



The Champion Centre  
T A M A R I K I T O I O R A

**Annual Report**  
**of the**  
**Christchurch Early Intervention Trust**  
**CC22708**

**Building Futures for Children with Special Needs**  
**July 2015-June 2016**

## CHAIRMAN OF THE BOARD'S REPORT

### Chairperson's Report For the financial Year 1 July 2015 to 30 June 2016

Carol Bellette

Chairperson of the Board of Trustees of the  
Christchurch Early Intervention Trust



From birth, babies and children are dependent on their parents or caregivers for survival, nurturing and learning. For those with special needs the journey to independence requires extra support.

At the Champion Centre our team of professionals work with children and their parents and caregivers to help each child grow and learn in the critical early stages of physical and cognitive development.

To date over 1,700 children have participated in our programme. Our dedicated team of professionals support our children and their whanau through the tough times and celebrate learning successes. It is inspiring to hear and see the progress our graduates have made.

We continue to be recognised both nationally and internationally for the outstanding quality of the work of our talented team.

We are humbled by the generous ongoing support of our donors. You truly are enabling us to make a difference in the lives of the children and families attending the centre.

Ngā mihi nui



### ***Our Mission Statement***

***The Champion Centre is committed to providing high quality family and whānau based early intervention services for children /tamariki with multi-faceted developmental delay. In partnership with our local rūnanga (Te Ngāi Tūāhuriri), The Champion Centre will educate about early intervention and act with parents/mātua of children/tamariki with developmental delay as advocates for adequate and appropriate community services for them and their children/tamariki.***

## MEET THE CHRISTCHURCH EARLY INTERVENTION TRUST TRUSTEES

### **Carol Bellette (Chairperson)**

Carol is a finance professional with governance experience in both the not-for-profit and commercial sectors. She is currently Group Head Shared Services for Te Rūnanga o Ngāi Tahu and was previously Chief Financial Officer at Landcare Research. Carol has been associated with the Christchurch Early Intervention Trust since 2006 as both a parent and a Trust Board member. Carol is also a board member of Leadership New Zealand, Family Planning Council and Cathedral Grammar School.

### **Graeme H Daniel**

Graeme has been a principal in specialist education settings for over thirty years. He is currently Principal of Allenvale School, was principal of Halswell Residential College and has worked for the Education Review Office. He is the immediate past president of SEPAnz and is a member of several national advisory groups in education.

### **David Kerr**

David has worked as a General Practitioner in Christchurch for over 30 years. He was the founding Chair of Pegasus Medical Group, and was the Clinical leader for Mental Health for this organisation for many years. He is Chair of Ryman Healthcare Ltd, Deputy Chair of Pharmac and Chair of EcoCentral Ltd, and a Director of Forte Hospital, and HealthWorkforce NZ and Ngai Tahu Property. He is also an Advisor to CDHB.

### **David Lang**

David is a partner in the law firm of Saunders & Co, working principally in the fields of commercial and property law. He is the Chairman of the board of The Nurse Maude association. David retired in 2015 after 12 years as a member of Complaints Committee and a Standards Committee of the New Zealand Law Society, and is the honorary solicitor for a number of Charitable Trusts.

### **Andrew Hall**

Andrew is the parent of a child who attended the Champion Centre. He is currently Senior Business Analyst with the information services Group of the Canterbury District Health Board. Previously he was the Software Manager at the electronics manufacturer Dynamic Controls and prior to that he was the CEO of New Zealand Spinal Trust. Andrew is now the Chairperson of NZ Spinal Trust as well as a board member of the Burwood Academy for Independent Living.

### **Kathy O'Neill**

Kathy is currently Team Leader in the Planning and Funding Division of the Canterbury DHB. Her current portfolio covers Primary Care, Long Term Chronic Health Conditions and Disability. Previous roles have included clinical and operational management positions within adult mental health and intellectual disability.

