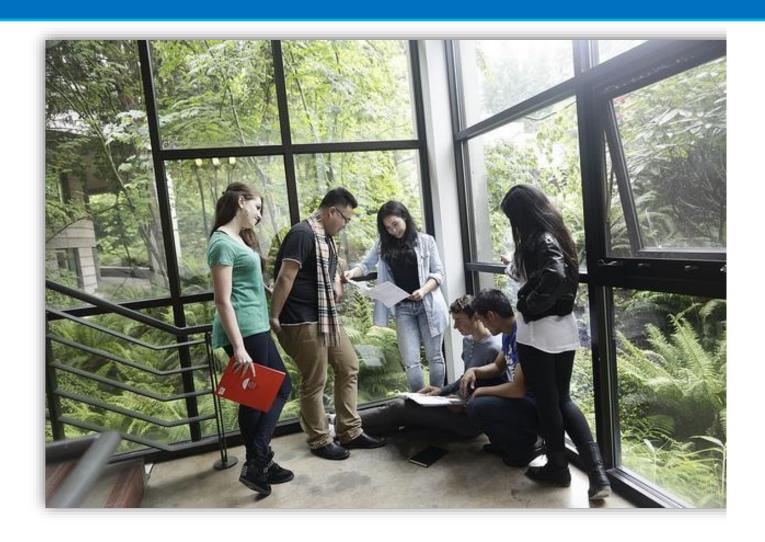# STUDENT RESEARCH SYMPOSIUM
24 APRIL 2021

CAPILANO
UNIVERSITY

TERRITORIAL ACKNOWLEDGMENTS

Capilano University is named after Chief Joe Capilano, an important leader of the Squamish (Sḵwx̱wú7mesh) Nation of the Coast Salish people. We respectfully acknowledge that our campuses are located on the territories of the Lil'wat, Musqueam, Sechelt (shíshálh), Squamish (Sḵwx̱wú7mesh) and Tsleil-Waututh Nations.

Photo : SRS 2017 Elder Ernie George, Tsleil-Waututh Nation Photo credit: Rob Newell

CONTENTS

CAPILANO UNIVERSITY

SRS SCHEDULE – AN OVERVIEW

Time	Activity	Location
9:00– 9:15 am	Welcome Ceremony	Main Zoom link
9:15 – 10:00 am	Keynote with Dr. Ross Gay	Main Zoom link
10:15 – 11:15 am	**Session A** Concurrent Student Panels	Breakout rooms 1, 2, 3, 4
11:25 – 12:25 pm	**Session B** Concurrent Student Panels	Breakout rooms 1, 2, 3, 4
12:35 – 1:00 pm	**MITACS Student Award for Excellent in Research CEREMONY**	Everyone welcome back to Main Zoom link
1:15 – 2:15 pm	**Session C** Concurrent Student Panels	Breakout rooms 1, 2, 3, 4, 5
2:25 – 3:25 pm	**Session D** Concurrent Student Panels	Breakout room 1, 2, 3 4, 5
3:35 – 4:35 pm	**Session E** Concurrent Student Panels	Breakout rooms 1, 2, 3, 4
4:40-5:00 pm	**SRS COMMITTEE THANK YOU, WRAP-UP SESSION**	Everyone welcome back to Main Zoom link

WHAT IS SRS 2021?

Welcome to the fifth annual Student Research Symposium. The symposium is an opportunity for Capilano University students completing research projects or capstone projects to share their findings with their peers, faculty, family, friends, and the wider community.

This year's Symposium features the work of 79 students. The 2021 presenters include students from the Bachelor of Arts with a Major in Applied Behaviour Analysis, Post-Baccalaureate Diploma in Applied Behaviour Analysis, Bachelor of Arts with a Major in Interdisciplinary Studies, Bachelor of Communication Studies Degree, Bachelor of Early Childhood Care and Education, Bachelor of Motion Picture Arts, who are completing, or have recently completed, a faculty-supervised research project in fulfillment of their degree requirements.

Photo: Laureen Styles SRS 2019 Photo credit: Barbara Sudbrack

Photo: Taylor McCarthy   Photo credit: Barbara Sudbrack

KEYNOTE SPEAKER: DR. ROSS GAY

Ross Gay is the author of four books of poetry: *Against Which*; *Bringing the Shovel Down*; *Be Holding*; and *Catalog of Unabashed Gratitude*, winner of the 2015 National Book Critics Circle Award and the 2016 Kingsley Tufts Poetry Award. His new poem, *Be Holding*, was released from the University of Pittsburgh Press in September of 2020. His collection of essays, *The Book of Delights*, was released by Algonquin Books in 2019.

Ross is a founding board member of the [Bloomington Community Orchard](), a non-profit, free-fruit-for-all food justice and joy project. He also works on *[The Tenderness Project]()* with Shayla Lawson and Essence London. He has received fellowships from Cave Canem, the Bread Loaf Writer's Conference, and the Guggenheim Foundation. Ross teaches at Indiana University.

https://www.rossgay.net/about

ACKNOWLEDGEMENTS

SRS would like to send their gratitude to the **Kéxwusm-áyakn Student Centre** for their continued support since the beginning of SRS. This year our symposium will be opened by **David Kirk** and **Elder Latash Nahanee**.

Photo: Squamish Nation Elder Latash Nahanee, Photo credit: Tae Hoon Kim

We would also like to extend our thanks to **Paul Dangerfield**, President**, Laureen Styles**, Vice President Academic & Provost and **Dawn Whitworth,** Director, Creative Activity, Research and Scholarship for the resources required to host this event.

Award winner funding provided by **Mitacs** a federal funding agency that supports collaborative research projects between universities, companies and non-profit organizations.

Thank you to everyone below for their support in organizing this year's symposium. We appreciate your commitment to celebrating the diversity of undergraduate scholarship undertaken by our students.

Conference Organizers

Dr. Kym Stewart, *Faculty Lead Student Research Symposium 2021*
Dr. Annabella Cant
Dr. Cassidy Picken
Dr. Richard Stock
Zabir Montazar, *SRS Research Assistant*

Student Project Supervisors

Dr. Annabella Cant
Greg Coyes, MFA
Dr. Efrat El-Hanany
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Dr. Bo Sun Kim
Dr. Sylvia Kind
Dr. Kathleen Kummen

Nanci Lucas, MA
Dr. Michael Markwick
Dr. Cassidy Picken
Dr. Richard Stock
Dr. Michael Thoma
Rachel Yu, MA
Dr. Josema Zamorano

Moderators and Volunteers

Dr. Elaine Beltran-Sellitti
Alex Berry
Julia Black, MBA, MA
Aryanna Chartrand
Austin Cove
Sue Dritmanis, M.Ed
Sumera Essa
Jane Ince

Heather Keble
Dr. Sylvia Kind
David Kirk
Sukhvinder Kullar
Dr. Kathleen Kummen
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Nonny Mensah
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Special Thanks for SRS Support

Tanya Bovenlander Vogt
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Elder Latash Nahanee, BA
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Carey Simpson, MSc
Dr. Laureen Styles
Adele Therias
Dr. Michael Thoma
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Audrey Wang
Dr. Dawn Whitworth
Yen Yuen
Sherry Zhao
Learning Commons & Student Affairs
Centre for Teaching Excellence

Photo: Annabella Cant SRS 2019 Photo Credit: Barbara Sudbrack

STUDENT PANEL PRESENTATIONS

Session A: 10:15 – 11:15 am

Breakout Room: 1   ABA Telehealth & Parent Training

Anna Alderson (ABA)	*Examining Telehealth Approaches to Mediator Training and Applied Behaviour Analysis Treatment*
Kristy Allen (ABA)	*A Review of the Effectiveness of Pivotal Response Treatment (PRT) when delivered by caregivers and teachers compared to clinicians*
Erica Lighter (ABA)	*A Review of Parent-Training Techniques in Positive Behavior Support within the Family Context*
Joanne Mark (ABA)	*Parent Training and Implementation Skills: A Literature Review*

Breakout Room: 2   Misogyny & Feminism

Emily Ewing (CMNS)	*Women Punching Up Against Misogyny*
Claudia Funaro (CMNS)	*Lessons Learned: Woman Punching up Against Misogyny*
Marley Lane (CMNS)	*Ending the She-cession: The Imperative of Women's Substantive Equality Post-COVID in Canada*

Breakout Room: 3   Male Gaze

Corinn Rossitter (MOPA)

Cinemas Male Gaze as a Window into the Psychology of Self Objectification

Katarina McLeod (INTS)

Reclaiming the Female Body in Contemporary Canadian Art

Elizabeth Mestanza Ruiz (INTS)

Women in Canadian Prisons

Breakout Room: 4   Reconceptualizing Early Education

Sanako Nakamura & Shinhee Park (ECCE)

Rethinking the image of early childhood education

Victoria Lin (ECCE)

Poststructural Perspectives Image of the Child

Kelsey Schaerer & Rachel Tabe (ECCE)

Reconceptualizing Images of Early Childhood Education

Session B: 11:25-12:25

Breakout Room: 1   ABA Community Applications

Melissa Boyd
Rupa
(ABA)

Decreasing Challenging Behaviours in Children and Youth with Emotional and Behavioural Disorders using Acceptance and Commitment Therapy (ACT): A Literature Review

Susanna
Fischer
(ABA)

Errorless Compliance Training to Increase Compliance in Individuals with Developmental Disabilities: A Literature Review

Jayde Jarvis
(ABA)

Weight Loss Strategies Using Applied Behaviour Analysis: A Literature Review

Taylor Kanitz
(ABA)

Prompt Dependence - Literature Review

Breakout Room: 2   Education and Politics

Jade Santos
&
Lynn Ragasa
(ECCE)

The Pedagogical Disposition of the Early Childhood Educator

Amanda Schot
(INTS)

