

8:30am Registration desk opens Level 2 Foyer, Wheki Block

9:10am Mihi Whakatau Liz Brown & Te Hurinui Clarke, University of Canterbury Wheki 302
 Welcome Professor Lindsey Connor, University of Canterbury Wheki 302

9:30am – 10:30am Keynote Address: **Professor David Fergusson**

Room	Presenters	Presentation Title	Page
WK302	David Fergusson	The Christchurch Health and Development Study (CHDS): Overview of findings <i>Chairperson: Dr John Church</i>	3

10:30am – 11:00am Morning Tea Wheki 203

11:00am – 12:30pm Concurrent Session #1

Room	Start	Finish	Presenter/s	Presentation Title	Presentation Type	Page
WK302	1100	1105	Megan Ryan Kathleen Liberty Annabel Carter	<i>Cover:</i> The evidence base: The effects of the Christchurch Earthquakes on children	Symposium	9
	1105	1130	Megan Ryan	<i>Paper1:</i> The effects of the Christchurch earthquakes of 2010 and 2011 on the schooling of children and adolescents with disabilities		10
	1130	1200	Kathleen Liberty	<i>Paper2:</i> Post-traumatic stress symptoms among five-year-old children exposed to a series of earthquakes and a non-exposed comparison group		11
	1200	1230	Annabel Carter	<i>Paper3:</i> Helping, Caring and Learning: Strengths in new entrants settling into and learning in primary school in post-earthquake Christchurch		12
WK202	1100	1130	Jeanette Berman	A conceptual framework for assessment: Making valid assessment decisions every time	Paper (completed)	13
	1130	1200	Sneha Padmasiri	Working together to teach inclusively: The development of a secondary school community of practice	Paper (completed)	13
	1200	1230	Kate Danna	Rapid Learning through video: Teaching EFTPOS purchasing skills to six adolescents with an intellectual disability	Paper (in-progress research)	14
WK204	1100	1130	Jessica Craig	Challenges and insights learned from research in authentic contexts: Complexities of teacher-delivered adolescent literacy interventions	Paper (completed)	14
	1130	1200	Aleksandra Gosteva	Child centred play therapy for children with disabilities: Practices and possibilities	Paper (in-progress research)	15
	1200	1230	Antony Thomas	A whole school autism awareness programme	Paper (completed)	15

12:30pm – 1:30pm

Lunch

Wheki 203

1:30pm – 2:30pm

Concurrent Session #2

Room	Start	Finish	Presenter/s	Presentation Title	Presentation Type	Page
WK302	1330	1400	John Church	Eight is too late	Paper (completed)	16
	1400	1430	Samantha Lee	Developmental outcomes of preschool children born to mothers maintained on methadone during pregnancy: Implications for learning and school behaviour	Paper (completed)	16
WK202	1330	1400	Feruz Mohammed	A tailored incredible years Teacher Classroom Management Programme: Effects on ADHD symptoms and on-task behaviours of school children with the disorder	Paper (completed)	17
	1400	1430	Max Gold	A whole class approach to behavioural self-management	Paper (completed)	17
WK204	1330	1400	Asma Shah	Raising student voice for learning: relationships between student perceptions of adult expectations, student motivation, learning and achievement	Paper (completed)	18
	1400	1430	Penelope Watson	Adolescent gender self-concept in New Zealand: Impacted by gender, ethnicity, school type, or socio-economic status?	Paper (completed)	19

2:30pm – 3:30pm

Concurrent Session #3

Room	Start	Finish	Presenter/s	Presentation Title	Presentation Type	Page
WK302	1430	1500	Joohyun Park	Personal and cultural conceptions of success among university students in New Zealand and the Republic of Korea	Paper (completed)	20
	1500	1530	Anna Wilson	Specific learning difficulties in Aotearoa: An international comparison. How far have we come, and are we there yet?	Paper (in-progress research)	20
WK202	1430	1500	Jeanette Berman	Ako: Sustainable learning and responsive teaching frameworks	Paper (completed)	21
	1500	1530	Julia Woodward	Closing the research to practice gap: Implementation science and the adoption of evidence based practices in Early Intervention in New Zealand	Paper (completed)	21
WK204	1430	1500	Jean Annan	Learning and Change: The role of authentic data and learning connections in raising student achievement	Paper (completed)	22
	1500	1530	Valerie Sotardi	Understanding student stress and coping efforts in primary school: A mixed-method, longitudinal study	Paper (completed)	22