### THE CHAMPION CENTRE: A CENTRE OF EXCELLENCE IN EARLY INTERVENTION 2015-2020 Approved 13/5/2015

The Champion Centre provides specialist early intervention to infants and young children with disabilities and their families through a centre-based multi-disciplinary approach that:

- Is based on the very best scientific understanding of child development and disability.
- Supports family and whānau to foster and encourage their child's development through playful relationship-based activities.
- Works holistically with infants and children to support all areas of development: social, intellectual, physical, emotional.
- Advocates with other agencies and individuals on behalf of children and their families/whanau.
- Is proactive in supporting a bi-cultural approach with all families and whānau.

This strategy document makes the following assumptions:

- 1) That **sustainability** of the Champion Centre involves:
  - a) Maintenance of a staff to client ratio that sustains the provision of a best-practice service.
  - b) Hiring and retention of suitably qualified therapy and support staff who are fairly remunerated and adequately supported.
  - c) Ongoing partnership with all client families at all levels of the service.
  - d) Maintenance of physical facilities capable of supporting the programme.
  - e) Actively working with donor organisations and individuals to attain appropriate levels of funding.
- 2) That the **advocacy** role of the Champion Centre for all children with developmental disabilities involves:
  - a) Dissemination of the Champion Centre model of practice to other professionals through training.
  - b) Public education including of policy makers and others with power over children's lives.
  - c) Engagement in appropriate research both local and nationally.

## STRATEGIC PLAN 2015-2020

<b>Goal 1: To provide long-term sustainability of The Champion Centre service for infants and children with disabilities</b>		
<b>Objectives</b>	<b>Key actions</b>	<b>Measures of progress</b>
Maintain service effectiveness	<p>Maintain appropriate ratios between staff and client numbers</p> <p>Maintain appropriate distribution of staff expertise</p> <p>Work towards market rates for all staff</p> <p>Ensure succession of senior and junior staff</p> <p>Maintain high professional standards of all staff</p> <p>Maintain effective partnership with all client families</p> <p>Maintain and develop connections with other providers</p> <p>Enhance bicultural and multicultural effectiveness</p> <p>Exploit outcome data collection and tracking systems to support the work of the Centre</p>	<p>A clear succession plan</p> <p>Strategic provision of practical training for students and staff</p> <p>Outcome data shows clear evidence of the impact of the programme and is shared as widely as possible in professional and general publications and on-line.</p> <p>Maintenance of appropriate staff numbers and expertise distribution</p> <p>Successful reviews by all the quality assurance bodies that govern the Centre's activities</p>
<b>Goal 2: To advocate for all children with disabilities through training and research</b>		
<b>Objectives</b>	<b>Key actions</b>	<b>Measures of progress</b>
To expand the impact of the Champion Centre both regionally and nationally	<p>Increase understanding among early intervention professionals of how to meet the needs of children with disabilities</p> <p>Increase understanding among teachers of how to include children with disabilities in mainstream education</p> <p>Increase understanding among child welfare professionals of how to meet the needs of children with disabilities</p>	<p>Delivery of face-to-face and on-line training, where possible generating an income</p> <p>Participation in national and international symposia and conferences.</p>
To expand the advocacy role of the Champion Centre through training.	<p>Work to change public perceptions of young children with disabilities and to encourage them being valued by the community</p> <p>To help government and policy makers to understand the effectiveness of the Champion Centre model of service</p> <p>To actively support initiatives from government and private sources most likely to support better outcomes for children with disabilities</p>	<p>Positive media coverage</p> <p>Development and maintenance of collaborative relationships with other organisations.</p>
To engage in appropriate research projects	<p>To engage in appropriate research in collaboration with local, national and international universities and other research units.</p> <p>To develop the infrastructure to support research at the Centre</p> <p>To collect new data and exploit existing data held by the Centre</p>	<p>Developed responses to tender invitations.</p> <p>Publication of results.</p>

It is my pleasure to present this report organized under the two goals of the current Strategic Plan 2015-2020, which is presented elsewhere in this report.

