Douglas Clements, *The State University of New York at Buffalo*

This presentation will explore mathematical and instructional building blocks of preschool mathematics, and the instructional approach of the Building Blocks and TRIAD projects. The Building Blocks approach finds the mathematics in children's every day activities, develops mathematics from their activities and sequences mathematics learning along research-based learning trajectories.

Wednesday, March 19, 2008

9:00 - 10:15 am

ADDRESS: Effective parenting interventions to prevention social, emotional and behavioural problems in children and enhance child well-being

Ron Prinz, *University of South Carolina*

This presentation will focus on evidence-supported approaches to parenting and family-based interventions to promote healthy child development and to prevent social, emotional and behavioural problems in children. For each intervention strategy, the presenter will consider the uniqueness of each intervention strategy, outcome impact, capacity to disseminate on a large scale, and consumer-friendly attributes.

10:30 - 11:45

ADDRESS: Cost-effective early childhood development programs to promote child well-being

Arthur Reynolds, *University of Minnesota*

This presentation will cover the cost-effectiveness of early childhood programs and practices to prenatal development in the early school-age years. Emphasis will be given to studies of long-term effects, cost-benefit analysis, and U. S. state-funded preschool programs. Examples drawn from the Child-Parent Center Program show how early childhood development programs can foster well-being throughout life.

1:30 - 4:30 pm

WORKSHOP E: The Incredible Years parenting program for promoting social and emotional competence

Ted Taylor, *Oregon Research Institute*

This interactive workshop will introduce participants to the evidence-based Incredible Years parenting program. This will be the first presentation in Canada of updated videos for the widely-used young child program (ages 2-7); brand new videos from the infant and toddler program (ages 0-2) will also be shown. Strategies for engaging parents in role play and for encouraging parents to make commitments for change will be demonstrated.

1:30 - 4:30

WORKSHOP F: Developing children's social skills by combining learning games and the Creative Curriculum

Joseph Sparling, *Georgetown University and University of North Carolina at Chapel Hill* and **Diane Trister Dodge**, *Teaching Strategies*

This session draws on 30 years of research results from the Abecedarian Project and the extensive implementation of the Creative Curriculum in thousands of sites. It focuses particularly on providing continuity and synergy between centres/homes, teachers/parents. The application to various service delivery options, including child care centres, family child care homes, parenting classes and home visitation will be illustrated. The workshop session will present many examples of skill development focusing on social/emotional development.

BIOGRAPHIES

Arthur Baroody, PhD

Arthur Baroody is Professor of Curriculum & Instruction (early childhood and elementary mathematics education) at the University of Illinois at Urbana-Champaign. His research focuses on the teaching and learning of basic counting, number, and arithmetic concepts and skills by young children and children with learning difficulties. Mr. Baroody's research projects are currently funded by the Spencer Foundation, the U.S. Department of Education and the National Institutes of Health. He is the author of a number of books on teaching children mathematics.

Doug Clements, PhD

Douglas Clements is professor at the State University of New York at Buffalo and recipient of the Chancellor's Award for Excellence in Scholarship and Creative Activities, State University of New York, 2006 and UB's "Sustained Achievement" award. He has published over 100 refereed research studies, 8 books, 50 chapters, and 200 additional publications in the areas of mathematics education, educational technology, and early childhood education.

Carol Crill Russell, PhD

Carol Crill Russell is Senior Research Associate at Invest in Kids. She provides leadership to Invest in Kids' two major research initiatives: the Parenting Initiative and the Community Vitality Initiative. She is the recipient of a grant from The Lawson Foundation to support the translation of child development research into programs. Prior to her position at Invest in Kids, Ms. Crill Russell served for a decade as the Senior Research and Policy Advisor for Children's Services in Ontario where she initiated and/or monitored population-based and intervention research, including the Ontario Child Health Study, the Better Beginnings, Better Futures Project and the evaluation of the CAP-C/CPNP program in Ontario.

Kerry Deagle, MSc

Kerry Deagle is currently a Senior Policy Analyst with the Federal Provincial Social Initiatives Unit of the Nova Scotia Department of Community Services. She has worked with the provincial government for 13 years, eight of which have been in intergovernmental relations. Ms Deagle has a BA from Saint Mary's University and a MA from Dalhousie University, both degrees in political science.