Education in America: the prioritization of creationist and secular theories

Breakout Room: 3   Ethics of Care and Identity

Erik Nieweler (CMNS)   *Pandemic Racism: A Reality Check*

Jesse Han
&
Brandon Jung (ECCE)   *Rethinking Place with the Common Worlds Framework*

Breakout Room: 4   Encounters, Materials, Aesthetics

Isabela Camara Lima
 &
Alyssa Goodsell (ECCE)   *Encounter with Materials*

Lauren Femandes
&
Tiffaney Lau (ECCE)   *Encounters with Material*

Aysha Prosser (ECCE)   *Ways of being with materials*

12:35-1:00 Mitacs Student Award for Excellence in Research

Session C: 1:15-2:12 PM

Breakout Room: 1   ABA Applications to Feeding and Anxiety

Danielle Vernon-Jarvis (ABA)
Review of Interventions to Treat Pica in Individuals with Autism Spectrum Disorders

Zana Dojnov (ABA)
Strategies for Treating Selective Eating in Young Children - Increase Acceptance of New Foods

Nabilah Elahi (ABA)
Exposure Methods to Address Feeding Disorders: A Literature Review

Carolina Cornejo (ABA)
The Efficacy Of Acceptance And Commitment Therapy for Anxiety Disorders

Breakout Room: 2   Movement and Nature

Patricia Africa
&
Grace Jia Feng Li (ECCE)
Walking: A Way of Moving with the World

Rachel Lirenman (ECCE)
Life with the More-Than-Human:Re-examining and Re-constructing Relationships with the Natural World

Breakout Room: 3   Surveillance, Spectacle, Utopia

Kristijan Timotic (INTS)   *Franz Kafka An alternative look to Dystopia*

Tristan Meroni (CMNS)   *Big Brother, Little Choice*

Kathryn Bons (MOPA)   *The ethics of mediated empathy; Virtual reality and Debora Society of the Spectacle*

Breakout Room: 4   Inclusion and Equality

Jingru Zhou & Yuxiao (Judy) Zhang (ECCE)   *Post-structuralism and Inclusive learning & care*

Jennifer McEneany (INTS)   *Washroom Negotiations: Why we Need Gender Diverse Public Washroom Spaces*

Aislinn Boyle (MOPA)   *Is Cinema a Vessel for Empathy?: An Assessment of Audiences Active Inaction*

Breakout Room: 5   Social Justice, Activism and Art

Marlee Spicer (MOPA)   *The Evolution of Mythology: the de facto lens of Modernity*

Katrina Diener & Marianna Cavezza (ECCE)   *Towards a More Hopeful and Just Future*

Session D: 2:25-3:25 PM

Breakout Room: 1   ABA Health Applications

Sydney P Frink (ABA)

A Review of Contingency Management in the Treatment of Drug and Alcohol Addiction

Carter Junk (ABA)

Applied Behavior Analysis and Acquired Traumatic Brain Injuries: A literature Review

Jodi McLeod (ABA)

Parent Training to Address Sleep Disorders in Children with Developmental Disabilities: A Literature Review

Emily Stromsten (ABA)

Teaching Hygiene Skills using Applied Behavior Analysis: A Literature Review

Breakout Room: 2   Storytelling Reimagined

Kelsey Bernard & Janevra Hamilton (ECCE)

Re-imagining Literacy Through Storytelling

Vanessa Abbinante (ECCE)

Ways of Constructing and Deconstructing

Gejing Wang (ECCE)

Living Inquiry-Storytelling

Breakout Room: 3   Encounters with Materials

Tianyi Fei
&
Yunqing
(Vienna) Cao
(ECCE)

Relational Materialism

Vanessa
Callaway
(ECCE)

Finding togetherness with fabric

Breakout Room: 4   Health and Human Rights

Lauren
Reynolds
(CMNS)

LGBTQ Human Rights Analysis

Amanda
Chinasa Egbe
(INTS)

End Sars Project in Nigeria

Tiana Lachnit
(CMNS)

The Deadlier Virus: Mean Violence Against Women During COVID-19

Breakout Room: 5   Encounters with Materials and Sounds/Nature

Xiaoxuan Zhao
&
Yicao Hou
(ECCE)

Perceiving Sounds with Body-minded

Xuanyu Wang
(ECCE)

educ 475 encounter with materials

Ha My Nguyen
(ECCE)

Growing with nature

Session E: 3:45-4:25 PM

Breakout Room: 1   ABA Applications

Waseeta Hasany (ABA)
A Review of Menstrual Self-Care and Hygiene Training for Women with Developmental Disabilities

Megan Howarth (ABA)
Peer Mediated Interventions for School Aged Children with ASD

Mary Mae Oquendo (ABA)
A Review of the Application of Applied Behavior Analysis to Increase Physical Activity

Bhumi Thakkar (ABA)
A Review of Functional Communication Training for Escape-Maintained Behaviors

Breakout Room: 2   Reconceptualizing Relationships

Faith Abi Dawa (ECCE)
Living Well Together: Interconnections through Movement

Jade Wollman (ECCE)
(Re)thinking Place: An Engagement with the Past/Present/Future

Caitlyn Brendzy (ECCE)
Reconceptualizing the Image of Childhood and Children's Relationships with Worlds

Breakout Room: 3   Image of the Child

David Eusebio (MOPA)   *Innocence or Ignorance?: Childhood as a Home For Purity and Fantasy*

Martina Bubnjevic & Nilufar (Nilu) Farhangdoost (ECCE)   *Re-evaluating the image of the child*

Melanie Jang (ECCE)   *A Becoming of 'Happy'*

Breakout Room: 4   Decolonizing Education

Ashley Sandhu (CMNS)   *My Liberation is Not Just Mine": The Importance of BIPOC Representation*

Dianne Natrall (ECCE)   *Decolonizing Education: Responding to the TRC*

Rena Mainville (ECCE)   *Little willows grow where roots are nurture*

MITACS STUDENT AWARD FOR EXCELLENCE IN RESEARCH

Photo: Paul Dangerfield SRS 2017 Photo Credit: Rob Newell

Bachelor of Arts Degree - Applied Behaviour Analysis (Autism)

Award Winner: **Mary Mae Oquendo**

Project Title: A Review of the Application of Applied Behavior Analysis to Increase Physical Activity

Bio: Mary Mae is a B.A. candidate majoring in Applied Behaviour Analysis-Autism. She has been working in the field for the past three years and will continue her studies in the M.A. in Exceptional Student Education/Applied Behavior Analysis at the University of West Florida this Summer 2021. Her achievements include maintaining a position on the Dean's List and Merit List over her last two years at Capilano University with a 4.27 GPA. Her goals are to become a Board Certified Behavior Analyst and to use the principles of ABA to help people improve the quality of their lives.

Bachelor of Arts with a Major in Interdisciplinary Studies

Award Winner: **Carson Polly**

Project Title: *Triqueta: The Pre-Roman Lives of the Celts*

Bio: Carson is a life-long resident of the North Shore, and currently is currently employed at Grouse Mountain. However, it is his hope to move into a museum/archive job soon. Carson's academic passion is in history and anthropology, particularly in relation to pre-Christian Europe, a period he feels is often misunderstood and its memory misused; he believes history should be made more approachable and understandable for the general public. He is also interested in botany and gardening

Bachelor of Communication Studies Degree

Award Winner: **Marley Handel Lane**

Project Title: *Ending the She-cession: The Imperative of Women's Substantive Equality Post COVID in Canada*

Bio: I am a fourth year Bachelor of Communication student. I was born and raised in Vancouver and love living 10 minutes away from the ocean or the mountains. Throughout my time at Cap, my eyes have been continually opened to the complex realities of inequalities and oppression that women face within a patriarchal society. I hope that my research can continue to raise awareness of the need for our society to stand in solidarity along side women as it is essential, to what I believe, a better and brighter future for all.

Bachelor of Early Childhood Care and Education Degree

Award Winner: **Dianne Natrall**

Project title: *Decolonizing Education: Responding to the TRC*

Bio: My name is Dianne Natrall, my Squamish Nation ancestral name is Swa7lhkintanat means female warrior. My late parents Norman Natrall Squamish Nation ancestral name Swa7lhkin_t and my late mother Mildred Natrall Squamish Nation ancestral name Kaumu7na_t. Both of my parents inspired and instilled in me the importance to understand and practice my cultural protocols and to understand the importance of continuing with your educational journey. In many First Nation cultures our educational journey begins with birth and continues through your lifespan.

I have three siblings Joanne Natrall, Lorraine Natrall, Faye Natrall and many nieces and nephews and grand nieces and nephews.

When I met Tia Smith in the infant room at Learning Together, I began to be inspired to bring forth the importance of cultural identity. In EDUC 375 I met Marie Battiste through her book ,*Decolonizing Education: Nourishing the Learning Spirit* . Dr. Battiste is a a Mi'Kmaq scholar, whose work looks at the legacies of colonization in education. Our reading group, decided to read her book and work with stories.

I would like to acknowledge my book club participants; David Kirk, Joel Cardinal, Elizabeth Lam, John and Wendy McGregor and Crystal Henderson

I would like to honor the following people Tia Smith, Kathleen Kunmen, Sylvia Kind, Barb Mathison, Violet, and Julia Black - just to name a few- or inspiring me to continue with my education.

I would also like to honor my son Takaya Natrall and my nephew Pete Natrall Squamish Nation ancestral name Swa7lkint who have given me the support and encouragement to carry on with my education.

My hands are all up to you thank you.