### **Goal 1: To provide long-term sustainability of The Champion Centre service for infants and children with disabilities**

The work of the Champion Centre is sustained first and foremost by the **amazing staff** whose skill and dedication make a difference to so many families each year. As you will see later in this report, we have been able to continue to offer services to a wide range of children and families and to graduate a strong cohort of five and six year olds on to school. As in previous years, we have also been actively sharing our knowledge beyond the families we serve directly through local, national and international meetings and workshops which spread the word about what we do. This year we have also had a ringing endorsement of the quality of what we do from an important piece of research.



With the support of The Champion Foundation and a special donation from Bill and Gillian Gee, we commissioned a **Programme Differentiation Analysis**, which was carried out by *Research First*, an independent social science research company based in Christchurch. The conclusions were clear, namely that the researchers found compelling evidence of the success of the Centre's programmes being due to a strong commitment to evidence-based best practice; a culture of commitment to purpose; high levels of professional ability among staff; a work culture with detailed attention to the needs of individual children; and a carefully created physical environment that supports that culture. We are immensely grateful to Research First for the careful and sensitive way in which they gathered written and oral information from ourselves and from our parents, past and present, through their online survey. We felt we were given an opportunity to open our doors to people who worked hard to understand us, our values, our goals, and our philosophy of service. More details from the research are included later in this report.

We also had endorsement this year from both the Specialist Service Standards review by the Ministry of Education Special Education and the Ministry of Social Development. The Specialist Service Standard review identified the following strengths:

1. "Specialists develop strong collaborative teams within The Champion Centre Tamariki Toiora. Specialists share information about children's skills and needs and identify creative solutions to best support children, their families and whanau." The report illustrated this finding with the following quote from a parent: *"They are all fantastic. I love them, they are so thorough. They offer advice and things to do (that I would never have thought of).....and they have helped me so much with my child."*
2. "Management and specialists are sincere in their commitment to develop effective partnerships to support families and whanau. They establish warm, responsive relationships with children and parents and are sensitive to families' circumstances and needs."

## DIRECTOR'S REPORT CONT.

The review team illustrated this as follows: *Parent: "The team is always welcoming and inclusive and respectful of the diversity in our family. They understand our child's needs and us really well."*

3. "The Champion Centre Tamariki Toiora service is highly regarded within the community. Parents and educators acknowledged the reputation of the centre and the specialist expertise." *Teacher: "I think they are great and inspired me to want to learn more."*
4. "Management are open and approachable and have sound processes that effectively support specialists to manage the varying demands of their work."
5. "A wide ranging review of The Champion Centre Tamariki Toiora's needs in relation to cultural issues has been undertaken. This is providing a comprehensive basis for the continuing development of the Centre's cultural responsiveness."

The strengths identified in the Ministry of Social Development review were:

1. The provider is known internationally for its relationship base approach to service delivery, and the director has been overseas to the International Society for Early Intervention Conference to present a symposium on the Champion Centre model.
2. Strength of a very stable team in the social work and wider professional team for service delivery, and regular team meetings ensuring open communications between team members.
3. Management of knowledge between professional team ensuring confidentiality of some for families when certain issues arise.
4. Annual training week for all staff to ensure both legislative and relevant training to service delivery

In addition, this year we have begun responding to the cultural review that was completed last year. We now have an active kaitiaki group which meets regularly to work on improving our responsiveness to Māori. We have increased our contact with members of our marae at Tuahiwi; have developed a Treaty of Waitangi policy; and developed a karakia for kai (sung, said and signed) which is now used routinely in the Centre's programmes.

The mainstay of our efforts to secure financial sustainability has had to be the work of the **Champion Foundation Trust**, as we, the Christchurch Early Intervention Trust, have had to work even harder to secure enough funding to continue to offer our services day to day. Fundraising has been getting harder and harder, and the government contributions have not increased beyond a very small increase from the Ministry of Health. The net effect, therefore, is of a decrease in the proportion of our funding that comes from government (reduced from about 65% last year to just over 60% this year). Some details on the distribution of support between government and philanthropy and the reasons for our increasing need for private donations is included later in this report. Also included is a short explanation of the new financial reporting requirements which went into force this year.