Luigi Girolametto, PhD

Luigi Girolametto is an Associate Professor in the Department of Speech-Language Pathology at the University of Toronto where he has been teaching and conducting research since 1992. Prior to 1992, he was a speech-language pathologist at The Hanen Centre in Montreal and at the Hospital for Sick Children in Toronto. His teaching and research focuses on language development and intervention for young children. He is interested in the efficacy of parent-administered language intervention, the prevention of language disorders, and the promotion of language and literacy skills in educational settings, such as day care centres and preschools.

Sharon Griffin, PhD

Sharon Griffin is a professor of education and psychology at Clark University. She specializes in child development and mathematics education and has been studying how playing games that involve numbers helps children structure and understand the world. She conducted research on the development of math competence in the preschool and early school years and used this theoretical work as the basis to create the Number Worlds curriculum. Her work has been widely published. Ms. Griffin is also involved in an Organization of Economic Cooperation and Development project that is bringing together leading researchers in neuroscience and cognitive science from several countries to allow each to inform and advance the others' work.

Christopher Lonigan, PhD

Christopher Lonigan is a professor of psychology at Florida State University and the Associate Director of the Florida Center for Reading Research. The majority of Mr. Lonigan's research activities focus on the development of emergent literacy skills during the preschool period and how these skills impact later reading. His work focuses on evaluations of preschool interventions and curricula designed to prevent reading difficulties for preschool children who are at-risk for later academic problems. In addition to his work in the area of literacy, he is involved in research on psychiatric disorders in children as well as the overlap between psychiatric disorders and problems in reading.

Scott Murray, BBA

Scott Murray currently is President of DataAngel Policy Research Incorporated and the Study Director for the International Adult Literacy Survey and the Adult Literacy and Life Skills Survey. Prior to this position, he was at the UNESCO Institute for Statistics and at Statistics Canada. Mr. Murray has specialized in the design and conduct of large-scale ad hoc surveys to meet emerging public policy issues. His own work has included studies of volunteer activities, child care usage, longitudinal labour market activity and international comparative work in the area of the assessment of adult skill and participation in adult education and training.

Janette Pelletier, PhD

Janette Pelletier is Associate Professor at the Ontario Institute for Studies in Education of the University of Toronto. She teaches graduate courses in initial teacher education at the Institute of Child Study and in developmental psychology. Ms. Pelletier research and supervision in early child development and education focus on early literacy and parent involvement. Current research projects include: Family Literacy in Diverse Canadian Contexts in collaboration with the Peel District School Board and the Region of Peel, and Toronto First Duty in collaboration with the City of Toronto, the Toronto District School Board and the Atkinson Charitable Foundation.

Ron Prinz, PhD, ABPP

Ron Prinz is a Carolina Distinguished Professor in Psychology and Director of the Research Consortium on Children and Families at the University of South Carolina. He is lead editor of *Clinical Child and Family Psychology Review*, and is currently serving as treasurer of the Society for Prevention Research. His research focuses on parenting and family issues, population-based prevention of child abuse, and the prevention of childhood behavioral and emotional problems, with funding from CDC, NIMH, NIDA, and NICHD.

Arthur Reynolds, PhD

Arthur Reynolds is a professor in the Institute of Child Development at the University of Minnesota. He studies the effects of early childhood intervention on children's development from school entry to adulthood. He also investigates the family and school influences on children's educational success. The focal point of current work is as Director of the Chicago Longitudinal Study, one of the largest and most extensive studies of the effects of early childhood intervention. The project tracks the life-course development of 1,500 children who attended early childhood programs in inner-city Chicago. The main focus is on the effects of the Child-Parent Center program, a school-based intervention from preschool to the early school grades. This on-going, 21-year project is now in the adult phase.

Rob Santos, PhD

Rob Santos is the Scientific Director and Senior Policy Advisor at the Healthy Child Manitoba Office, the staff and secretariat of the Government of Manitoba's Healthy Child Committee of Cabinet. He is one of Manitoba's representatives for Canada's Federal/Provincial/Territorial Early Childhood Development (ECD) Working Group and co-chairs its Committee on ECD Knowledge, Information, and Effective Practices. He serves as an advisor for Canada's Centre of Excellence for Early Childhood Development, the Canadian Language and Literacy Research Network, the Canadian Council on Learning's Early Childhood Learning Knowledge Centre, Dr. Fraser Mustard's national Council for

Early Child Development, Statistics Canada's Aboriginal Children's Survey and National Longitudinal Survey of Children and Youth, and the Canadian Institutes of Health Research Institute of Human Development, Child and Youth Health.