APPENDIX

NAME	TITLE	ABSTRACT
Anna Alderson	*Examining Telehealth Approaches to Mediator Training and Applied Behaviour Analysis Treatment*	Telehealth is a method of service delivery provided via videoconferencing technology. A growing body of research investigates the effectiveness and utility of telehealth as a tool to ameliorate geographic and financial barriers for mediators to access timely services and training to develop skills needed to support others in their home or community. The results of this literature review will include a summary of current findings, analysis of social validity, and conclusions regarding telehealth as an evidence-based method of service delivery for mediators.
Aysha Prosser	*Ways of being with materials*	My graduation project is a book study centered around the book "Encounters with Materials in Early Childhood Education". My graduation project was done over four months with meetings happening bi-weekly. Throughout this book study, a group of educators and myself who work in the school system and the Early Childhood field worked with the overlying idea of materialism which the book focuses on. In addition, the post-humanist and materialist perspective is the theoretical framework that was used throughout the project. The main concepts that will be discussed in my project are being with materials, assemblages, encounters, and time. These concepts were deeply discussed and were points of uncertainty throughout the project.

| Aislinn Boyle | *Is Cinema a Vessel for Empathy?: An Assessment of Audiences Active Inaction* | The purpose of this essay was to discover whether or not cinema has the power to garner true empathy and motivate audiences to enact it upon the real world.

From what we have learned over four years, and especially during this course, it made sense to begin the essay by explaining the potential power film holds on a macro level from a socio-political angle. Then, I delved into the psychoanalytical for a perspective on how media affects the individual. With that context, I lastly expanded into real-world studies, some pop culture, and other fields.

I anticipated for this piece to end in a polemic. Our world is lacking in empathy, and that bleakness is seeping into my school work; however, I found through further analysis that if the methodology of spurring empathy in audiences was modified to shock, compel, create vulnerability, and teaching of a new side to life through film, then empathy en mass may not be lost just yet.

I hope to pursue this line of thinking further in my career, and strive to create films that spur compassion in the hearts of even the most hostile. |
| Alyssa Goodsell | *Encounters With Materials* | This inquiry project was a book study with a focus on Encounters with Materials in Early Childhood Education by Veronica Pacini-Ketchabaw, Sylvia Kind, and Laurie Kocher. This study invited a group of 5 early childhood educators into a discussion over 5 months. We situated ourselves with and through a post-humanist theory which removes human dominance from the center and instead, invites conditions where we can construct multiple understandings with materials. We investigated material relational perspectives both within early childhood centers and personal practices. This involved paying close attention to how materials let us affect and be affected. We disrupted the discourse of materials being seen as predictable instruments and became curious about how |

		experimentation and dialogue can change our ways of thinking and engaging with materials. This inquiry began by dialoguing about the image of materials in early childhood spaces. These discussions lead us to inquire about who is the early childhood educator in relation to material encounters. As we dwelled with new ideas, we wondered about time, ecologies, and aesthetics. These ideas supported our process of meaning-making of how materials are an agentic force within our worldly encounters. We come to believe that we are not outside observers of the world and will continue to research how materials are active participants immersed in an already existing ecology of relationships.
Amanda Chinasa Egbe	*End Sars Project in Nigeria*	For this project, I will be looking at the peaceful protest that happened in Nigeria that turned into a bloodbath of innocent citizens trying to fight for their rights, from the perspectives of affected local people. I have sent out requests to collaborate in crafting a voluntary-participatory narrative, via cell-phone recordings, about the experiences of those that were affected by the End Sars Movement in Nigeria. This project aims to create a video-audio piece with these collaborations to raise awareness and inform people about the ongoing police brutality in Nigeria. The final piece is to be shared with the collaborators and be posted online for project presentation.
Amanda Schot	*Education in America: the prioritization of creationist and secular theories*	The purpose of my Capstone Research Project is to look at the education system in the United States of America. I will be analyzing the increasing polarization of American school curriculums in regard to the prioritization of creationist or secular theories that inform the discord within the US educational system. I want to look for historical or more current significant changes and conflicts, like that of the Scopes Trial in 1925. My methodology for conducting the research will involve consulting academic texts and articles relevant to my topic. Consulting several sources, I will write a research paper approximately 5000 words in

		length. I anticipate finding rural areas of the United States to be more inclined to teach creationism whilst urban centers will tend towards more secular learning. The United States has faced considerable criticism in the wake of Trump's presidency and its response to the COVID-19 pandemic. The impact education has on an individual's ability to discern misinformation from fact has provided exceedingly consequential implications on contemporary society.
Ashley Sandhu	*"My Liberation is Not Just Mine": The Importance of BIPOC Representation*	For my research project, I will be discussing how visual representation can help BIPOC liberate from a white supremacist society. I have specifically looked at the concept of photography as a tool in achieving this. How will it prompt BIPOC to break out of oppression? Why is it so important to do so? These are some of the questions I will explore. My study will include 'selfie' photography and dialogical analyses with BIPOC participants to better demonstrate how sharing one's identity or story on their own terms (through their own photographic and verbal perspectives) can inspire change in abovementioned way
Bhumi Thakkar	*A Review of Functional Communication Training for Escape-Maintained Behaviors.*	Functional communication training is a methodology that helps the child to communicate functionally (the function of the problem behavior is known by performing a functional behavior assessment) instead of engaging in problem behaviors. This paper reviewed the effectiveness of functional communication training combined with different behavioral principles for behaviors that are maintained by escape from demands/tasks. The results of this literature review will include a general summary of the state of research on this topic, analysis of social validity, and conclusions about its status as an evidence-based procedure.

Brandon Jung	*Rethinking Place with the Common Worlds Framework*	Our research gathers around the common worlds framework while thinking with Affrica Taylor (2013) and Veronica Pacini-Ketchabaw (2013; 2019) on how we can approach the nature/culture divide by analyzing the transformative relationship the children developed with a felled tree. Our research focuses on place as assemblages, common worlds ethics, and pedagogy of place from Reconfiguring the Natures of Childhood by Affrica Taylor (2013).
Carolina Cornejo	*The Efficacy Of Acceptance And Commitment Therapy for Anxiety Disorders*	Acceptance and Commitment Therapy (ACT) centers around mindfulness and value-based living. It is an approach that stems from both traditional behaviour therapy and cognitive behaviour therapy. This paper examined the effectiveness of ACT for anxiety disorders. The results of this literature review will provide a summary of the current research on this topic, an analysis of the social validity and significance of the findings, as well as the status of ACT as an evidence-based treatment.
Carter Junk	*Applied Behavior Analysis and Acquired Traumatic Brain Injuries: A literature Review*	Applied Behavior Analysis (ABA) has been successful at generating socially significant changes in a variety of populations. This literature review will reflect on behavior analytic strategies which have been successful at generating socially significant changes for clients who have acquired Traumatic Brain Injuries (TBI). The severity of brain trauma varied between participants and many different strategies were used depending on the given target behaviors. This paper aims at highlighting the versatility of ABA concerning the many different evidence-based strategies which can generalize to populations

		outside the field of ABA, such as in working with clients with TBIs.
Claudia Funaro	*Lessons Learned: Woman Punching up Against Misogyny*	Feminist mentoring can help a young woman through the pandemic to come out even strong. I am advancing an auto-ethnography, journaling the lessons I take from how Rosemary Brown and Haley Wickenhieser take up women's emancipation. Rosemary helps me to come to an understanding of how being a woman requires me to be alive to the ways racism is entangled with misogyny. Haley calls me to embrace the power I have on the ice, in the madness we share for hockey. Together, they help me understand how I can be powerful in working with women and our allies to end misogyny. In this way, I will draw upon theorists to argue for feminist mentoring as a form of epistemological and democratic empowerment. We are not in this alone; we can learn from the struggles and victories of women how to combat gaslighting, deepen our solidarity and claim our places in building a free, democratic and just society. Pandemic misogyny is a brutal reality, but no woman needs to face it alone.
Caitlyn Brendzy	*Reconceptualizing the Image of Childhood and Children's Relationships with Worlds*	I am currently a student attending the ECCE program at Capilano University, and I have been starting to question the dominant discourses about how we look at children and their relationship with the worlds. While leading a study on Affrica Taylor's book, *Reconfiguring the Natures of Childhood* (2013), our group of educators began to look at how the image of the child is portrayed in western society. The child is often viewed as innocent and in need of protection from the bad influences of culture. This has created a nature/culture binary, where humans are separated from nature and see themselves as the most important beings in the world. These human-centric ideas have positioned us as superior and have resulted in creating a damaged world. This period in time, where humans have impacted the earth, possibly beyond repair,

		is known by researchers as the Anthropocene. Many educators believe that children are able to interact in this uncertain time and develop multispecies entanglements with each other and the more-than-humans, which is encouraged in the Common Worlds pedagogy. Through these entanglements with others, an ethics of responsibility can be fostered and children can participate in this world not as innocents, but as capable members whose relationships are valued.
Corinn Rossitter	*Cinemas Male Gaze as a Window into the Psychology of Self Objectification*	When investigating early and contemporary cinema, the presence of the male gaze is a much-discussed subject, but not much has been done to address this issue other than a slow increase in the representation of women behind the camera. However, this paper will explore how the mere representation of women in creative production is not the solution when the male gaze has become omnipresent in everybody's (including women's) minds due to generations of cultural inoculation. It also explores the various coping mechanisms used to dismiss and compartmentalize the pressure that comes with living with the male gaze within one's mind. Through a Marxist critique, the male gaze functions as an ideological state apparatus. Not only does this affect women mentally, but also limits bodily awareness and productivity, reinforcing the issue of self-image at hand. Understanding this is not a simple issue, but is being proliferated by all sides, whether that be unconsciously externally or internally, removes finger-pointing and makes the male gaze an issue that everybody can work to help resolve.
Dianne Natrall	*Decolonizing Education: Responding to the TRC*	As early childhood educators, how can we reimagine education of the legacy of colonization in education? Through the curriculum development, the lecture-style instruction is still present. In other words, our current curriculum is based on the economical status of our country. Decolonization is a messy, dynamic, and contradictory process, it involves, for example, talking about racism is a

| | | difficult topic for educators and students as well as for anyone unwilling to consider their complicity with this country's long history of racism. Yet confronting and eliminating the false concept of racial superiority is a necessary initial process in developing a decolonization consciousness in Canadian education.