## DIRECTOR'S REPORT

Despite the challenges, we have had support from a wide range of sources. We are particularly grateful to the **Canterbury District Health Board** which has continued to support us in the matter of our building. Although we have experienced the very considerable disruptions caused by the building of the new hospital, I am grateful to the CDHB for making special and sensitive arrangements to allow us to continue to operate throughout the process and to both staff and families for their patience and good humour in sometimes trying circumstances.

### **Goal 2: To advocate for all children with disabilities through training and research.**

As you will see detailed later in this report it has been an active year on the **research and advocacy** front. As well as making a number of presentations at national and international conferences, we have had an opportunity to contribute to the current debates about how New Zealand could do better in its services to infants and young children with disabilities.

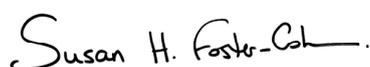
An article we published in the international journal *Infants and Young Children* summarising the state of play of inclusion of young children in early childhood centres in New Zealand appeared in May (see the abstract later in this report) and has been used as the basis for conversations with the disability spokespeople for all the major political parties, as well as with senior civil servants in the Ministry of Education. These conversations are ongoing and are anticipated to continue, particularly in the lead up to the next election.

Dr. Alison Gray (clinical psychologist) was elected as co-chair of the Christchurch branch of the Infant Mental Health Association of Aotearoa New Zealand. This Association, an affiliate of the World Association of Infant Mental Health educates about and advocates for support of the early crucial relationships between children and parents. Alison has also designed two booklets about the long-term effects of prematurity. Initially shared only with our parents, they are now getting more widely noticed and appreciated by parents and professionals in national support groups.

I am currently the Chair of the Early Intervention Association of Aotearoa New Zealand. This has given me a chance to rally my colleagues in the early intervention community for training and advocacy. This year we have started to rebuild the association which, for a number of reasons, had become less effective, and have launched a new Facebook page, held a well-attended multi-disciplinary study day at the University of Canterbury at which two Champion Centre staff members presented, and are working on a call to action to politicians on behalf of infants and children with developmental delays and disabilities.

Thank you to everyone who supports the work of the Champion Centre. We could not do what we do without you.

Dr. Susan Foster-Cohen, PhD, Director



## THE CHAMPION CENTRE AT A GLANCE

### **What is the Champion Centre?**

*The Champion Centre is an independent charitable organisation that provides early intervention therapy services and support to infants and young children with disabilities and their parents. It was established by Dr. Patricia Champion in the late 1970's and has been providing services continuously ever since. Its sole location is in Christchurch and it is vital to the success of children with disabilities in the Canterbury region.*

### **Who does the Champion Centre provide services to?**

*The Centre can provide services to around 165 Canterbury children and their families at any one time. Most enter the service by their first birthday. All have been referred by a paediatrician because either they were born very prematurely, have brain damage, have a recognised syndrome, or have failed to meet multiple key milestones in their early development. Children come from families from all walks of life.*

### **How is the service delivered?**

*Children and families attend the Champion Centre, currently located on the Burwood Hospital site, once a week during school terms. Teams of professionals (physiotherapists, speech therapists, music specialists, early intervention educators, etc.) work in partnership with parents or caregivers to help each child reach their full potential. All areas of development are attended to (physical, intellectual, communication, social, emotional) and the programme provides both practical and emotional support to the families who are raising these children. It is a one-stop-shop that ensures a coordinated service utilising the principles of Whānau ora.*