Brenda Smith-Chant, PhD

Brenda Smith-Chant is assistant professor at Trent University and Senior Research Analyst at the Ministry of Children and Youth Services. She is interested in cognitive development from the perspective that the experiences of children during the development and acquisition of basic cognitive skills, such as reading and arithmetic, has a fundamental influence on how information is organized in their memory as adults. Ms. Smith-Chant's main project is based on a longitudinal study of children with Spina Bifida who are at elevated risk of developing a specific mathematics learning disability.

Catherine Snow, PhD

Catherine Snow is the Henry Lee Shattuck Professor of Education at the Harvard Graduate School of Education. She currently serves on the National Research Council for the Behavioral and Social Sciences and Education, and as president of the American Educational Research Association. Ms. Snow's research interests include children's language development as influenced by interaction with adults in home and preschool settings, literacy development as related to language skills and as influenced by home and school factors, and issues related to the acquisition of English oral and literacy skills by language minority children. She has co-authored books on language development and on literacy development.

Joseph Sparling, PhD

Joseph Sparling is an early childhood educator and former schoolteacher and principal, is the lead author of *The Creative Curriculum® LearningGames®, Partners for Learning*, and *Conversation Books*, educational resources that have been used widely in the USA. He is a Fellow of the Frank Porter Child Development Institute of the University of North Carolina at Chapel Hill, a Research Professor at Georgetown University, and Senior Advisor for Curriculum and Research for MindNurture, Inc., a Teaching Strategies Company. In addition to his work in the USA, Dr. Sparling has done curriculum development, training, and intervention in orphanages in Romania.

Ted Taylor, PhD

Ted Taylor is a licensed psychologist and a Research Scientist at the Oregon Research Institute in Eugene OR. He is presently directing a NIDA funded prevention project entitled "Success Through the Incredible Years" across 20-30 schools in Oregon evaluating the Incredible Years Parent, Teacher and Child Training programs. Mr. Taylor is also directing a CMHS funded project. Prior to 1996, he worked as a psychologist in Children's Mental Health and Child Protection in Ontario, Canada, where he led numerous Incredible Years parent and child groups, and assisted agencies to adopt and implement the programs. Mr. Taylor began leading the Incredible Years programs in 1993, became a certified leader in 1994, and was invited by Dr. Webster-Stratton to become a certified trainer of group leaders in 1996. Since then he has trained over 500 group leaders in America, Canada and Europe.

Diane Trister Dodge, M.S.,

Diane Trister Dodge is the founder and president of Teaching Strategies, Inc., a company that seeks to improve the quality of early childhood programs by developing and providing training on comprehensive curriculum and assessment systems for children under 5. She has been a preschool and kindergarten teacher; served as the education coordinator for Head Start and child care programs in Mississippi and Washington, D.C.; and directed national projects in education and human services. Ms. Dodge is the lead author of *The Creative Curriculum®* and is a well-known speaker. She served on the Governing Board of NAEYC (1990–1994) and the Center for the Child Care Workforce (1995–2002), and she has been a member of the D.C. Mayor's Advisory Committee on Early Childhood Development (since 1984). In October 2004, she received the Bank Street College Alumni Association Recognition Award for outstanding accomplishments in the field of education.

Elaine Weitzman, M.Ed.

Elaine Weitzman, Executive Director of The Hanen Centre in Toronto, Canada is a speech-language pathologist with extensive experience in the development of language training programs for early childhood educators and for parents of children with language delays. She has authored two guidebooks on facilitating young children's language and emergent literacy development: *It Takes Two to Talk*, for parents of children with language delays and *Learning Language and Loving It*, for early childhood professionals. Ms. Weitzman is an Assistant Professor in the Department of Speech-Language Pathology, University of Toronto. In collaboration with Dr. Luigi Girolametto, she conducts research on how early childhood educators facilitate the language and literacy development of young children in child care settings, as well as on the efficacy of caregiver training programs.

SPONSORS

Banff International Conferences on Behavioural Science

This coming spring, the Banff International Conferences on Behavioural Science will celebrate their 40th anniversary. The first Conference was inspired in 1969 by Buck Blair, Head of the Department of Psychology at the University of Calgary and a former President of the Canadian Psychological Association, who was concluding a Royal Commission on Mental Health Services in Alberta. In lieu of an honorarium for his service, he asked the Alberta government to sponsor a meeting on ideal mental health services. They agreed and the Conferences were founded. Park Davidson organized this meeting, along with Gus Hamerlynck, Frank Clark and Lorne Acker. The Conference featured Nathan Azrin, Ogden Lindsley, Gerald Patterson, and Todd Risley. The Conference was enthusiastically attended by a large number of health oriented practitioners and investigators from across Canada, the United States, and internationally who were inspired by the blend of practitioner and research insights and the wonderful environment of Banff.

