Psychiatry
UNIVERSITY OF TORONTO

COMMUNITY NETWORKS
OF SPECIALIZED CARE
RÉSEAUX COMMUNAUTAIRES
DE SOINS SPÉCIALISÉS

HEALTH AND WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

2015 CONFERENCE PLENARY ABSTRACTS

Tuesday October 27, 2015
8:45 AM

Supporting Aging Well: Challenges and opportunities of the longevity revolution among adults with Intellectual and developmental disabilities and their families

Tamar Heller, PhD

The longer life expectancy of adults with intellectual and developmental disabilities (IDD) and their families, brings both challenges and opportunities. The talk will focus on the key issues faced by the service system in responding to age-related needs as well as model programs to address these needs. It will bring in both the perspectives of individuals with IDD and their families as well as the service providers. Key aspects include promoting and maintaining health and function, addressing chronic health care needs, supporting aging caregivers, and developing livable communities that enable people to continue participating in community life.

Wednesday October 28, 2015
8:45 AM

Developing Community Based Services for People with Developmental Disabilities and Mental Health needs

Jane McCarthy, MD MRCGP FRCPsych

In a number of countries following the closure of the institutions there was a drive to develop community-based services for adults with developmental disabilities presenting with mental health, behaviour or forensic problems. In England we have been reviewing the purpose and outcomes of community based services for adults with developmental disabilities presenting with behavioural, forensic and mental health needs. The initial focus has been to move on people with developmental disabilities still receiving in-patient care but currently we are discussing how do we deliver community based services to reduce inpatient admissions including supporting those who present in a crisis to services.

The plenary talk will describe why we are developing community based services to be more proactive and preventative in their approach so supporting individuals with developmental disabilities including their families and carers to have better outcomes. It will also highlight the needs of those with developmental disabilities and forensic needs including those with developmental disabilities in the prison system. The talk will finish by summarising the successful aspects of community services for people with developmental disabilities presenting with mental health needs and behaviour that challenges.

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2015 CONFERENCE WORKSHOP ABSTRACTS

TUESDAY, OCTOBER 27, 2015

W01
A Support Clinic for Family Doctors who Care for Adults with Developmental Disabilities:
An Evaluation

Brian Hennen, Christine McKenna, Emily Gard Marshall, Karen McNeil, Brenda Hattie-Longmire, Jillian Achenbach
Dalhousie University
Mount St Vincent University

Dalhousie University's Family Medicine Department, for four years, has held a weekly clinic at its Spryfield Teaching Practice providing comprehensive assessments of adults with developmental disabilities. A review, undertaken in early 2014, evaluated the clinic's perfromance. The review centred on the comprehensive reports sent out to referring family physicians, intended for sharing with care providers. A qualitative research process engaged family member and family physician volunteers in individual interviews or focus group discussions. The report presented will offer lessons learned for others considering ways to improve care for adults with developmental disabilities.

W02
Art, Meaning and Healing: Art Therapy and Its Ability to Serve People with Intellectual Disabilities

Amanda Gee
Vita Community Living Services

It was once thought that individuals with intellectual disabilities did not have mental health issues and could not benefit from any form of psychotherapy. Art therapy is a therapeutic approach uniquely positioned to serve individuals with intellectual disabilities to express themselves in ways that words may not. This presentation will explore an art therapy program for adults with intellectual disabilities and dual diagnosis that has grown at Vita Community Living Services in Toronto. It will examine how the program was developed, and how it functions as an integral part of the clinical services offered within the agency.

W03
Roots to Results: A Colloborative Community Based Research Project to Evaluate an Abuse Prevention Education Program.

Karen Klee
Fanshawe College/Wilfrid Laurie University

Rarely are individuals with a developmental disability included in research projects. Equally as rare are research opportunities for Community College Students in the Developmental Services sector. The goal of the research was to evaluate various teaching strategies for improving abuse awareness in adults with a disability in accordance with Regulation 299/10. This presentation will focus on the unique field placement opportunities for Fanshawe College students as research assistants, as well as the partnership with several community based agencies that allowed for a greater number of research participants and a summary of the research findings.

W04
Health Care Needs Inspiring Teachers: Introducing the Curriculum of Caring!