### **What makes the Champion Centre special?**

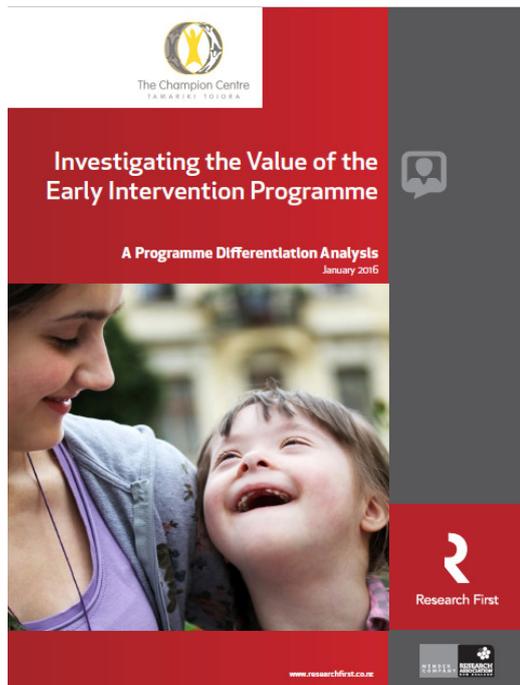
*All aspects of the programme are based on the idea that it is in loving family relationships that children develop best. It empowers parents to support and advocate for their children; and because families come to the Centre in small groups, they find support within other families on similar journeys. The teams include extra support through its music programme and computer supported learning programme, and ensures a seamless approach to intervention.*

### **How do we know our programme works?**

*Research has proved that the programme works. Every child makes positive changes over time, and many reach milestones that nobody thought possible. Almost all children go on to mainstream primary schools when they leave our programme, and our carefully planned transition to school programme receives high praise from teachers and parents alike.*

### **How is the programme funded?**

*The programme costs over \$2 million per year. It receives around 60% of its funding through grants from the Ministry of Education, the Ministry of Health and the Ministry of Social Development, leaving the balance to be found through philanthropy.*



**As detailed in the 48-page report produced by Research First, the purpose of the research was:**

“To report evidence of achievements and outcomes attributable to the Champion Centre; and

Identify the factors associated with the success of the Champion Centre’s relationship based service for children with complex disabilities and their families/whānau.” (p.4)

To do this, the researcher, collected data through a mixed method design combining:

A review of service documentation (e.g., the Champion Centre’s practice manual and case files, etc.) to identify practice elements;

A workshop and two in-depth interviews with Champion Centre staff to review how the practice elements are applied (and modified through use) and

assess the social return on investment;

Four in-depth face-to-face in-home interviews with past and present parents/users of the Champion Centre to identify value and assess the social return on investment (SROI);

A rapid literature review of success factors for a centre-based service for children with complex disabilities and their families<sup>2</sup>; and

An online survey completed by parents whose family currently use or previously used the Champion Centre to identify value and assess the Centre’s social return on investment. For this, the Centre provided a list of email addresses of parents who had agreed to participate and Research First contacted them. 75 parents responded: 39 were parents whose children were enrolled at the Centre at the time of the survey and 36 were parents of children who had attended in the past. The children in the second group ranged from five to over 18 years. Results of the survey were:

<b>93%</b>	said that as a result of attending the Champion Centre, they feel better able to help their child develop and learn.
<b>92%</b>	said they felt better able to understand their child’s strengths, abilities and special needs.
<b>85%</b>	said they believe their access to support systems (which helps them to help their child) has been positively impacted as a result of attending the Champion Centre.
<b>79%</b>	said they know their rights and can advocate effectively for their child as a result of attending the Champion Centre.
<b>75%</b>	said they can access desired services and activities in their local community

Finally, both present and past parents of the Centre were clear that there are a wide range of people who benefit from The Champion Centre. "Parents believe the Champion Centre provides significant benefit to a wide range of stakeholders. Overall, the greatest beneficiaries are family (89%), closely followed by the local community (75%), parent/caregiver (72%), and finally the rest of New Zealand (71%)." (p.19) . As part of the survey, parents past and present were asked to report the most important developmental gains their child had made in the 12 months prior to the survey. They reported improvements in:

**Cognition:** "More exploratory with toys at home"; "Learning to spell, build puzzles and stay at activities for a longer period and not give up"; "He can draw quite detailed pictures and his writing skills have improved".