The success of this meeting established a commitment to continue the Conferences as a form of continuing education, bringing together "cutting-edge" knowledge generated by inspired investigators and innovative professionals to focus upon the challenges psychosocially oriented practitioners confront on a daily basis. A small organizing committee is reorganized periodically under the terms of the Banff Conferences on Behavioural Science, a non-profit corporation. Organizers over the years have included Keith Dobson, David Evans, Lee Handy, Eric Mash, Peter McLean, David Shearer, and Richard Stuart, as well as the current organizers, Ken Craig, Bob McMahon, and Ray Peters. The operative term in our incorporation title is "non-profit". The Conferences rely primarily upon registration income, although modest royalties from books published on the conference themes and grants from federal agencies and corporations have assisted over the years. We have little difficulty spending the income annually bringing in topflight speakers and workshop leaders.

Themes over the years are listed below. They have ranged through the domains of mental health services, behavioural medicine, and education, have examined all ages from children and adolescents to adults and the elderly, and looked at people in clinical, educational, hospital, family, and societal settings. We are heavily committed to examining and promoting the development of interventions that will prevent problems or enhance quality of life. The broad range of issues and problems studied range from enhancing normal development in the family and school to the addictive disorders, sexual dysfunction and deviancy, major mental illness, and debilitating anxiety, depression and pain. Notable events included B.F. Skinner's 80th birthday party in 1984, and the 1986 meeting honouring Neal Miller for his outstanding achievements. Early meetings were held at the Banff Springs Hotel and the Voyageur Inn in Banff, but since 1972, the meetings have been held at The Banff Centre, an internationally renowned centre for the arts, conferences and business with very comfortable accommodation and excellent conference facilities.

The Banff Conferences are not all heady intellectual pursuit. We have a lot of fun. In the early days, there was some substance to the notion that the meeting was organized by a bunch of die-hard skiers who needed a good excuse to justify a stay nearby Banff's magnificent ski areas. The first brochures had as their banner heading, "At Banff: One of the World's Foremost Mountain Resorts". These early meetings featured morning and evening sessions only, leaving time for the adventurous to rush to the ski slopes for the afternoon. Skiing and winter sports are still celebrated of course. Fanatic skiers make perennial visits, and as Lake Louise and Sunshine cross-country and downhill areas get better, the apres-ski tales in the Banff Centre lounge improve as well. Celebrated annually is the Hamerlynck Award for skiing achievements of great distinction (or lack thereof!). Gold medals have been awarded for artistry on the boards and early achievement, as well as the folly of broken limbs, losing a ski in a creek, etc.

Of course, Banff also is a wonderful setting for those who take their leisure in a more relaxed manner, with multiple opportunities for shopping, museum hopping, walking or hiking in the Canadian Rockies, or just being inspired by an excellent conference in a magnificent setting.



CENTRES OF EXCELLENCE FOR CHILDREN'S WELL-BEING

Early Childhood Development

The Centre of Excellence for Early Childhood Development (CEECD) is a consortium of Canadian organizations that promote the best available knowledge on early childhood development among parents, health practitioners, educators, service providers and policymakers to help them have a positive impact on children's development. Its mandate is to consolidate the expert knowledge on the social and emotional development of children and share it broadly with those who need it most.

Web site (CEECD): www.excellence-earlychildhood.ca

Web site (Encyclopedia): www.child-encyclopedia.com



The Early Childhood Learning Knowledge Centre (ECLKC) is one of five knowledge centres created and funded by the Canadian Council on Learning. ECLKC's mission is to enhance the knowledge of parents, of service providers, of service planners, and of policy-makers in early childhood learning. In the long term, this knowledge will improve the quality of early childhood environments and optimize the learning conditions and school entry preparation of young children.

Web site: www.ccl-cca.ca/earlychildhoodlearning

CANADIAN LANGUAGE &
LITERACY RESEARCH NETWORK



sharing the science. opening minds.

The Canadian Language and Literacy Research Network, a federal Network of Centres of Excellence, brings together leading scientists, clinicians, students and educators as well as public and private partners. The Network's mandate is to generate, integrate and disseminate bias-free scientific research and knowledge that is focused on improving and sustaining children's language and literacy development in Canada.

Web site: www.cllrnet.ca