Kerry Boyd, Tom Archer, Mendelt Hoekstra, Karl Stobbe, Nick Kates, Meghan McConnell, Alon Cobet
McMaster University, Micheal G. DeGroote School of Medicine, Niagara Regional Campus, Bethesda Services
Healthcare Facilitator, Southern Networks of Specialized Care, Bethesda Services
Music Therapist, Artistic Director, SpotLight Drama, Bethesda Services
McMaster University

Bethesda Services, McMaster and Brock Universities have partnered to develop the Curriculum of Caring for people with developmental disabilities (DD). The aim is to generate healthcare professionals who are more capable in delivering compassionate, person-centred care. This curriculum provides experiential learning for students and web-based resources for healthcare education. With the support of the AMS Phoenix Project, people with DD and families share their expertise alongside professionals from across Ontario. Curriculum of Caring research confirms it: people with DD are inspiring teachers!

W05
Researching Together to Promote Health and Well Being of People with Intellectual Disabilities: The Potential Contribution of Participatory Research Approaches

Ruth Northway, Robert Jenkins
University of South Wales

People with intellectual disabilities are increasingly becoming active members of participatory research teams and are researching issues of concern to them. However, despite international evidence regarding the challenges they experience in accessing healthcare participatory research in this area is limited. This workshop will explore both the potential contribution of such research approaches to promoting better health and well being, the challenges that may be encountered when undertaking such research, and strategies that can be used to address such challenges. It will both draw upon the experience of the facilitators in undertaking such research and encourage participants to share their experiences.

W06

Impact of Social Determinants of Health in the Care of Individuals with Developmental Disabilities: A Case Study examining Social Supports, Gender, Poverty and Cultural issues

Liz Grier, Patricia Mousmanis, Ullanda Neil, Margaret Gemmill, Lisa Graves
Queen's University
University of Toronto

Social determinants of health such as poverty, lack of education and social supports can impact clinical health outcomes for individuals with developmental disabilities. Cultural factors influence how families approach health care and interact with family physicians and other members of the interprofessional team. This workshop will look at the impact of these risk factors on families who are high risk and give health/developmental service providers strategies to link families to community resources to improve outcomes. The session format is an interactive case-based presentation facilitated by five family physicians with special interest practices covering developmental disabilities, pediatrics and women's health.

W07

The Dalglish Family Hearts and Minds Clinic for Adults with 22q11.2 Deletion Syndrome - A framework of integrated care for other complex conditions

Erik Boot, Lisa Palmer, Pam McFarlane, Alan Wai Lun Fung, Anne S. Bassett
The Dalglish Family Hearts and Minds Clinic for Adults with 22q11.2 Deletion Syndrome

22q11.2 deletion syndrome (22q11.2DS) is the second most common cause of developmental delay after Down syndrome. The Dalglish Family Hearts and Minds Clinic is the world's first multidisciplinary clinic devoted to adults with 22q11.2DS and their families, and may serve as a framework of integrated care for other complex conditions. In this workshop we will share our knowledge relating to this multisystem disorder, and we will provide an overview of the clinic's model. In addition, we will demonstrate that knowledge of an underlying genetic cause of develepental disabilities may have a major impact on the management and clinical outcome.

W08

Review of Mindfulness Based Interventions, Adaptations and Applications For use in Supporting Individuals with a Developmental Disability

Stephanie Walling, Christine W. Grant
York Support Services Network

Mindfulness has been defined by Jon Kabat Zinn as “paying attention in a particular way, on purpose, in the present moment, and nonjudgmentally”. Current studies show that mindfulness based interventions (MBI) are effective in individuals with an ID. We will discuss the work of psychologists Nirbhay Singh and Marvin Lew who have successfully adapted mindfulness techniques. At York Support Services Network, DBT and Mindfulness programs have been adapted and implemented for over seven years. We will review the adapted curriculums, data, and narratives offered by individuals that have participated in mindfulness based skills groups and how caregivers can uses MBI's to ease their own compassion fatigue.

W09

Health Promotion Interventions: Translating Research to Action

Tamar Heller
Department of Disability and Human Development, University of Illinois at Chicago

This workshop will provide strategies for implementation of health promotion interventions in community based organizations serving adults with intellectual and developmental disabilities. The emphasis will be on evidence based exercise, nutrition and health education programs that result in improved health and fitness of adults with intellectual and developmental disabilities and that improve the health and wellness of staff as well. It will also discuss ways to scale up health promotion initiatives using community based participatory approaches that increase the adoption and reach of these initiatives.

