



北美華人教育研究及策劃協會

Chinese American Educational Research
and Development Association

**International Conference in Taichung, Taiwan
June 24-26, 2015 (Workshops on June 23 & 26-27)**

Pre-conference Workshops

Tuesday, June 23, 2015					
	Time	Presenter	Workshop Title	Intended audience	Language
Workshop I	9:00am – 12:00pm ~Break~ 1:00pm – 4:00pm	Gary L. Canivez, Ph.D. , Professor, Eastern Illinois University, USA	<i>Ethics and Test Interpretation: Measurement Matters</i>	School & educational psychologists, service providers, consultants, administrators, teachers/professors	English
Registration fee (All fees are based on US dollars.) By May 31, 2015: <input type="checkbox"/> CAERDA Member \$90 <input type="checkbox"/> Non-Member \$100 After May 31, 2015: <input type="checkbox"/> CAERDA Member \$105 <input type="checkbox"/> Non-Member \$115					
Workshop II	9:00am – 12:00pm ~Break~ 1:00pm – 4:00pm	Yafen Lo, Ph.D. , Associate Professor, California State University, Los Angeles, USA	<i>Classroom Assessment Scoring System (CLASS) and Its Implication in Taiwanese Classrooms</i> 教學品質評量系統(CLASS)及為台 灣教室帶來的啟示	Education professors, early childhood educator, and elementary school teachers 教育領域學者、幼教與 小學教育工作者	Mandarin 中文
Registration fee (All fees are based on US dollars.) By May 31, 2015: <input type="checkbox"/> CAERDA Member \$90 <input type="checkbox"/> Non-Member \$100 After May 31, 2015: <input type="checkbox"/> CAERDA Member \$105 <input type="checkbox"/> Non-Member \$115					

Note. Workshop registration will be refunded if a written request is received by the CAERDA Treasurer by May 31, 2015. After May 31, refunds are not accepted.

Tuesday, June 23, 2015					
Workshop III	6:00pm – 9:00pm	Chuang Wang, Ph.D. , Associate Professor, University of North Carolina at Charlotte, USA	<i>Introduction to Hierarchical Linear Models</i>	Graduate students and faculty members. Participants must have a basic understanding of linear regression.	English
Registration fee (All fees are based on US dollars.) By May 31, 2015: <input type="checkbox"/> CAERDA Member \$50 <input type="checkbox"/> Non-Member \$60 After May 31, 2015: <input type="checkbox"/> CAERDA Member \$65 <input type="checkbox"/> Non-Member \$75					

Post-conference Workshops

Friday, June 26, 2015					
	Time	Presenter	Workshop Title	Intended audience	Language
Workshop IV	1:00pm – 4:00pm	Richard Lambert, Ph.D. , Professor, University of North Carolina at Charlotte, USA	<i>Formative Assessment in Early Childhood Classrooms</i>	Early childhood teachers and researchers	English
Registration fee (All fees are based on US dollars.) By May 31, 2015: <input type="checkbox"/> CAERDA Member \$50 <input type="checkbox"/> Non-Member \$60 After May 31, 2015: <input type="checkbox"/> CAERDA Member \$65 <input type="checkbox"/> Non-Member \$75					
Saturday, June 27, 2015					
	Time	Presenters	Workshop Title	Intended audience	Language
Workshop V	9:00am – 12:00pm ~Break~ 1:00pm – 4:00pm	鳳華教授 (Ph.D.) & 孫文菊 老師 (M.A.) , National Changhua University of Education, Taiwan	<i>Strategies for Promoting Social and Emotional Development of Children with Autism</i> <i>自閉症社會情緒教學實務</i>	特教教師、機構教師、各 類治療師人員(語言治療、 職能治療、物理治療)、家 長、學生	Mandarin 中文
Registration fee (All fees are based on US dollars.) By May 31, 2015: <input type="checkbox"/> CAERDA Member \$75 <input type="checkbox"/> Non-Member \$100 After May 31, 2015: <input type="checkbox"/> CAERDA Member \$90 <input type="checkbox"/> Non-Member \$115					

Note. Workshop registration will be refunded if a written request is received by the CAERDA Treasurer by May 31, 2015. After May 31, refunds are not accepted.