**Communication:** "He is talking non-stop with language well above last year"; "Far more words than a few months ago"; "He can now have a conversation with someone, where they understand what he is saying or wanting"; "With the help of a communication device he will try to speak words and only go to the communication device if he can't say it"

**Social engagement:** "He has made his first friends"; "He is invited on regular play dates"; "He has built friendships and is no longer alone". "Has two little buddies who play regularly together, no friends previously"

**Physical development:** "He now sits up by himself, can roll over, can pass things between his hands, eyes are alert and following things"; "He started crawling and now walking"; "She will grab things with her left hand and pick them up. Previously she would never do this."

**Self care:** "Can now drink 180ml per feed in 30 minutes (sometimes)". "Now in underpants most of the time". "Can now work out the steps to perform his own transfer between his walker and chairs etc."

**Overcoming anxiety/fear:** "Our son seems more settled and less fragile when unexpected things occur"; "Is now calm and happy to attend day-care and stay with others"; "Will seek out other children, enjoys their company. Can be calm around them when they are unpredictable, empathises"

**Increased confidence and persistence:** "He has actually tried different food like jam and bananas. He still doesn't like them but he tried them". "Has asked to be dropped off a short distance from home to walk home with his sister"; He makes every effort to complete everyday tasks himself"; "Wanting to do it rather than us doing it for him"

**Inclusion:** "Awarded Year 5 class prize for effort. Achieved higher grades in subjects he has always struggled with such as maths."; "He is now playing on playgrounds etc. with less fear/inability to try". "With her mobility drastically improving she is able to run and play on the trampoline with her siblings"

## CHAMPION CENTRE FINANCIAL PICTURE 2016

The detailed financial picture of the Champion Centre is provided in the accompanying audited accounts. As will be clear, the changes to the financial reporting required by the Department of Internal Affairs for charities means that the bottom line looks rather different from previous years. Specifically, the accounts note: *"This is the first year that the Christchurch Early Intervention Trust has applied PBE SFR-A (NFP) Public Benefit Entity Simple Format Reporting-Accrual(Not-For-Profit). This has resulted in a change in accounting policy for the recognition of donations and grants. In prior years, unspent donations and grants were recognised as a liability at year-end. For the current year, unspent grants and donations have only been recognised as a liability at year-end where the donation or grant has a "use or return" clause. As a consequence, grants and donations of \$153,319 have been recorded as revenue, where previously they would have been recognised as a liability."*

The bottom line is that we ended the financial year with approximately 10% of what we need to cover our running costs in hand: a prudent amount, given the contractual arrangements with staff, families and government. The government contributions have remained static for several years now, which explains why we need to ask for such significant donations from private individuals and trusts. Specifically, Yearly Programme costs amount to just under \$2 million a year and government contracts provide on the order of \$1.3 million, leaving around \$700,000 to be raised from philanthropy.

	Govt funding	Unfunded
Ministry of Health	88.6%	11.3%
Ministry of Education	68.1%	31.8%
Ministry of Social Development	29%	71%

For context you may want to know that

- All salaries paid at the Champion Centre are behind the equivalent public service salaries; in some cases as much as 30% behind.
- Therapy salaries (working directly with children) = 78% of total programme costs
- Admin salaries (including CEO/Director) = 11% of total programme costs
- Non-salary overheads = 11% of total programme cost
- MOH funds: Physiotherapists, Occupational Therapists, Speech Therapists, Psychologists, and kaiwhakapuawai
- MOE funds: Early Intervention Teachers, Early Childhood Teachers, Speech Therapists, Psychologists, Educational paraprofessionals
- MSD funds: Social Workers

## OUR CHILDREN, OUR FAMILIES

We provided services during the year to 164 children. Of these, 75 were born very prematurely; 40 had identifiable chromosomal or other pervasive disorders; 40 children have global developmental delay; 6 have a primary diagnosis of autism; and 3 have a primary diagnosis of cerebral palsy. 36 children 'graduated' from the programme by moving on to school or being discharged; and we accepted 39 new clients and their families/whānau into the programme.