W10

Common Thread Initiative: Strengthening the Community of Support for Persons with Challenging Behaviours

Tara Hyatt, Jo Anne Nugent, Megan Primeau
Central West Community Network of Specialized Care
Nugent Training and Consulting Services
Central Region Community Network of Specialized Care

The Common Thread Initiative promotes a team-based, problem solving approach to making evidence-based decisions to best support persons with challenging behaviours in a residential program. A key goal is to improve communication between program staff and across the trans-disciplinary team, with clinicians and across organizations. It is a flexible, learner-centred approach that utilizes online and in-person learning, and embeds coaching sessions throughout to support implementation of knowledge into practice. In this presentation, we will share our experiences in piloting this initiative in Ontario’s Central West region and discuss how to integrate this kind of approach into your own organization.

W11

Breaking Through Silos – Finding Creative Pathways to Address Alternative Level of Care (ALC) Gaps Using Toronto Central Community Care Access Centre ALC Transition Team, Developmental Services Ontario and Toronto Network of Specialized Care Collaborative Relationships.

Angela Gonzales, Melanie Randall, Jacklyn Pearce, Scott Skinner
Toronto Network of Specialized Care, Surrey Place Centre
Developmental Services Ontario - Toronto Region
Toronto Central Community Care Access Centre
Griffin Centre

It is essential that collaborative and creative pathways be found for offering Alternative Level of Care (ALC) transition support. Community support services such as Community Care Access Center (CCAC), Developmental Services Ontario (DSO) and Community Networks of Specialized Care (CNSC) have overlapping mandates with a focus on connecting people with community supports. However, sometimes there are barriers in collaborative efforts, which this workshop will explore through a case example. The case example will also examine the discovered innovative pathways. Participants will discuss evolving and innovative pathways for breaking through silos in community support services' efforts to improve ALC situations.

W12
Adults with Intellectual and Developmental Disabilities in Long-term Care – The Situation in Ontario

Hélène Ouellette-Kuntz, Lynn Martin, Katherine McKenzie
Queen's University
Lakehead University

We will report on our analyses of home care and long-term care Resident Assessment Instrument (RAI) data concerning adults with intellectual and developmental disabilities across Ontario (2007-2013/14). These rich datasets are used to describe the adults with IDD in long-term care, show how rates of admission have changed over the years, and examine predictors of admission to long-term care. As a result of participating in this workshop, participants will have a better understanding of the admissions to long-term care by adults with intellectual and developmental disabilities across the province of Ontario.

W13
Perinatal Health of Women with Intellectual and Developmental Disabilities: Priorities for Action

Hilary K. Brown, Lynne A. Potvin, Virginie Cobigo, Simone N. Vigod, Yolanda A. Kirkham
Women's College Research Institute
University of Ottawa
Women's College Hospital

The rate of pregnancy in women with intellectual and developmental disabilities (IDD) is increasing. However, perinatal health in this population has received minimal research and clinical attention. This interactive workshop examines the health and social characteristics of pregnant women with IDD and identifies priorities for action to improve their perinatal outcomes. Research on the occurrence of medical complications in and experiences of social support of pregnant women with IDD will be presented, and available supportive services for this population will be identified. An inter-professional panel will discuss clinical and policy priorities moving forward.

W14

Keep Calm and Care On: Short-Term Behavioural Support Services in Long Term Care Homes and the Community

Patti Reed, Bethany Kopel
Behaviour Supports Ontario, Mackenzie Health
Centre for Behaviour Health Sciences, Mackenzie Health

LOFT Community Services and Mackenzie Health work in partnership to operate the Behavioural Support Services Mobile Support Teams within the boundaries of the Central LHIN (Local Health Integration Network) through Behavioural Supports Ontario. The mandate is to enhance the quality of older adult care for Ontarians with responsive behaviours associated with complex mental health, addictions, dementia or other neurological conditions living in long-term care homes (LTCH) or independent living settings. A case study will illustrate the process of care for the BSS.

W15

The ‘F-words' in Childhood Disability: Helping Families, Health Care Practitioners, Policy Makers, and Researchers to Think Holistically and Work Together

Andrea Cross, Peter Rosenbaum, Danijela Grahovac, Diane Kay, Julie Brocklehurst, Sue Baptiste, Jan Willem Gorter
CanChild Centre for Childhood Disability Research

In 2012, Drs Rosenbaum & Gorter published: "The F-words' in childhood disability: I swear this is how we should think!" Transforming the World Health Organization's ICF Framework into a memorable collage, the article highlighted six factors important to ALL children's development – Function, Family, Fitness, Fun, Friends, and Future. The ‘F-words' have begun to capture the attention of families, practitioners, and researchers around the world. The objectives of this workshop are to explore the knowledge translation journey of the ‘F-words in Childhood Disability' and to discuss how researchers are working together with parents to move the ‘F-words' concepts into practice.

