

The Centre for Early
Childhood Education
and Research (CECER)

presents...

Preparing Future Rural Early Childhood Educators and Early Interventionists

Early Childhood Supports for Children with Developmental Delay and/or Disability

Dr. Silvia Vilches, Dr. Mari Pighini, Mary Stewart,
Dr. Beth McDaniel, and Verena Rossa-Roccor

Rural regions of Canada and the US struggle to provide adequate early childhood supports for children with developmental delay and/or disability. However, there are few guidelines to help prepare future rural practitioners/educators working as early childhood educators (ECE) and early interventionists (EI). In this presentation, we share the process and results of a scoping review where we explored the characteristics of early childhood education and early intervention practice in rural settings, using a strengths-based approach. Findings of 56 screened-in items indicate that rural educators (ECE and EI) are most satisfied when they feel effective, which can be supported with additional time for family engagement, by being their whole authentic selves, and by understanding the meaning of local rural culture. We uncovered how cultural/racial inclusion, equity issues, travel, and distance barriers were under-studied. We identified limitations, including the broad use of the search term “early intervention,” a paucity of field-based ECE/EI studies and regional funding sources that fracture disciplinary coherence, while recommendations focus on the need to highlight the unique multi-disciplinary and multi-jurisdictional nature of rural early childhood and early intervention practice.

To Join Zoom Meeting:

<https://ubc.zoom.us/j/6157853092?pwd=d3ZTTzB4OTNrb3hZYnNoOCtPeTlXUT09>

Meeting ID: 615 785 3092

Passcode: 377665

Wednesday, October 27, 3:30 pm to 4:30 pm

Speakers



Silvia Vilches

Silvia Vilches, Ph.D., is an Assistant Professor and Extension Specialist with Auburn University, Alabama, and conducts community-based research to support and study the wellness of families with young children, with a special focus on rurality. She brings a critical lens to gender and intersectional systemic barriers, building on past work with First Nations and tribal authorities to reflect on racial divides in the South. Her current work is focused on community-based outreach through parenting education, including through on-line emotion-coaching training. She is interested in models of capacity change, including through collaborative planning, knowledge synthesis and responsible research and innovation.



Mari Pighini

Mari Pighini, PhD is a lecturer with the UBC Faculty of Education and has taught, also as a sessional instructor, since 1997, courses in early childhood education, early intervention and special needs. Currently, Mari coordinates the online ECE cohorts for the Masters in Education (MED) program. Mari's professional background combines a trajectory of over 25 years as a resource teacher and infant development consultant. Her research interests focus on the experiences of parents with children at-risk for developmental delays or disabilities receiving early intervention/child development support services in urban and rural settings in BC.



Mary Stewart

Mary Stewart, M.A., is passionate about listening with, learning from and working together with people in rural communities. She uses this passion and her many years of working in early intervention and early childhood development to research and discover collaboratively, practices that best meet the needs of people and community. Mary is a sessional instructor at UBC in the IDSC program and teaches full time in ELCC and Disability Studies at Norquest College in Edmonton, Alberta.



Beth McDaniel

Beth McDaniel, MSW, Ph.D., is a Policy Analyst with Chapin Hall at the University of Chicago, an institute dedicated to research that benefits children, family and their community. Her dissertation (2020) is titled "Prevention, Protection, or Institutional Oppression? Exploring the Institution of Child Abuse and Neglect Prevention in Alabama.



Verena Rossa-Roccor

Verena Rossa-Roccor, MD, MSc, and PhD Student. Verena's primary motivation to conduct research is to make the world a more just, environmentally sustainable, compassionate place. Her many passions meet at the intersection between environmental policy and human health impacts, with a special interest in the food system and – as a psychiatrist – the mental health of children and youth. Her PhD work is looking at ways to transform the way public health academics conduct knowledge translation in the environmental policy realm.