On 30<sup>th</sup> June 2016, 12.7% (21 families) identified as Māori and 1.2% (2 families) identified as Pacific Island. These percentages are greater than the general population of these ethnicities (e.g., 7.7% Māori) in our catchment area. Our family support team successfully completed 131 family plans including providing a range of practical and emotional support for families raising children in our service.

We have now served 1,739 children since the programme began and our graduates range in age from 6 to 40 years old.

## ADVOCACY THROUGH RESEARCH

We have had a number of opportunities to spread the word about the work of the Champion Centre this year (many of them partly or fully self-funded by individual staff members because of our tight fiscal situation.)

### **International Society on Early Intervention, Stockholm, Sweden.**

Robyn Ritchie (OT) and Susan (Director) travelled to Sweden in June to deliver a symposium on the work of the Centre with a focus on our "Relating and Communicating Programme" for children with challenges relating to others, including those with autism. The core presentation, developed by Robyn and Clinical Practice Manager Jan Murphy demonstrated the importance of understanding the child and the parent and the journey both of them have travelled since before birth if we are to understand why the children face the challenges

they do and how to help them. We are immensely grateful to two of our parents for being willing to share their lives, and the lives of their children, so that others may learn from their experiences.



At the same symposium, Susan shared some of the data from our ongoing study of parent and professional perceptions of children's development. She presented data showing that when children present with complex challenges, it is hard for parents and professionals to share similar perceptions. She explored the reasons, including the impact of parent experience, the context of observation, and parent emotional state.

**Foster-Cohen, S. & van Bysterveldt, A. (2016) "Early Childhood Inclusion in Aotearoa New Zealand." *Infants and Young Children*, volume 29(3), pp 214-222. (Published abstract below)**

Early childhood education is encouraged for all 3- to 5-year-old children in New Zealand (known in the Māori language as Aotearoa) and is supported by a well-constructed bicultural curriculum (TeWhāriki) and reasonably generous government funding. However, a number of factors mitigate against inclusion of children with developmental delays and disabilities. These include a lack of training for early childhood teachers; no requirement for Early Childhood Centers to have policies of inclusion; funding and support arrangements based on age rather than developmental stage; a lack of sufficient specialist and paraprofessional support; and a strong sociocultural approach to early childhood education that is often at odds with the need for active support of child development. These barriers to inclusion are surprising, given the quality of the curriculum, the government-supported levels of oversight and quality assessment, and the strong rights-driven research tradition across the nation's universities. The most pressing need is for significant changes to the preservice and in-service teacher education programs to ensure that the responsibility for inclusion is shouldered by the whole profession and the potential of Te Whāriki can be realized.

### **International Association for the Scientific Study of Intellectual and Developmental Disabilities, Melbourne, Australia.**

Last summer, Dr. Anne van Bysterveldt (Associate staff member) and I received funding from the University of Canterbury for a summer student to work on analysing some of the data we have been collecting on the development of communication skills in the children attending the Centre. Beth Rees, at the time a fourth year student in the Speech and Language Therapy programme, took up the challenge and the results were presented at IASSIDD. In the study, we compared 24 children with Down syndrome and 24 typically developing children on their parents' completion of the Language Use Inventory (LUI). We showed that although the children with Down syndrome were delayed in their development, there were aspects in which they were ahead of the younger typically developing children who had the same or similar scores on the LUI. We argued that the children with Down syndrome were more advanced in some aspects of cognition and social development than their overall communication skills might suggest and that it was really important to understand the specific profiles of each individual child with Down syndrome if they were to participate and learn in school.