Through the reconceptualist paradigms challenges the singular truth about education, in other words, Western education privilege the value system and institutions. In other words, what does and does not count as knowledge.

And through the social constructivist perspectives that are based on how people learn. Children construct or build new knowledge on what they already know. Children actively construct meaning through experiencing things and reflecting on their experiences. This construction of making meaningful experiences is based on Indigenous worldviews and place-based education. Everything is built upon relations to the earth, plants, land animals, sea animals just to name a few relationships.

The Western educational system is based on what does and does not count as knowledge. For Indigenous people, we implement a holistic education that looks at the child as a whole person. This approach engages all aspects of the child, spiritual, emotional, physical, and mental, and their interconnectedness with others and the world. Learning is active and reflective and creates meaning in the context of the children's lives.

Research has already begun to decolonizing education through Truth and Reconciliation and Human Rights. |
|---|---|---|
| Danielle Vernon-Jarvis | *Review of Interventions to Treat Pica in Individuals with Autism Spectrum Disorders* | Pica is a behaviour that is commonly seen in individuals with developmental disabilities, which poses health and safety risks for the individual and can be very challenging for the caregivers. This paper reviewed different approaches for decreasing pica behaviours in individuals with autism spectrum disorder. The results discuss the efficacy of the interventions used in the research reviewed, and an analysis of its evidence-based practice status, and social validity measure. |

[David Eusebio](#)	*Innocence or Ignorance? : Childhood as a Home For Purity and Fantasy*	This paper will trace the origins of childhood innocence from the seventeenth century up until the mid-twentieth century. I will examine how childhood innocence, which has been shaped by evolving ideologies and new technologies, has been preserved. My findings reveal that childhood innocence must be altered to address taboo subject matter that children have been exposed to in our day and age, for the concept has eschewed societal issues and the experiences of those in the lower-income strata, as well as many minority groups, for far too long. My hope for this paper is to encourage parents to include children in conversations about social issues so they can get a better understanding of the world as they mature.
[Elizabeth Mestanza Ruiz](#)	*Women in Canadian Prisons*	Women in Canada are at a disadvantage compared to men. First Nations and women of colour face further challenges. Canadian prisons are an example of gender inequality and systemic racism in our society.
[Erik Nieweler](#)	*Pandemic Racism: A Reality Check*	The COVID-19 pandemic exposes how BC's long-term care system reinforces racialization and imposition of inequality, specifically on women of colour. The purpose of this thesis paper is to expose the racialization of long-term care workers and highlight the negative physical and mental health effects associated with the lived realities of these workers. This will be demonstrated by showing how institutions exhibit a lack of urgency in prioritizing the mental and physical health of these workers. Using a case study featuring the situation of COVID-19 at the Lynn Valley Care Centre and analysis of accompanying North Shore News articles, I will highlight the precariousness of long-term care workers, showing how lack of resources and poor working conditions can influence mental and physical health negatively. Using a feminist philosophy and feminist political economy approach, I will employ works

		from Elizabeth Anderson and Kendra Strauss, to advance a critical realist approach, showing how long-term care workers are disadvantaged economically. Highlighting the situation many women face in long-term care is essential in showing institutions that these women need more support and resources, to allow them to punch up against the social and economic barriers that give way to racialization.
Emily Ewing	*Women Punching Up Against Misogyny*	This study examines how Rain City Housing and Support Society's proposal to build a 60-unit supportive housing project in Norgate for single women and women-led households advances the substantive equality of women. Anchored in the work of critical feminist theorists, including Catherine McKinnon, I advance a discourse analysis of the public debate about Rain City's proposal. My specific concern is to identify how misogynistic beliefs are both asserted and addressed. I argue that deeper democratic inclusion, as envisioned by Iris Marion Young, is essential for women's substantive equality. It allows women to punch up against the social and economic factors that, as Elizabeth Anderson argues, cause their inequality. Naming and refuting gaslighting as a form of epistemological violence is essential both for the emancipation of women and the possibility of building a free and democratic society.
Emily Stromsten	*Teaching Hygiene Skills using Applied Behavior Analysis: A Literature Review*	With the emergence of COVID-19, basic hygiene skills such as handwashing have become more important and needed in the past year. With the thought of hygiene and cleanliness fresh in our minds, this literature review will aim to summarize the findings of the studies as well as draw conclusions on the effectiveness of these evidence-based practices on teaching hygiene skills.

Erica Lighter	*A Review of Parent-Training Techniques in Positive Behavior Support within the Family Context*	Positive Behavior Support (PBS) is a multi-component intervention strategy, which is often used to target severe problem behaviors in a variety of settings, such as the home, school, and community. This paper includes a review of the literature on PBS as applied to routines within the family context, as well as parent-training in the implementation of PBS with their children with autism or developmental disabilities. The paper also discusses the functional relationships of the interventions, as well as their social validity.
Faith Abi Dawa	*Living Well Together: Interconnections through Movement*	The purpose of the research and inquiry is to think with the question of "what does it mean to live well with the Other within the local community?". Highlighting the importance of context, our inquiry is focused on the birds that visit our childcare space with particular attention to movement. Making visible our journey and learning process, we rely on drawing as our medium. Engaging within the reconceptualist theoretical frameworks of common wording and place as a pedagogical practice, I anticipate to understand more of the interconnections between the human and more than human, while also thinking in relation to movement. The Significance of this inquiry is us to inspire to have a deeper, more intimate relationship with the more than human that co-exist in the world with us.
Grace Jia Feng Li	*Walking: A Way of Moving with the World*	Our project with the children and the more-than-human world is an attempt to reconceptualize the dominance of linear and instrumental practices of walking. Our daily use of the three-seated strollers where the children were securely seated over the Fall was a catalyst of this project as it provoked us to re-think and offer an alternative perspective on children's walking practices. We recognized that the use of strollers primarily serves as a mode of

		transportation for infants who are in-between crawling and walking. However, with the realization of strollers as a mechanism or technology to control the possibilities of our walks, we began to think otherwise; the other possibilities that may emerge when we reduce our dependence on the three-seated strollers. What if we try to notice what happens beyond our typical or familiar understandings of walking as an automatic or a subconscious act? Our theoretical framework stems from Deleuze and the concept of intra-active pedagogies, where we relied on scholars and researchers, such as Hillevi Lenz Taguchi, Peter Moss, Stephanie Springgay, Sarah Truman, Liselott Olsson, and Tim Ingold in our research. Through this framework and reflecting with the children, we were able to refocus walking as an unfolding, relational practice.
Gejing Wang	*Living Inquiry-Storytelling*	Storytelling is a more-than-human event, there were a host of more-than-human elements that were vital participants and active co-narrators in the ongoing production of stories during this study.
Ha My Nguyen	*Growing with nature*	In this inquiry, children and educators are exploring new ways of learning and living with nature in terms of social practice. The goal is to open up approaches to children's relations with the place, materials, and other species to shift our thinking away from human-centric and pay attention to the movement and interaction between humans and non-human things within the common world framework. A group of 3-5 years old children and educators from Acadia's program at the University of British Columbia Child Care Services are active participants of an ongoing inquiry about children's immediate common worlds. Growing with nature explores three concepts that are immersed in this inquiry: the act of noticing, ethics of care, and the attunement within the community that they maintain. Through this inquiry, children are inspired to think beyond human control requiring openness to learn and connect children to the human and more than human community in

		decontextualizing the absences of a child's culture and social context of child-centeredness pedagogy. This will open possibilities for children to acknowledge the transcendent world in a way of valuing inherited histories and emerging their attention to care, to act ethically in thinking of mutual relation of human and non-human.
Isabela Camara Lima	*Encounter with Materials*	This inquiry project was a book study with a focus on Encounters with Materials in Early Childhood Education by Veronica Pacini-Ketchabaw, Sylvia Kind, and Laurie Kocher. This study invited a group of 5 early childhood educators into a discussion over 5 months. We situated ourselves with and through a post-humanist theory which removes human dominance from the center and instead, invites conditions where we can construct multiple understandings with materials. We investigated material relational perspectives both within early childhood centers and personal practices. This involved paying close attention to how materials let us affect and be affected. We disrupted the discourse of materials being seen as predictable instruments and became curious about how experimentation and dialogue can change our ways of thinking and engaging with materials. This inquiry began by dialoguing about the image of materials in early childhood spaces. These discussions lead us to inquire about who is the early childhood educator in relation to material encounters. As we dwelled with new ideas, we wondered about time, ecologies, and aesthetics. These ideas supported our process of meaning-making of how materials are an agentic force within our worldly encounters. We come to believe that we are not outside observers of the world and will continue to research how materials are active participants immersed in an already existing ecology of relationships.