Pre-conference Workshop I

Ethics and Test Interpretation: Measurement Matters

***The workshop will be conducted in English.**



Presenter: Dr. Gary L. Canivez

Dr. Gary L. Canivez is Professor of Psychology at Eastern Illinois University (EIU) and principally involved in the Specialist in School Psychology program. Before coming to EIU, Dr. Canivez was a school psychologist for 8 years in the Phoenix, AZ metropolitan area (Deer Valley Unified School District and Tempe Elementary School District), was on the adjunct faculty of Arizona State University and Northern Arizona University, and was president of the Arizona Association of School Psychologists. He presently teaches an undergraduate course in psychological measurement and graduate courses in advanced psychological measurement; individual intellectual assessment; child psychopathology; and social, emotional, and behavioral assessment. Dr. Canivez currently serves as Associate Editor of *Psychological Assessment*, is a consulting editor for *School Psychology Quarterly* and the *Journal of Psychoeducational Assessment*, and has been an editorial board member or reviewer for numerous other professional journals such as *School Psychology Review*, *Psychology in the Schools*, *Applied Neuropsychology*, *Developmental Psychology*, and *Behavior Research Methods*. He has also served as a grant reviewer for the *Israel Science Foundation*, the *Swiss National Science Foundation*, and the *Kuwait Foundation for the Advancement of Sciences*. The author of over 50 research and professional publications and over 200 professional presentations and continuing professional development workshops, Dr. Canivez specializes in psychological assessment and measurement pertaining to intelligence, achievement, personality, and psychopathology; and his research has been supported by the National Institutes of Health/National Institute of Mental Health. He is a Charter Fellow of the Midwestern Psychological Association and a Fellow of the American Psychological Association. Complete information including downloadable article and book chapter reprints may be obtained at the web site of Dr. Canivez (www.ux1.eiu.edu/~glcanivez).

Workshop abstract:

This workshop is designed to improve test interpretation practices by increasing the knowledge and application of critical measurement principles (reliability, validity, utility, norms) to tests/assessment methods frequently used in psychological and educational assessments. Ethical standards and scientific principles provide the foundation and specific research methods for empirically supported test interpretation practices are discussed for tests of intelligence, psychopathology, achievement, and other measures. Participants will be better able to critically evaluate psychometric information provided in test manuals, interpretation guides, *Mental Measurements Yearbook*, and the extant literature.

Intended audience:

School & educational psychologists, service providers, consultants, administrators, teachers/professors

Pre-conference Workshop II

Classroom Assessment Scoring System (CLASS) and Its Implication in Taiwanese Classrooms

教學品質評量系統（CLASS）及為台灣教室帶來的啟示

***This workshop will be conducted in Mandarin.**

本工作坊會以中文教學



Presenter: Dr. Yafen Lo (羅雅芬副教授)

Dr. Yafen Lo received her doctoral degree from School of Teaching and Learning from The Ohio State University. She is currently an associate professor in the Department of Child and Family Studies at California State University, Los Angeles. Her research interests include ethnic socialization of immigrant families, and professional development of early childhood educators and family childcare providers.

羅老師於俄亥俄州立大學教學與學習學院取得博士學位，目前為加州州立大學洛杉磯分校兒童與家庭學系副教授，其研究興趣包含移民家庭的社會化過程、幼教工作者與家庭托育人員的在職訓練。

Workshop abstract:

Classroom Assessment Scoring System (CLASS) is research based and has been widely used to evaluate classroom quality across various grade levels (preschool and K-12) in recent years. Three areas covered in CLASS are *Emotional Support*, *Classroom Management*, and *Instructional Support*. The important components for each area and the corresponding practices will be discussed in this workshop.

教學品質評量系統（CLASS）是根據多年的教學相關研究所發展而成，且近年來在美國已被幼兒教育及以上學校廣泛用於教學品質的評估，CLASS的三大領域包含「情緒面支援」、「教室管理」，以及「教學面支援」。本次座談將針對此三大領域，以實例和與會教育工作者探討CLASS為台灣教室可能帶來的啟發。

Intended audience:

Education professors, early childhood educator, and elementary school teachers

教育領域學者、幼教與小學教育工作者

Pre-conference Workshop III

Introduction to Hierarchical Linear Models

***The workshop will be conducted in English, but Mandarin will be used if participants have difficulties understanding English.**



Presenter: Dr. Chuang Wang

Dr. Chuang Wang is an Associate Professor of Educational Research at the University of North Carolina at Charlotte. He has received two National Science Foundation (NSF) grants and served as an independent evaluator for four other federally funded research grants from the U.S. Department of Education. Dr. Wang also received six state/regional grants in North Carolina. As a research methodologist, he supports students in research design and data analyses. He has published 6 books, 11 book chapters, and 60 peer-reviewed journal articles. Of the 77 publications, 45 were related to factors such as student, teacher, principal, superintendent, and community characteristics. He also had more than 50 paper presentations at national and international academic conferences. Dr. Wang received the 2008 American Educational Research Association (AERA) Distinguished Paper Award, 2009 Excellence in Research Award from the College of Education, 2010 Distinguished Research Award from the U.S. Academy of Educational Leadership, and the 2012 College of Education Excellence in Teaching Award. He served as the Editor-in-Chief of the *New Waves – Educational Research and Development Journal*. Currently, he is the Editor of a peer-reviewed journal – *Journal of Applied Educational and Policy Research*.