## Publications and Presentations by Champion Centre staff and students

- Croy, C. and Trotter, J. "The Champion Centre Feeding Experiences Programme", presentation at the annual Paediatric Dysphagia Study Day, November, 2015.
- Foster-Cohen, S. and van Bysterveldt, A. K. (2016) Early Childhood Inclusion in Aotearoa New Zealand. *Infants and Young Children*, 29(3), 214-222.
- Foster-Cohen and van Bysterveldt, A. K. (2016) Assessing the communication development of children with language delay through parent multi-questionnaire reporting. *Speech, Language and Hearing*. 19:2, 79-86, DOI: 10.1080/2050571X.2015.1108067
- Foster-Cohen, S. and van Bysterveldt, A.K. (in press) Pragmatic competence in Down syndrome. To appear in *Handbook of Developmental and Clinical Pragmatics*, De Gruyter Mouton.
- Foster-Cohen, S., Anne van Bysterveldt, A. and Rees, B. "Parent Observations of the Language Use of Preschool Children with Down Syndrome" paper presented to the International Association for the Scientific Study of Intellectual and Developmental Disabilities, Melbourne, August 2016.
- Foster-Cohen, S. (on behalf of the Assessment and Monitoring Team). "Early intervention for developmental risk." Paper presented at Birmingham City University, UK to a multi-disciplinary health and education audience, .
- Foster-Cohen, S. and Murphy, J. A "Focus on Frequent Listening." Paper presented at the world congress of the International Association of Early Intervention, Stockholm Sweden, June 2016.
- Foster-Cohen, S. "Parent and Professional Perceptions of Functional Development: Insights from the ABASII." Paper presented at the world congress of the International Society on Early Intervention, Stockholm, Sweden, June 2016.
- Foster-Cohen, S. & van Bysterveldt, A. "A challenge to hope: Uneven trajectories in children with developmental disabilities." Paper presented at the 11th Early Childhood Convention, Rotorua, October 2015.
- Foster-Cohen, S. 'It's hard to be weird: Why modifying parent language is pragmatically difficult.' Presentation to the Speech Sciences Department seminar, University of Auckland, October 2015.
- Frew, J. "Sensory processing and feeding" presentation at the annual Paediatric Dysphagia Study Day, November, 2015.
- Frew, J. "Sensory Processing/Foundational skills/Empathy development" Presentation to the Dyspraxia Support Group Tools for Teachers. September 2016
- Frew, J. "Screen time: how much is too much?" *Parenting* magazine. Nov/Dec 2015.
- Gosteva, A. "Strategic play therapy techniques for promoting self-regulation skills in children with disabilities". Presentation to the Early Intervention Association of Aotearoa New Zealand. September 2016.
- Gray, A. "The effects of prematurity" presentation to the East Christchurch Division of Resource Teachers of Learning and Behaviour. Christchurch.
- Murphy, J. and Ritchie, R. "Hearing the child's voice" Presentation to students in the graduate diploma of specialist teaching, University of Canterbury, July 2016.
- Rees, B., Foster-Cohen, S. and van Bysterveldt, A. "Partnering with parents to understand the language use of preschool children with Down syndrome. New Zealand Speech Therapy Association conference, Auckland, September 2016
- Ritchie, R. and Murphy, J. "Hearing the Child's Voice: Unpacking the Kete." Paper presented at the world congress of the International Association of Early Intervention, Stockholm Sweden, June 2016.
- Wylie, J. "The Key To Well-Being is Musical Play"" music workshop presented to the 32nd World Conference International Society for Music Education, Glasgow, Scotland 28th July 2016
- Wylie, J.C. "Musical Play in a Nutshell" workshop presented to the Victorian Orff Schulwerk Association 20th Early Childhood Conference of Performing Arts, Melbourne, Australia 20-21 August 2016.
- Wylie, J.C. "What's in the Box?" music workshop presented to the Victorian Orff Schulwerk Association 20th Early Childhood Conference of Performing Arts, Melbourne, Australia 20-21 August 2016.
- Wylie, J.C. "You don't have to be a musician to use music in Early Intervention: Tips and tricks to enhance your practice" workshop presented to Early Intervention Association of Aotearoa New Zealand, University of Canterbury, Christchurch, 16th September, 2016
- Wylie, J.C. "Connecting with Nature Through Musical Play" music workshop presented to the New Zealand Home Based Care National Conference, Christchurch, 17th September, 2016.

## FUNDING

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