Jingru Zhou	*Post-structuralism and Inclusive learning & care*	We are doing our book club inquiry project with the adults; we are using the book "Is everyone really equal?" written by Sensoy & DiAngelo. We are hoping to pursue to create and support inclusive learning and care for both children and educators.
Joanne Mark	*Parent Training and Implementation Skills: A Literature Review*	Parent implementation of ABA treatment protocols is effective in the literature. Recently, due to the pandemic, parent training and implementation have been gained new importance as clients have less experience than therapists. This literature review evaluated current ABA programs employed for parent training and offers conclusions about the effectiveness, reliability, and social validity of tactics.
Jodi McLeod	*Parent Training to Address Sleep Disorders in Children with Developmental Disabilities: A Literature Review*	A review of literature pertaining to parent/caregiver implemented sleep training for children with ASD and other developmental disorders. A literature review involves commonly associated risks of reduced sleep in children and families, results from functional behavioral examinations of participants and their families alike. Conclusions of the studies are included and highlight socially significant impacts of sleep interventions.
Jade Wollmann	*(Re)thinking Place: An Engagement with the Past/Present/Future*	This inquiry has evolved over a course of time on the unceded traditional territory of the Musqueam First Nation. Its given name is snəẃeyəɫ leləm̓, otherwise known as Langara College. This project involved children's and educator's engagements with place and the processes of attuning to the (un)familiar. Change is coming, and we start to grapple with these ideas of this change; the why's, the how's, the where's, the who's and the what's. These

		stories reflect our engagements with place and the learning that is emerging through our encounters. These stories may also convey that we (children and educators) are active members of this community with the rights to participate in the decision-making processes that affect us the most. It has become a space for expression and experimentation. A space for visibility of emerging ideas through photographs and drawings. A space for possibilities, for collaborations and for democratic conversations. Throughout these processes, we have contemplated place and have come to think with and learn from each other.
Jade Santos	*The Pedagogical Disposition of the Early Childhood Educator*	1. Objective or Purpose of the research and inquiry. Our objective of the research inquiry is to deconstruct the role and image of the educator, as one that partakes and shares ethical and political topics within their curriculum. 2. Perspective(s), methodologies or theoretical framework used in the research and inquiry. Thinking with Postmodernist and Post-structural perspectives inspired by Michael Foucalt, Peter Moss, and Gunilla Dahlberg. We also work with the concepts and philosophies of Emmanuel Levinas and Gert Biesta. 3. Anticipated findings results and/or substantiated conclusions or warrants for arguments/point of view. We examine the dominant discourse of education and how it has particular views of the educator as technicians, authoritarians, and providers of a service. We deconstruct the dispositions of an educator and see how they make ethical and political decisions in the education system. As a group, we co-construct an understanding for educators to create an ethical, political, democratic, and collaborative learning space for children. This will allow for multiplicities of differences and diversity of Others to be welcomed.

		4. Anticipated scientific or scholarly, and/or artistic significance of the study or work. From this collaborative inquiry, we hope that the disposition of the educator will be more than a means of providing knowledge, and instead create a space where children and Others are legitimized and listened to. This is in hopes to confront the dominant stories of a society that have led to ways of injustice, marginalization and oppression that we've seen and some of us have experienced in society.
Jesse Han	*Rethinking Place with the Common Worlds Framework*	Our research gathers around the framework of the common world while thinking with Affrica Taylor (2013) and Veronica Pacini-Ketchabaw (2013; 2019) on how we can approach the nature/culture divide by analyzing the transformative relationship the children developed with a felled tree. Our research focuses on a place as assemblages, common world ethics, and pedagogy of place from Reconfiguring the Natures of Childhood by Affrica Taylor (2013). The inquiry includes experiences and ideas that disrupt educators thinking beyond the conventional means. We attempt to unravel and understand what it means to rethink place within Latour's (1993) nature/culture divide. We explore through connecting former ideas from how we were raised with the concepts of power, innocence, and blending boundaries.
Janevra Hamilton	*Re-imagining Literacy Through Storytelling*	Storytelling is known to take place within every moment of a child's life, through a multitude of pathways, reaching farther than that of just written language skills and comprehension. Alongside moments of imaginative exploration, self-expression, and personal connection, storytelling brings forth opportunities for children to deeply connect with the world around them. Through rich and

		collaborative dialogue, we begin to embark on a journey of acknowledging and re-imagining the values that storytelling brings to education. Diving deeper into these initial wonderings, our book club of eight educators and student teachers, alongside ourselves, virtually came together to discuss and critically reflect upon current-day storytelling practices. Through open discussions, we begin to disrupt and challenge the "one size fits all" approach that is present within curriculum today. Situating ourselves within a reconceptualist perspective we bring forth the potentialities that lie within stories. Specifically, we bring to light the values that storytelling presents to children through moments of gathering, connections to the world and the importance of intentional time. When re-imagining new ways of living with and within stories alongside children, we can begin to uncover the power that re-imagining literacy holds.
Jayde Jarvis	*Weight Loss Strategies Using Applied Behaviour Analysis: A Literature Review*	Weight loss refers to a decrease in overall body weight from muscle, water, and fat losses. This literature review paper will analyze behaviour analytic strategies for weight loss. The results of this literature review will include a summary of procedures, reliability, and social validity of weight-loss tactics.
Jennifer McEneany	*Washroom Negotiations: Why we Need Gender Diverse Public Washroom Spaces*	Access to public washroom facilities in North America and throughout much of the world operates predominantly within a system of segregation via the notion of a gender binary. As gender is now understood to be a social construct which is infinitely more complex and diverse than the categories of "male" and "female", the continued labeling of washroom doors as such is outdated, discriminatory, and harmful. Those who do not identify within the rigid categories that make up the gender binary often experience surveillance and control of their movements in and around public washroom spaces. This surveillance is "encouraged" by washroom signage denoting the "ideal" washroom patron, the physical architecture of washroom spaces, and policies around

		washroom use. This work draws upon the research of Douglas (1966), Cavanagh (2010), and Ingrey (2018), as well as many other scholars within the fields of gender studies, sociology, and psychology. It encompasses personal experience as well as a driving urge to "make things better". By asking the audience to stand witness to this type of oppression, to acknowledge the pain and trauma suffered by so many, and to go out and do something about it, there is hope for positive change with regards to the issue of washroom access for all people.
Kathryn Bons	*The ethics of mediated empathy; Virtual reality and Debordae Society of the Spectacle*	Proponents of virtual reality claim this rapidly-advancing technology mark humanity's entrance into a new, prosocial era of empathic understanding. However, the use of this technology to simulate the personal experiences of another through the view of a head-mounted display (HMD) has also been challenged. Critics argue there are inherent problems associated with eliciting empathic experiences within a commercial virtual spectacle. In an age in which social interactions are increasingly filtered through a cluttering of technologies, can yet another digitally mediated viewpoint allow for the empathetic understanding of other's lived experience and emotional life?
Katrina Diener	*Towards a More Hopeful and Just Future*	This project explores issues of social justice to highlight the importance of moving towards activism in early childhood. The world around us speaks to the necessity of doing this work and ensuring that children can fully engage as citizens. To think more deeply about these issues, we have been guided by Sensoy and DiAngelo's (2017), Is everyone really equal? and further co-constructed our learning alongside a group of educators and community members. We have met over zoom for eight-hour-long sessions and noticed what themes and patterns emerged. Through our time together we have strengthened our

		social justice literacy and experienced the importance of self-reflection. We have also realized that there are no easy answers and we still have many lingering questions. With our experience of engaging these issues together with a group, we find ourselves more prepared to challenge inequities, both in the field of early childhood and beyond.
Kristy Allen	*A Review of the Effectiveness of Pivotal Response Treatment (PRT) when delivered by caregivers and teachers compared to clinicians*	Pivotal Response Treatment (PRT) is an evidence-based treatment intervention that improves social interactions, communication skills, play skills, language as well as other skill deficits among children with ASD. This paper reviewed the literature on the effectiveness of PRT implemented by caregivers, teachers, and clinicians. The results of the literature review include a comparison of the implementation of PRT among these different groups, the benefits of the implementation of PRT by the different groups, research in this area, and social validity.
Kelsey Schaerer	*Reconceptualizing Images of Early Childhood Education*	Our project was a book club working to analyze and challenge the politics and images of children, educators, and education. While working with Affrica Taylor's "Reconfiguring the Natures of Childhood", we embarked on conversations dissecting the politics and images of childhood and outdoor education. We focused our conversation on topics such as natural spaces for outdoor time, the facilitating and dynamic nature of the role of the educator, and the image of the child. We have used this analysis to conduct a dynamic conversation dealing with shifts that we wish to see in early childhood education. Our project conducts itself in a manner that speaks to appreciating and re-conceptualizing childhood as dynamic and forceful. Our discussions have showcased the significance of outdoor education and emphasizes the depth of the image of the child and their ecological identity. Our political conversations have spoken to the beauty

		sparked by the dynamic nature of education and childhood. Our book club sparks hope that these conversations will incite a societal shift in the image of education.
Kristijan Timotic	*Franz Kafka An alternative look to Dystopia*	Franz Kafka wrote at a time when the literary concept of Dystopia was being born. And yet, although often described as a dystopian writer, his works are not often included in literary histories of dystopian fiction. Perhaps, Franz Kafka's The Castle can allow us to understand the concept of Dystopia in a new way. Franz Kafka's sense of "Hope" is definitely distinct to other literary novelists, Franz Kafka disparages the meaning, his quote mentions: "there is hope, an infinite amount of hope, just not for us. Many instances of The Castle raise the question to whether the protagonist in The Castle, struggles to a point where his only freedom becomes hopeless, senseless, waiting. Other writers in the past century have used the genre of Dystopia to promote, criticize, and raise awareness towards the future. However, Franz Kafka's The Castle criticizes the human condition through a method that may be too grotesque or too satirical. Although, it can arguably be a piece of writing that we can use to make suggestions to see how the genre of dystopia may be circling back to how Franz Kafka viewed it.
Kelsey Bernard	*Re-imagining Literacy Through Storytelling*	Storytelling is known to take place within every moment of a child's life, through a multitude of pathways, reaching farther than that of just written language skills and comprehension. Alongside moments of imaginative explorations, self-expression, and personal connection, storytelling brings forth opportunities for children to deeply connect with the world around them. Through rich and collaborative dialogue, we begin to embark on a journey of acknowledging and re-imagining the values that storytelling brings to education. Diving deeper into our initial wonderings, our book club of eight educators and student teachers, alongside ourselves, virtually came

		together to discuss and critically reflect upon current-day storytelling practices. Throughout our open discussions, we begin to disrupt and challenge a "one size fits all" approach within the curriculum. Situating ourselves within a reconceptualist perspective we bring forth the potentialities that lie within stories. Specifically, we bring to light the values that storytelling presents to children through moments of gathering, connections to the world and the importance of intentional time. When re-imagining new ways of living with and within stories alongside children, we can begin to uncover the power, and potentiality that literacy holds.
Katarina McLeod	*Reclaiming the Female Body in Contemporary Canadian Art.*	Visual representations of women, and specifically the female body, have been the focus of the male gaze for centuries, often with questionable motivations and connotations. Looking at the work of selected contemporary artists and considering the development of the feminist movement, this exhibition will show how women artists have been gaining momentum with respect to reclaiming their own selves and challenging traditional notions of the gaze. Their powerful imagery conveys important social and cultural concerns. More specifically, this exhibit will highlight art showcasing the topics of sexuality and the body, the responsibility of upholding ecological sustainability and challenging the current gender-unequal political climate. The artists are prominently Canadian, with a number of Indigenous female artists. The objective is to trace a journey showing how visual representations constructed social constraints on women, and how contemporary female artists are now challenging these restrictive norms. Their visual representations serve not only to critique earlier expectations, but to actively reclaim and empower the image of the female body in a contemporary framework that is universally accessible.

| Lynn Ragasa | *The Pedagogical Disposition of the Early Childhood Educator* | 1. Objective or Purpose of the research and inquiry.

