

# 12th Educational Psychology Forum

*Nau mai e te ao hurihuri*

*Welcoming the changing world*

**Massey University Palmerston North, New Zealand • 3 - 4 February 2020**

Welcome to the 12<sup>th</sup> Annual Educational Psychology Forum – we are excited to host you in the Manawatū and hope you have an enjoyable two days enjoying an array of wonderful presentations.

**INTERNET ACCESS:** Look for **MUGuests** – sign in with your Name and Email Address.

## **MONDAY 3 February**

**8.00am**

Registration desk opens

*Sir Geoffrey Peren Building – Outside Auditorium*

## **Waiata Tautoko:**

**9:00am**

Mihi Whakatau:

Dr Brian Tweed & Dr Pania Te Maro

Welcome:

Professor Roseanna Bourke, 12EPF Convenor

*Sir Geoffrey Peren Building Auditorium (AUD)*

**E tū kahikatea**

**Hei whakapae ururoa**

**Awahi mai awahi atu**

**Tātou tātou e**

*Stand like the kahikatea tree*

*To brave the storms*

*Embrace and receive each other*

*We are one together*

9:30am – 10:30am Keynote Address: **Associate Professor Melinda Webber**

| Room | Presenters                | Presentation Title   |
|------|---------------------------|--|
| AUD  | Assoc Prof Melinda Webber | Kia tū rangatira ai: Learning, succeeding and thriving in education <span style="float: right;"><i>Chair: Sarika Rona</i></span> |

10:30am – 11:00am Morning Tea Function Room (opposite Auditorium)

11:00am – 12:30pm Concurrent Session #1 – Papers & Practice Sharing Circles

| Room                                  | Start | Finish | Presenter/s                   | Presentation Title   | Theme/Style                           |
|---------------------------------------|-------|--------|-------------------------------|--|---------------------------------------|
| 3.24<br><i>Chair: Roseanna Bourke</i> | 1100  | 1130   | Glenda Anthony                | Challenging 'ability streaming' in lower secondary maths through reframing differentiated instruction  | Teacher                               |
|                                       | 1130  | 1200   | John O'Neill                  | Schooling system reform in an era of post-truth, fake news, fire-hosing and gas-lighting   |                                       |
|                                       | 1200  | 1230   | Christine Rubie-Davies        | The intersection of student characteristics and teacher expectations: Exploring teacher bias   |                                       |
| 3.42<br><i>Chair: Sarika Rona</i>     | 1100  | 1130   | Catriona Barclay              | Of mansions, apes and shopping malls – adding the child's voice to an Intensive Wraparound Application   | IWS                                   |
|                                       | 1130  | 1200   | Filipa Tomaz & Claire Barczak | Voices of our Tamariki: Using a self-rating tool to strengthen child voice in Te Kahu Tōi IWS plans  |                                       |
|                                       | 1200  | 1230   | Lucy Lightfoot                | Wraparound in Aotearoa: outcomes, validation of a new measure, and an exploration of Māori experiences of Intensive Wraparound Services        |                                       |
| 4.30<br><i>Chair: Nicole Mincher</i>  | 1100  | 1120   | Taylor Noble                  | Safety plans for challenging behaviour: User friendly templates  | Behaviour / Gender (Practice Circles) |
|                                       | 1120  | 1140   | Margaret McNally              | Don't forget the dog – behavioural concepts that are helpful in casework   |                                       |
|                                       | 1140  | 1200   | Ann Terry & Therese Bourne    | Re-thinking functional behaviour assessment  |                                       |
|                                       | 1200  | 1230   | Penelope Watson               | Gender identity, school stress, life satisfaction, and perceived academic outcomes: The importance of gender self-acceptance in school success |                                       |

**Room Codes**

|     |            |      |  |      |  |      |  |      |  |
|-----|------------|------|--|------|--|------|--|------|--|
| AUD | Auditorium | 1.04 | Room 1.04, Sir Geoffrey Peren Building | 3.24 | Room 3.24, Sir Geoffrey Peren Building | 3.42 | Room 3.42, Sir Geoffrey Peren Building | 4.30 | Room 4.30, Sir Geoffrey Peren Building |
|-----|------------|------|--|------|--|------|--|------|--|

12:30pm – 1:15pm

Lunch Function Room (opposite Auditorium)