3:30pm – 4:00pm

Afternoon Tea

Wheki 203

4:00pm – 5:00pm

Poster Session (includes drinks & nibbles)

Room	Start	Finish	Presenter/s	Presentation Title	Presentation Type	Page
WK302	1600	1605	Lawrence Walker	<i>Grab a drink</i> and introduction		
	1605	1610	Hana Turner	Student Success: What matters most for high achieving Māori and non-Māori students at secondary school?	Poster (in-progress research)	23
	1610	1615	Annaline Flint	How are teacher beliefs, teacher characteristics, and school context factors interrelated and how do they relate to student achievement?	Poster (in-progress research)	24
	1615	1620	Sarah Maessen	Measuring academic outcomes of surgical treatment of sleep-disordered breathing	Poster (in-progress research)	25
	1620	1625	Rebecca Harding	Concurrent academic performance of children with sleep-disordered breathing	Poster (completed research)	26
	1625	1630	Luke Fryer	Teachers matter off and online	Poster (completed research)	27
	1630	1700	interaction with authors attending their poster boards			

7:00pm

Forum Dinner

pre-dinner drink (cash bar)

7:30pm

dinner commences

Bentleys, University of Canterbury Student Union complex (accessed off Ilam Road car park)

9:30am – 10:30am

Keynote Address:

Professor Stuart McNaughton

Room	Presenters	Presentation Title	Page
WK302	Stuart McNaughton	The use of evidence <i>Chairperson: Dr Sonja Macfarlane</i>	4

10:30am – 11:00am

Morning Tea

Wheki 302

11:00am – 12:30pm

Concurrent Session #4

Room	Start	Finish	Presenter/s	Presentation Title	Presentation Type	Page
WK302	1100	1105	Kathleen Liberty Sonja Macfarlane Solfrid Gillman	<i>Cover:</i> The evidence base: How children exposed to the Christchurch Earthquakes at a young age coped with stress during the first year of school	Symposium	28
	1105	1130	Kathleen Liberty	<i>Paper1:</i> Coping strategies of children with and without post-traumatic stress symptoms in post-EQ Christchurch		29
	1130	1200	Sonja Macfarlane	<i>Paper2:</i> Coping strategies of Māori children living in the most deprived neighbourhoods in the first year in school in post-EQ Christchurch		30
	1200	1230	Solfrid Gillman	<i>Paper3:</i> How highly-self-regulated boys calm themselves down		31
WK102	1100	1130	Luke Fryer	Modelling interest at the task, class and domain level	Paper (completed)	32
	1130	1200	Pawadee Srisang	Assessment of reading comprehension skills in students with English as a second language: The potential benefit of measures of inferential skills across languages	Paper (completed)	33
	1200	1230	John Church	Building the teaching competencies of classroom teachers	Paper (completed)	33
WK105	1100	1130	Corinna van Eyk	Reducing the food stealing and pica of a young adult with multiple disabilities in respite care.	Paper (completed)	34
	1130	1200	Damien Scarf	Charting a course to resilience for New Zealand adolescents	Paper (completed)	34
	1200	1230				

12:30pm – 1:30pm

Lunch

Wheki 302

1:30pm – 2:15pm

Panel Discussion

Room	Start	Finish	Panellists	Panel Topic	Page
WK302	1330	1415	Anna Priestley, Kahu Flutey, Quentin Abraham & Jean Annan	What do educational psychologists have to say about supporting young people with special educational needs in Aotearoa/New Zealand? <i>Chairperson: Jeanette Berman</i>	35

2:15pm – 2:30pm

EPF discussion on location of next Forum & farewell from the UC organising committee

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