Our objective of the research inquiry is to deconstruct the role and image of the educator, as one that partakes and shares ethical and political topics within their curriculum.

2. Perspective(s), methodologies or theoretical framework used in the research and inquiry.

Thinking with Postmodernist and Post-structural perspectives inspired by Michael Foucalt, Peter Moss, and Gunilla Dahlberg. We also work with the concepts and philosophies of Emmanuel Levinas and Gert Biesta.

3. Anticipated findings results and/or substantiated conclusions or warrants for arguments/point of view.

We examine the dominant discourse of education and how it has particular views of the educator as technicians, authoritarians, and providers of a service. We deconstruct the dispositions of an educator and see how they make ethical and political decisions in the education system. As a group, we co-construct an understanding for educators to create an ethical, political, democratic, and collaborative learning space for children. This will allow for multiplicities of differences and diversity of Others to be welcomed.

4. Anticipated scientific or scholarly, and/or artistic significance of the study or work. From this collaborative inquiry, we hope that the disposition of the educator will be more than a means of providing knowledge, and instead create a space where children and Others are legitimized and listened to. This is in hopes to confront the dominant stories of a society that have led to ways of injustice, marginalization and oppression that we've seen and some of us have experienced in society. |

Lauren Fernandes	*Encounters with Materials*	The purpose of this project is to investigate and collectively develop an understanding of what it means to be with materials and look at the different ways involved in the process. The participants of this book study will learn how materials can be active participants in early childhood education and how children and educators can think with materials through an active engagement with them. The theoretical perspective which will guide our inquiry is a relational materialist perspective and post-humanist perspective. The participants will delve into the concepts of movement; the action involved in the making and the process, encounter; as a moment of meeting with materials, and assemblage; the human-nonhuman working group that is in relationship with the other. Through this inquiry, as a group, we will visit the scholarly works of Emmanuel Levinas, Donna Haraway, Karen Barad, and Hillevi Lenz-Taguchi. By the end of this inquiry, the book study group will have collectively developed an understanding, through engagement with materials, the concepts involved in the process of being with materials.
Lauren Reynolds	*LGBTQ Human Rights Analysis*	The purpose and motivation of this study are to analyze the correlations between reported discrimination of LGBTQ individuals in the healthcare system and increased reports of mental health issues in this community, such as anxiety, depression and incidences of suicide. This research investigates the increase in mental health issues among the LGBTQ community in Canada during the Covid-19 pandemic and the call for action from the government and healthcare system for support on this issue. Using Egale Canada's National LGBTQ12s Action Plan this study analyzes key issues in the Canadian healthcare system that has led to prejudices towards LGBTQ individuals. This study will also be analyzing Eagle Canada's National LGBTQ Action Plan to uncover the rates of mental health problems among the LGBTQ population recorded in August 2020, measured against their first study conducted in April 2020. The results of this investigation show that discriminatory healthcare practices are directly linked to mental health issues among the LGBTQ population in

		Canada and that rates of mental health issues have steadily increased due to the Covid-19 pandemic. This study definitively answers the question regarding correspondences linking LGBTQ mental health issues with mistreatment in the healthcare system that has been amplified during the Covid-19 pandemic. Further studies will need to be conducted throughout and after the pandemic to develop strategies for aiding this community in finding relief and unprejudiced healthcare.
Marley Lane	*Ending the She-cession: The Imperative of Women's Substantive Equality Post-COVID in Canada*	The pandemic has exacerbated and exposed women's economic inequality. This study examines how the marginalization of women in Canada prior to the pandemic became all the worse when COVID-19 hit, deepening the segregation of women. To understand the various socio-economic factors at play, the work of Elizabeth Anderson, Catherine MacKinnon, and Elissa Braunstein form a feminist economy theoretical framework for understanding the inequality imposed on women as a result of political, economic, and societal decisions. It will argue that, as an imperative of economic and social policy, women must have substantive economic agency, security and equality. Anchored in a feminist political economy, a review of quantitative and qualitative research by Dawn Desjardins, Katherine Scott, Carrie Freestone, and Statistics Canada will help define what womenâ€™s substantive economic equality should look like post-COVID. This study will further discourse within the field which exposes the marginalization of women. It will contribute a new dimension to understanding income inequality, racial segregation, and systemic discrimination by examining the recent impacts of COVID-19.

Marianna Cavezza	*Towards a More Hopeful and Just Future*	This project explores issues of social justice to highlight the importance of moving towards activism in early childhood. The world around us speaks to the necessity of doing this work and ensuring that children can fully engage as citizens. To think more deeply about these issues, we have been guided by Sensoy and DiAngelo's (2017), Is everyone really equal? and further co-constructed our learning alongside a group of educators and community members. We have met over zoom for eight-hour-long sessions and noticed what themes and patterns emerged. Through our time together we have strengthened our social justice literacy and experienced the importance of self-reflection. We have also realized that there are no easy answers and we still have many lingering questions. With our experience of engaging these issues together with a group, we find ourselves more prepared to challenge inequities, both in the field of early childhood and beyond.
Megan Howarth	*Peer Mediated Interventions for School Aged Children with ASD*	Peer-mediated interventions involve training peers to support school-aged children with autism spectrum disorder (ASD) with a variety of behaviours such as social skills and academic engagement. The literature review discusses the functional relationship of peer-mediated interventions for children with ASD along with the effects of overall inclusion in educational settings. The results include social validity for both the peers and the children with autism.
Melissa Boyd-Rupa	*Decreasing Challenging Behaviours in Children and Youth with Emotional and Behavioural Disorders using Acceptance and*	ACT is an approach that focuses on changing a set of behaviours, collectively referred to as "psychological inflexibility". The focus of ACT is to increase psychological flexibility which is established using the six core ACT processes. This paper reviewed the literature on the effectiveness of using ACT with children and youth who have emotional and behavioural disorders. The results of this literature review include a summary of current findings,

	Commitment Therapy (ACT): A Literature Review	analysis of social validity and conclusions about the effectiveness of ACT in decreasing challenging behaviours in children and youth.
Mary Mae Oquendo	*A Review of the Application of Applied Behavior Analysis to Increase Physical Activity*	Applied Behaviour Analysis (ABA) uses systematic approaches to change socially significant behaviour. This review literature will be examined various ABA strategies to increase physical activity in people. The varying approaches are discussed in terms of ease of application, efficacy, and considerations for further research.
Melanie Jang	*A Becoming of 'Happy'*	A collective project of local children and educators who seek to reconceptualize and reimagine alternative ways of being and learning among relationships with the world and all that encompasses it. The concept of Posthumanism explores the relationship and interconnectedness between humankind and the rest of the earth. Under Posthumanism, everything and everyone surrounding us affects all else and is relational, intra-active, and interdependent. These processes are ever-changing, ever-transforming, and ever-becoming, together. This resists dominant narratives that govern and gives power to individualism, binaries, regimes of truth, inequity, injustice, and hierarchy. The collective community made up of toddlers and early childhood educators forge new/different/alternative paths of possibility and potentialities of learning and being through relational encounters with the human, more than human, and material worlds. This requires researching the ways and languages of how children and educators embody learning. In our unraveling of, A Becoming of Happy, we experience how toddlers fully open themselves to the other and experience the world with their full senses of being and bodies. The conclusions of this project are ever-becoming and ever-transforming, as we continue to

		research what moves us and what matters in our senses of living.
[Martina Bubnjevic](#)	*Re-evaluating the image of the child*	This project is focused on reconceptualizing, re-evaluating, and re-imagining the image of the child as we focus on the injustices in early childhood education. Our project challenges the educational realities and opening up ways of understandings and inviting in ideas that are excluded from early childhood education. We explore dominant ideas such as the innocent child, sheltered child, and incompentent child as we expand towards dense topics in relation to gender, race, sexuality, diversity, and inclusivity. Our goal is to promote social justice and to build equity. Additionally, we are challenging the dominant discourses that are present in our society as we take on the postfoundational paradigm while it is guided through a poststructural lens. The approach invites us to think with the dominant discourses with an alternative lens that leads to new ideas and discoveries. Children are remarkable human beings with fascinating and brilliant minds. We are advocates and active researchers who stand for children's rights. We are striving for alternative stories and a transformation within early childhood education as we challenge the dominant discourses within it.
[Marlee Spicer](#)	*The Evolution of Mythology: the de facto lens of Modernity*	The objective of this paper was to delve into the intricate connection of mythos to the modern simulacrum through the lens of film and art. I was inspired to write this paper as I studied the paintings of the Arena Chapel and noted their filmic qualities, as well as its mythological framework. With more research, I found that the Western world operates under a collective simulacrum in which the tessellations through time seem to have predestined film as an art form. How this cyclical nature of humanity demands the construction of a simulacrum, the crux of which lies within the paradoxical relationship between the written word and