Workshop abstract:

As more data-driven decisions and evidence-based conclusions are demanded, educational professionals often find traditional statistical methods limited. Recently, the use of Hierarchical Linear Models (HLM) has almost become a necessity to address many educational research questions. This is because the data in educational settings are usually nested in multiple levels: students nested within teachers, teachers nested within schools, and schools nested within districts. Also, longitudinal data in educational settings often violate the assumption of independent observations. Therefore, the use of latent growth curve models becomes popular to take the place of repeated measures analyses of variance. This workshop focuses on the use of HLM in educational settings. Emphases are placed on practical issues, such as selecting appropriate statistical analyses to investigate research questions, using SPSS and HLM to analyze data, interpret results, and applying the analyses in research areas of interest.

Intended audience:

Graduate students and faculty members. Participants must have a basic understanding of linear regression.

Pre-conference Workshop IV

Formative Assessment in Early Childhood Classrooms

***The workshop will be conducted in English.**



Presenter: Dr. Richard G. Lambert

Dr. Lambert serves as Professor of Educational Leadership, Editor of *Dialog: The Research-to-Practice Journal for the Early Education Field*, and Director of the Center for Educational Measurement and Evaluation. He also works for the North Carolina Department of Health and Human Services and has provided training to childcare programs throughout the state since 2007. Dr. Lambert served as PI for a 4-year, \$1.2 million Preschool Curriculum Evaluation Research grant from the U.S. Department of Education, in which he evaluated the use of *Creative Curriculum* in Head Start centers in Georgia and North Carolina. He has received over 17 million dollars in external funding for his research. Dr. Lambert is the author of the technical manual for the Teaching Strategies GOLD Assessment System and has coauthored several educational assessments. Dr. Lambert earned both a Ph.D. in Research, Measurement, and Statistics and an Ed.S. degree in Counseling Psychology from Georgia State University. His research interests include applied statistics, teacher stress and coping, and assessment for young children.

Workshop abstract:

The workshop will include an overview of the properties of high quality formative assessment for the early childhood classroom. Recent research findings from the Teaching Strategies GOLD Assessment System will be presented. An overview of the new kindergarten entry formative assessment adopted by the state of North Carolina will be presented. Participants will be given the opportunity to interact with reports of formative assessment data on young children and aspects of data driven instructional planning will be discussed.

Intended audience:

Early childhood teachers and researchers

Pre-conference Workshop V

自閉症者社會情緒教學實務與策略

***This workshop will be conducted in Mandarin.**

本工作坊會以中文教學



Presenters:

Dr. Hua Feng (鳳華教授) & Wenchun Sun (孫文菊老師)

鳳華

學歷：美國俄亥俄州立大學哲學碩士、博士，國立台灣師大教育心理系教育學士

經歷：現任彰化師大復健諮商研究所教授、中區身心障礙者職業輔導評量資源中心副主任。曾任彰化師大特殊教育學系副教授、彰化師大復健諮商研究所副教授兼所長、中區職評資源中心主任及副主任、省立台東農工專任輔導教師。

專長：自閉症教育與輔導、應用行為分析、身心障礙者生涯輔導、情緒障礙者之評量與教育、社會適應及社交技巧訓練、行為問題評量與介入、復健諮商。



孫文菊

學歷：國立彰化師範大學復健諮商研究所碩士、猶他州立大學家庭關係與輔導學士

經歷：現任應用行為分析研究諮詢及療育示範中心執行秘書兼行為療育教師。曾任台中市自閉症協會輔導老師、台中縣心理衛生服務中心心裡輔導員、世界展望會兒童暨不幸少女保護中心社工兼社工督導、美國猶他州 Logan family extensive office 輔導人員

專長：自閉症兒童教育與行為介入、自閉症成人生涯諮商與輔導、情緒管理訓練與輔導、身障家庭輔導與介入

Workshop abstract:

自閉症的主要核心症狀是社會情緒發展方面的困難，本次工作坊將系統化的介紹社會情緒發展的理論及自閉症者社會情緒發展的有效教學策略。本次教學內容將結合發展理論及學習理論，以實證本位的立場介紹有效的教學策略。課程中會清楚講述社會情緒的發展階段，並結合學習理論與遊戲教學，以系統化、積極正向的教學促進自閉症者的社會情緒發展。課程內容將涵蓋：興趣擴展訓練、角色取替能力訓練(包含觀點取替、基本信念等)，情緒管理能力(包含情緒辨識、因果關係、情緒調控及問題解決)及主動性之訓練。教學者將透過講述、現場示範教學、錄影帶示範及現場與會人員實務操作方式進行課程訓練。

Intended audience:

特教教師、機構教師、各類治療師人員(語言治療、職能治療、物理治療)、家長、學生