1:15pm – 2:45pm

Concurrent Session #2 – Papers

| Room                                       | Start | Finish | Presenter/s                    | Presentation Title   | Theme/Style   |                 |
|--|-------|--------|--------------------------------|--|---|-----------------|
| 3.24<br><i>Chair:</i><br>Vijaya<br>Dharan  | 1315  | 1345   | Carla Watkin                   | Delivery methods of early intervention for children with autism spectrum disorder in New Zealand: Current practices versus parental ideals               | Autism  |                 |
|  | 1345  | 1415   | Nilushini Kasilingam           | Early intervention for children with autism spectrum disorder in New Zealand: What children get and what parents want                                    |   |                 |
|  | 1415  | 1445   | Eleanor Wilson                 | Who should deliver early intervention? Comparing the effectiveness of one-on-one therapy and parent coaching for young children with autism              |   |                 |
| 3.42<br><i>Chair:</i><br>Nicole<br>Mincher | 1315  | 1345   | Daniela Ashdown                | Striving for maximum impact with least intrusive methods: The role of the Educational Psychologist in the changing world of education:                   | Supporting an individual student in a Modern Learning Environment (MLE) | Role of EdPsych |
|  | 1345  | 1415   | Ellie Tofts                    |  | Supporting a school-wide intervention: Play, Eat, Learn                 |                 |
|  | 1415  | 1445   | Claire Ewens                   |  | Supporting a group of early childhood centres: Te Ropu project          |                 |
| 4.30<br><i>Chair:</i><br>Ros<br>Pullen     | 1315  | 1345   | Kristy Haslam                  | Working in primary mental health-the Health Improvement Practitioner role  | Intervention  |                 |
|  | 1345  | 1415   | Michelle Wood & Anna Priestley | Piloting the Incredible Years Toddler Programme as part of the pathway of behaviour and wellbeing support  |   |                 |
|  | 1415  | 1445   | Iuliana Rodinciuc              | The role of emotion in early childhood settings engaged in system-wide educational change  |   |                 |
| 1.04<br><i>Chair:</i><br>Maria<br>Dacre    | 1315  | 1345   | Valerie Sotardi                | Influences of stress and coping on first-year university student wellbeing and GPA   | Learning & Well-Being   |                 |
|  | 1345  | 1415   | Russell Pine                   | Digital mental health supports for young people  |   |                 |
|  | 1415  | 1445   | Julie Avery                    | ReLATE – Rethinking Learning and Teaching Environments: Early findings from an Australian pilot evaluation of a trauma-informed school model in Victoria |   |                 |

2:45pm – 3:15pm

Afternoon Tea

Function Room (opposite Auditorium)

**Room Codes**

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3:15pm – 4:15pm

Concurrent Session #3 – Workshops

| Room                                    | Start | Finish | Presenter/s   | Presentation Title  |
|---|-------|--------|---|---|
| 3.24<br><i>Chair:</i><br>Ros Pullen     | 1515  | 1615   | Karen Read,<br>Rhiannon Webb,<br>Rachael Lockhart<br>& Sarah Murphy | Prevent-Teach-Reinforce as an effective, collaborative practice to resolve serious and persistent challenging behaviour in early childhood, school and home |
| 3.42<br><i>Chair:</i><br>Vijaya Dharan  | 1515  | 1615   | Celeste Littek  | My favourite things: Practical strategies that work   |
| 4.30<br><i>Chair:</i><br>Nicole Mincher | 1515  | 1615   | Wendy Ryan  | Safe practice in tricky moments with families, schools and support people   |
| 1.04<br><i>Chair:</i><br>Sarika Rona    | 1515  | 1615   | Megan Fitzpatrick   | Te Tomokanga - Raising cultural competency awareness and practice   |

4:30pm – 5:30pm

Performance: **Madeline McNamara (Director: Jade Eriksen)**

| Room | Performer         | Presentation Title                  |
|------|-------------------|-------------------------------------|
| AUD  | Madeline McNamara | The Attitudes: Refusing performance |

6.00pm

**Forum Dinner**

Wharerata - Tennent Drive, Massey University

**Room Codes**

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8:30am Registration desk opens outside Auditorium