		film. I concluded that opposing Baudrillard, there is no world before myth or after myth, it is simply the manner through which humanity has always understood the phenomena of the world around us. It is our drive to uncover as well as understand the deeper meaning of our existence. I believe that film should be viewed as an inevitable evolution of the art that came before it, understood through the filter of myth and the simulacrum, and that this paper scratches the surface of this topic.
Nabilah Elahi	*Exposure Methods to Address Feeding Disorders: A Literature Review*	Gradual exposure is a method that provides individuals the opportunity to be exposed to varieties of foods at a comfortable pace that will ultimately allow them to expand the range of foods they like to eat. Research demonstrates how gradual exposure alone as well as being paired with other techniques drastically change individuals' behavior for the better when it comes to food restriction. The results of this literature review will include information on current research, social significance, and conclusions on feeding interventions.
Nilufar (Nilu) Farhangdoost	*Re-imagining and re-evaluating the image of the child in early childhood education*	This project is focused on reconceptualizing, re-evaluating, and re-imagining the image of the child as we focus on the injustices in early childhood education. Our project challenges the educational realities and opening up ways of understandings and inviting in ideas that are excluded from early childhood education. We explore dominant ideas such as the innocent child, sheltered child, and incompetent child as we expand towards dense topics in relation to gender, race, sexuality, diversity, and inclusivity. Our goal is to promote social justice and to build equity. Additionally, we are challenging the dominant discourses that are present in our society as we take on the post foundational paradigm while it is guided through a poststructural lens. The approach invites us to think with the dominant discourses with an alternative lens that leads to new ideas and discoveries. Children are remarkable human beings with fascinating and brilliant minds. We are advocates and active researchers who stand for children's

		rights. We are striving for alternative stories and a transformation within early childhood education as we challenge the dominant discourses within it.
Patricia Africa	*Walking: A Way of Moving with the World*	Our project with the children and the more-than-human world is an attempt to reconceptualize the dominance of linear and instrumental practices of walking. Our daily use of the three-seated strollers where the children were securely seated over the Fall was a catalyst of this project as it provoked us to re-think and offer an alternative perspective on children's walking practices. We recognized that the use of strollers primarily serves as a mode of transportation for infants who are in-between crawling and walking. However, with the realization of strollers as a mechanism or technology to control the possibilities of our walks, we began to think otherwise; the other possibilities that may emerge when we reduce our dependence on the three-seated strollers. What if we try to notice what happens beyond our typical or familiar understandings of walking as an automatic or a subconscious act? Our theoretical framework stems from Deleuze and the concept of intra-active pedagogies, where we relied on scholars and researchers, such as Hillevi Lenz Taguchi, Peter Moss, Stephanie Springgay, Sarah Truman, Liselott Olsson, and Tim Ingold in our research. Through this framework and reflecting with the children, we were able to refocus walking as an unfolding, relational practice.
Rena Mainville	*Little willows grow where roots are nurtured*	Land-based learning is a direct response to intergenerational trauma, residential schools, and colonization that has taken place specifically in Canada. Postcolonial and post-structural theory and methods position the research that respects diversity and Indigenous voices. Dene worldview is a framework for Dene epistemology, methodologies, and pedagogical practices. Dene worldview is a lens from which the world is viewed, experienced and made meaningful by Dene people and their way of life. The findings, substantiated conclusions and points of view are guided by five

		questions: What does it mean to engage in Pedagogy of place? Particularly with Elders and the Dene way of life. What particularities condition us to live well with each other and have a responsibility to care for each other? What is intergenerational wellness? What is decolonizing education? How do we walk alongside western education in a good way? The anticipated scholarly significance of the work inform land-based learning from a Dene perspective, reconnection with the land, building reciprocal relationships with families and communities, and intergenerational wellness that embody Dene ways of being and knowing that re-story the westernized education and learning narrative
Rachel Lirenman	*Life with the More-Than-Human:* *Re-examining and Re-constructing Relationships with the Natural World*	The natural world is something that we each encounter daily, in various ways. For something so present in our lives, there tends to be a lack of appreciation and acknowledgment within our relations to the more-than-human elements that live among us. This inquiry project is guided by challenging and reconstructing relationships with the more-than-human and uncovering their influence within our lives and the classroom. It disrupts the expectations of the natural world to be passive and offers an opportunity to highlight the rich invitations of the more-than-human. This inquiry is theoretically guided through common worlds, and a post-humanist approach, both in which challenge the divides between human and more-than-human to present a more tangled structure of life. This inquiry showcases how intertwined humans are with the natural world and how we must disrupt the preconceived power dynamics and expectations. The participants are not merely the children and educators, but the more-than-human as well. With the emergence of curriculums that highly value the natural world, it is necessary to examine the living relationships and reconstruct them to honour the more-than-human presence.

Rachel Tabe	*Reconceptualizing Images of Early Childhood Education*	Our project was a book club working to analyze and challenge the politics and images of children, educators, and education. While working with Affrica Taylor's "Reconfiguring the Natures of Childhood", we embarked on conversations dissecting the politics and images of childhood and outdoor education. We focused our conversation on topics such as natural spaces for outdoor time, the facilitating and dynamic nature of the role of the educator, and the image of the child. We have used this analysis to conduct a dynamic conversation dealing with shifts that we wish to see in early childhood education. Our project conducts itself in a manner that speaks to appreciating and re-conceptualizing childhood as dynamic and forceful. Our discussions have showcased the significance of outdoor education and emphasizes the depth of the image of the child and their ecological identity. Our political conversations have spoken to the beauty sparked by the dynamic nature of education and childhood. Our book club sparks hope that these conversations will incite a societal shift in the image of education.
Susanna Fischer	*Errorless Compliance Training to Increase Compliance in Individuals with Developmental Disabilities: A Literature Review*	Errorless compliance training is a procedure for increasing cooperative learner behavior and involves systematically increasing the types of requests being delivered to ensure cooperation. The treatment package involves training the caregiver or implementer, conducting a questionnaire to determine the level of requests, and slowly increasing the types of requests being asked, based on mastery criteria. The results of this literature review will include a summary of the procedures involved in errorless compliance training, current findings, analysis of social validity and limitations regarding the current research on errorless compliance training.

	A Review of Contingency Management in the Treatment of Drug and Alcohol Addiction.	Contingency management is a behaviour analytic approach to treat addiction by altering the environment. Research has indicated that contingency management is an effective treatment method for the reduction or cessation of drugs and alcohol in people who demonstrate dependence. This literature review paper examines applications of contingency management, such as monetary reinforcement and time-out procedures to determine the efficacy of altering the environment. The Social validity of behavioral addictions treatment is carefully assessed to determine the external validity as well as the outcomes for participants.
Sanako Nakamura	*Reconceptualizing early childhood education*	This project tries to reimagine education through the lens of social-constructivism and poststructuralism by disrupting dominant discourses in early childhood education. The title of the project is "Reconceptualizing the image of education". This project is focused on investigating the current Western education, which is strongly connected with the idea of one form of knowledge as a single truth and to see the alternative ways of working and being with young children. With the image of education that has become hegemonic through discourses, education's purpose becomes the preparation of children for the future, and children become subject to the normalization and generalization to fit in the norm. With a group of adults who engage with young children, the project was carried out through discussions and inquiries. Those discussions opened possibilities of various perspectives on and alternative ways of viewing early childhood education as a place for political and ethical questions with on-going collective conversations. Since early childhood education is in relationships with people, community, society, environment, materials, and more than human entities, it is ever-changing. Thus, the questions of what the image of education is and what is projected by it should be continuously and collectively reflected, revisited, contested, and questioned.

Shinhee Park	*Rethinking the image of early childhood education*	This project tries to reimagine education through the lens of social-constructivism and poststructuralism by disrupting dominant discourses in early childhood education. The title of the project is "Reconceptualizing the Image of Education". This project is focused on investigating the current Western education, which is strongly connected with the idea of one form of knowledge as a single truth and to see the alternative ways of working and being with young children. With the image of education that has become hegemonic through discourses, education's purpose becomes the preparation of children for the future, and children become subject to the normalization and generalization to fit in the norm. With a group of adults who engage with young children, the project was carried out through discussions and inquiries. Those discussions opened possibilities of various perspectives on and alternative ways of viewing early childhood education as a place for political and ethical questions with on-going collective conversations. Since early childhood education is in relationships with people, community, society, environment, materials, and more than human entities, it is ever-changing. Thus, the questions of what the image of education is and what is projected by it should be continuously and collectively reflected, revisited, contested, and questioned.
Taylor Kanitz	*Prompt Dependence - Literature Review*	Prompting is an essential instructional tactic. However, when an instructional prompt can not be faded, prompt dependence results. This literature review paper analyzes the various strategies available to individualize a treatment plan and the various reinforcement combinations to aid in increased independent responding. Some research has been conducted on the effects of individualizing prompt types, prompt-fading procedures, and error-correction to a specific individual and their impact on skill acquisition. The outcomes of applying various combinations of differential reinforcement contingencies on skill acquisition and independent responding are reviewed as well. This literature review will summarize the findings, social validity,

		and the impact of the various strategies on prompt dependence.
Tristan Meroni	*Big Brother, Little Choice*	The purpose of this paper is to highlight the evolution of privacy, as we enter a world of amplified surveillance. Proctoring technology is a software-based tool that is being implemented at post-secondary institutions. We will explore some of the key issues of its framework in relation to student privacy and academic integrity. As remote learning and exams become more mainstream, post-secondary schools want to ensure that their students are not completing exams in a dishonest fashion. We will look at the ramifications for both parties, students and institutions, to determine if there is a breach of privacy. The recording and storing of personal data have implications with privacy law and the human rights code. We want to explore the 'big brother' aspect of this technology and how post-secondary institutions are putting their students in an awkward position; conform or withdraw. Those who want to get a post-secondary education are subjected to data scrutiny in an unprecedented manner. Allowing post-secondary schools to hire third party private companies in order to gain access to student's personal devices allows for a large window of privacy concern. The significance of the study is to raise awareness and find reasonable solutions to these concerns.
Tiana Lachnit	*The Deadlier Virus: Men's Violence Against Women During COVID-19*	The COVID-19 pandemic has increased men's violence against women. This study addresses the ways women, the Government of British Columbia, as well as private, public, and non-profit sectors respond to pandemic misogyny. Prior to COVID-19, patriarchal social structures have kept women vulnerable to men's violence. Men's violence against women is a choice and it is a behaviour usually cultivated, learned or influenced by external factors in an individual's own environment. There has been an

		increase in men's violence against women since the onset of the pandemic. Stay-at-home orders have been particularly harmful due to close proximity between victims and their abuser(s), trapping them in a dangerous situation at home. Women's vulnerability is exacerbated by the wage gap and the undermining of women's substantive economic equality. Furthermore, women in post-secondary schools are unable to find in their institutions the resources they need for their safety. The security of women against men's violence must become a central public health concern in BC's response to the pandemic. Victims directly affected by this issue need to be fully empowered to define the measures necessary for the safety of the women against pandemic misogyny.
Tiffaney Lau	*Encounters with Materials*	The purpose of this project is to investigate and collectively develop an understanding of what it means to be with materials, and look at the different ways involved in the process. The participants of this book study will learn how materials can be active participants in early childhood education and how children and educators can think with materials through an active engagement with them. The theoretical perspective which will guide our inquiry is a relational materialist perspective and post-humanist perspective. The participants will delve into the concepts of movement; the action involved in the making and in the process, encounter; as a moment of meeting with materials, and assemblage; the human-nonhuman working group that is in relationship with the other. Through this inquiry, as a group, we will visit the scholarly works of Emmanuel Levinas, Donna Haraway, Karen Barad, and Hillevi Lenz-Taguchi. By the end of this inquiry, the book study group will have collectively developed an understanding, through engagement with materials, the concepts involved in the process of being with materials.

Tianyi Fei	*Relational Materialism*	Our project aims to research for the relational materialism in early childhood education with a group of educators. Jenny and Vienna are collaborating with other educators to reconceptualize the meanings of relational materialism and its relationships with materials in early childhood education. The relational materialist approach has demonstrated the concepts of posthumanism and material discourse in the process of our encounters with materials. The researchers whom we refer to, such as Hillevi Lenz Taguchi, Karen Barad and Tim Ingold, have presented new ways of thinking to construct with all bodies in the more-than-human world. Based on materialization, performativity and onto-epistemology, they aim to redefine the meanings of materials in the pedagogical practices as discursive practices (Barad, 2008; Bunn, 2011; Ingold, 2013; Lenz Taguchi, 2010). We choose materials as our topic because we want to question and reflect on the dominant way of material encounters in pedagogical practices. By bringing relational materialism into practice, how educators invite new theories and challenge their work with children in both materials and discourse.
Victoria Lin	*Poststructural Perspectives Image of the Child*	This project engages with the image of the child from poststructural perspectives. Educators and children are working together in a childcare centre to create a community with meaningful learning and opportunities, where children are using different forms of expression to voice opinions, ideas, and possibilities. By thinking with the poststructural lens, educators think of different possibilities and ideas when working with children. The conversations with the educators allow them to rethink about their image of the child. There are three types of an image of the child that will be the focus of in this project: the Power Child, The Competent Child, and the Creative Child. The conversation about the types of image of the child allows educators to rethink the definition of power, competent, and creative in a childcare centre. Educators are being invited to think deeply about their images of a power child, a competent child, and a creative child.

Vanessa Abbinante	*Ways of Constructing and Deconstructing*	When working with children, as educators we should be thinking about different ways in how the uses of language are being brought in how communication plays a role in human thinking as it allows and brings a moment of reflection, to dig deeply into inquiries, to be able to ask questions of wonder and be able to interpret in all types of human communication. Drawing as a language is a form of communication for the children as it plays an important role in the development of knowledge and artistic languages as a process for understanding self-expression, storytelling, and a way to make sense of the world. When thinking about the use of visual arts how can children incorporate ways of constructing and deconstructing an object, a shared interest, or an idea that is similar to building and constructing?
Vanessa Callaway	*finding togetherness with fabric*	An inquiry project was conducted over three months with local community members aged 3-5, early childhood educators, and fabric. Together we investigated what it means to be in dialogue with the world while thinking with a post-humanist and relational-materialist lens. Relational materialism brings forward the idea of considering the role materials play in interactions with children, listening to the voice of both human and non-human entities. Through seeing materials as agentic and a part of an eventful place of encounters, we can notice what happens in these lively interactions between child and material, which in turn produces a certain way of being together. Thinking with the question, how can materials foster a sense of togetherness, we spent a prolonged period of time with long lengths of flowing fabric; learning the qualities of these particular pieces as they transformed our understandings of being in relation with the other, while also reconceptualizing the life of materials in early childhood education. The conclusion of this project is still in its becomings as it is ever-changing, and with each encounter, we have with fabric it becomes something new in these particular events, encouraging our material relationships to become reciprocal.

Waseeta Hasany	*A Review of Menstrual Self-Care and Hygiene Training for Women with Developmental Disabilities.*	Throughout history, women with developmental disabilities have relied almost completely on their caretakers to aid them with managing their menses. Often, hysterectomies, (sedation) medication and unhygienic cleaning practices were used instead of teaching skills for menstrual hygiene and self-care. Menstruation symptoms, ranging from abdominal pains, emotional dysregulation, and heavy flow can cause the individual to experience frustration, shock, or panic due to a lack of education and training on the matter. This review paper examines procedures used across a wide range of ages and across severely to mildly developmentally disabled women to teach skills for menstrual hygiene and self-care and how effective they were. The results of this paper will cover the social validity and effectiveness of the different procedures reviewed.
Xiaoxuan zhao	*Perceiving Sounds with Body-minded*	The main purpose of our project aims to construct sound and music together with children. Nancy and Yuki are both educators working as partners during the process of this inquiry. Our project is focusing on the relations and connections between sound/music and children; trying to understand how children make meaning of sound and perceive music. The project unfolds with a group of multiple aged children to explore the way how they would interpret and describe what sound means to them, and how children and music are integrated. Through this project, children have constructed their own understanding of sound, and they have created experiments to further their ideas and thinking. Based on the researchers whom we referred to have stated that the mind never knows what the body will do in advance (Moss, 2006; Pacini-Ketchabow, Kind &Kocher, 2017). We choose sounds and music as our objective because we want to make meaning of what children are interested in and would like to

		experiment more detailed and pay attention to the nuances of what children are exposed to in their daily life.
Xuanyu wang	*educ 475 encounter with materials*	Thinking through the relationship between humans and materials, we use the book "encounter with materials" to discover how to build a relationship with materials from a posthumanism perspective. What is being and knowing? What does it mean to be in dialogue with the world? Think about the way of being and knowing. To work with, being with. Combined with the current situation, we use covid-19 as a material. How do we live in the same world with it, what changes will it bring to us, and what kind of movement covid-19 is spreading.
Yicao Hou	*Perceiving Sounds with Body-minded*	Perceiving Sounds with Body-minded The main purpose of our project aims to construct sound and music together with children. Nancy and Yuki are both educators working as partners during the process of this inquiry. Our project is focusing on the relations and connections between sound/music and children; trying to understand how children make meaning of sound and perceive music. The project unfolds with a group of multiple aged children to explore the way how they would interpret and describe what sound means to them, and how children and music are integrated. Through this project, children have constructed their understanding of sound, and they have created experiments to further their ideas and thinking. Based on the researchers whom we referred to have stated that the mind never knows what the body will do in advance (Moss, 2006; Pacini-Ketchabow, Kind &Kocher, 2017). We choose sounds and music as our objective because we want to make meaning of what children are interested in and would like to experiment more detailed and pay attention to the nuances of what children are exposed to every day.

Yunqing Cao	*The relational materialism in ECCE*	Our project aims to research for the relational materialism in early childhood education with a group of educators. Jenny and Vienna are collaborating with other educators to reconceptualize the meanings of relational materialism and its relationships with materials in early childhood education. The relational materialist approach has demonstrated the concepts of posthumanism and material discourse in the process of our encounters with materials. The researchers whom we refer to, such as Hillevi Lenz Taguchi, Karen Barad and Tim Ingold, have presented new ways of thinking to construct with all bodies in the more-than-human world. Based on materialization, performativity and onto-epistemology, they aim to redefine the meanings of materials in the pedagogical practices as discursive practices (Barad, 2008; Bunn, 2011; Ingold, 2013; Lenz Taguchi, 2010). We choose materials as our topic because we want to question and reflect on the dominant way of material encounters in pedagogical practices. By bringing relational materialism into practice, how educators invite new theories and challenge their work with children in both materials and discourse.
Yuxiao Judy Zhang	*Post-structuralism and Inclusive learning & care*	We are doing our book club inquiry project with the adults; we are using the book "Is everyone really equal?" written by Sensoy & DiAngelo. We are hoping to pursue to create and support inclusive learning and care for both children and educators.
Zana Dojnov	*Strategies for Treating Selective Eating in Young Children - Increase Acceptance of New Foods*	Description: Food selectivity is a pervasive problem among children with disabilities as well as typically developing children. This problem can cause inadequate calory intake, nutrition deficiency, and a variety of developmental and health concerns. Behavioural interventions have been effective for treating feeding problems in young children with food selectivity. This paper reviewed the literature on the effectiveness of behavioural treatment strategies for increasing acceptance of new foods among young children.

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