9:00am – 10:30am Concurrent Session #4 – Papers & Practice Sharing Circles

| Room                                    | Start | Finish | Presenter/s  | Presentation Title  | Theme/Style                      |
|---|-------|--------|--|---|----------------------------------|
| 3.24<br><i>Chair:</i><br>Nicole Mincher | 0900  | 0930   | Noah Romero  | Dominate, undermine, dismiss - A material-discursive model of oppression and its relational becoming  | Context                          |
|   | 0930  | 1000   | Marlize Malan van Rooyen                           | Making the most of culture and context when eliciting indigenous resilience insights  |                                  |
|   | 1000  | 1030   | Roseanna Bourke,<br>Ros Pullen &<br>Nicole Mincher | The impact of inclusion on ethical drift  |                                  |
| 3.42<br><i>Chair:</i><br>Maria Dacre    | 0900  | 0930   | Ruby-Rose McDonald &<br>Elizabeth Schaugency       | Preliminary evaluation of predictive validity of an oral language/emergent literacy screening tool with new entrants two years later: Relations with research-informed and school-used indices in New Zealand | Teacher                          |
|   | 0930  | 1000   | Flaviu Hodis                                       | Similarities and differences among groups in school-related motivation  |                                  |
|   | 1000  | 1030   | Christine Rubie-Davies                             | The portrayal of teacher bias: Differential interactions with favoured versus unfavoured students   |                                  |
| 4.30<br><i>Chair:</i><br>Vijaya Dharan  | 0900  | 0925   | Pamela Higgins                                     | Finding the inner mountain. What does mindfulness offer children and young people in NZ schools and especially those with learning support needs?   | Well-Being<br>(Practice Circles) |
|   | 0930  | 0955   | Kate Garland                                       | Self-regulation skills in a heart beat: Developing self-regulation with pulse oximeters   |                                  |
|   | 1000  | 1030   | Kirsty Tait &<br>Karen Harris                      | Where the rubber hits the road: Contextualising the 'What makes a good life' children's voices report through praxis  | Partnership                      |

10:30am – 11:00am Morning Tea Function Room (opposite Auditorium)

11:00am – 12:30pm Keynote Address: **Professor Laura Lundy**

| Room | Presenters       | Presentation Title   |
|------|------------------|--|
| AUD  | Prof Laura Lundy | Children's right to participate in decision-making: Addressing the myths <i>Chair:</i> Roseanna Bourke |

**Room Codes**

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12:30pm – 1:15pm

Lunch

Function Room (opposite Auditorium)

1:15pm – 2:45pm

Concurrent Session #5 – Papers

| Room                           | Start | Finish | Presenter/s                      | Presentation Title  | Theme/Style   |
|--------------------------------|-------|--------|----------------------------------|---|---------------|
| 3.24                           | 1315  | 1345   | Suzanne Purdy                    | New Zealand Guidelines on Auditory Processing Disorder 2019: Diagnosis and support for preschool and school-aged children   | Partnership   |
| <i>Chair:</i><br>Vijaya Dharan | 1345  | 1415   | Vijaya M Dharan                  | Parents and educational psychologists working together  |               |
|                                | 1415  | 1445   | Branka Vasilic & HCN Specialists | From Collaboration to Inhabiting the Spaces Between: How can a relational constructionist perspective shape collaborative practice?   |               |
| 3.42                           | 1315  | 1345   | David Hogg                       | Experiences of young people on the autistic spectrum transitioning from secondary school to young adulthood   | Autism        |
| <i>Chair:</i><br>Ros Pullen    | 1345  | 1415   | Veronica Grondona                | Developmental assessment for ASD in young children - Who might be best to do this?  |               |
|                                | 1415  | 1445   | Eleanor Wilson                   | Training Well-Child Tamariki Ora health professionals to identify 'risk for' autism in children aged 9-24 months: A study of health professionals' perceptions and feasibility in a New Zealand context |               |
| 4.30                           | 1315  | 1345   | Dorothy Howie                    | Child partnership and voice in dynamic assessment and enhancement   | Student Voice |
| <i>Chair:</i><br>Maria Dacre   | 1345  | 1415   | Megan Lang & Becky Shelley       | Tassie Researchers: Child-led research and the dialogic imagination   |               |
|                                | 1415  | 1445   | Hannah Miller                    | Experiences of education and learning of young people who have been in foster care: Defining success  |               |

2:45pm – 3:15pm

Celebrations of research and practice and the vision for educational psychology

Auditorium

Farewell from the Massey organising committee

**Room Codes**

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