W16

Learn by Doing: How to Use the NEW “Toolkit for Planning Education Events”

Megan Primeau, Jo Anne Nugent, Marian Pitters
Central Region Community Network of Specialized Care
Humber College
Pitters Associates

Staff training is critical in improving effective practice - but it also takes time and money. How can we efficiently ensure staff get training that is effective and applicable? This session will walk you through the highlights of the Community Network of Specialized Care’s NEW “Toolkit for Planning Educational Events” so you can be confident in initiating quality learning experiences for you and your agency! We’ll use case-based learning to get you ready to start using this toolkit right away. A copy of the toolkit will be provided, with its’ six easy-to-follow steps.

W17

Creating a Tenant Council in the Reena Community Residence: How Leadership Evolves Through the Lived Experience of Social Participation and with Exposure to Resolving Issues in an Intentional Community. Supports to Leadership is an Effective Way to Improve Health and Wellbeing for all Tenants.

Brenda M. Elias
University of Guelph, Humber

Objective 1: After attending this session participants will be able to understand the Reena definition of "intentional community with supports" and how social participation levels have moved to a higher level through the creation of a Tenant Council.
Objective 2: After attending this session participants will be able to think critically about how to support Tenant Leadership. A how to guide will be shared that outlines the steps taken to train the executive of the Tenant Council.
A panel of staff, researcher and tenant leadership will share their experiences along with an outline of the components of the Tenant Handbook.

W18

Risk Assessment in People with Developmental Disabilities

Jane McCarthy
East London NHS Foundation Trust, King’s College London

The workshop will explore how we can approach the assessment of risk in the every day lives of people with developmental disabilities living in the community including those who lack capacity to make decisions. We will look at three different scenarios including the management of violence to others, the assessment of risk related to self-harm in people with developmental disabilities and how we assess risk for those who are vulnerable to exploitation by others. The aim of the workshop is to look at how we can work through the assessment of risk as illustrated through individual case studies.

W19

Perceptions and Attitudes of Family Members and Caregivers in Implementing Comprehensive Health Assessments for Adults with Intellectual Disability (ID) in Manitoba

Shahin Shooshtari, Beverley Temple, Celeste Waldman, Sneha Abraham
Departments of Family Social Sciences and Community Health Sciences, Faculties of Human Ecology and Health Sciences, University of Manitoba; St. Amant Research Centre, Manitoba, Canada
College of Nursing, Faculty of Health Sciences, University of Manitoba & St. Amant Research Centre, Manitoba, Canada
College of Nursing, Faculty of Health Sciences, University of Manitoba
Department of Community Health Sciences, Faculty of Health Sciences, University of Manitoba

A survey of community-based service agencies supporting persons with an intellectual disability (ID) in Manitoba showed that only 10% of them perform a CHA of their clients. With funding from the Canadian Institutes of Health Research (CIHR), we undertook a collaborative research study, which brought together researchers, practitioners, and decision makers to determine the feasibility of implementing the Comprehensive Health Assessment Program (CHAP) for adults with ID in Manitoba. In this session, the study results will be presented to encourage group discussion on policies and practices as they relate to comprehensive health assessments for adults with ID.

W20

'Why Johnny Can't Jump?... The Musculoskeletal Signs of Developmental Delay, Detrainning and the Hypokinetic Lifestyle...Case Studies, Protocols and Outcome Measurers

Stephen Alexander Zylich
Canadian Memorial Chiropractic College (CMCC)

This presentation identifies significant motor determinants and milestones for MSK health: posture and its de-compensation; rotational/angular deformities; proprioception and imbalance. The use of Goal Attainment Scale (GAS), Quadrant jump and agility tasks day are identified as the most simplistic outcome measurers.

Sample activity protocols are presented with a practice session. Limitations of implementation are identified with small group discussion on possible solutions - caregiver knowledge, space and equipment limitations and of course…motivation!

W21

Interprofessional Education & Practice in Developtal Disabilities: From Classroom to Community

Jessica Jones, Meg McQueen
Queen's University

Health care professionals are caring for a greater number of individuals with intellectual disabilities (ID) in their practices, and inevitably require additional training to provide this care. Queen’s University has responded to this need, developing innovative educational curriculum promoting interprofessional education (IPE) and collaborative practice (IPC) as it relates to ID curriculum and health care provision. A developmental curriculum was provided across three teaching initiatives to graduate health care students by facilitating an introduction, exposure and advanced practice in ID. Evaluation was collected across all three courses and research conducted on the introduction to ID course.

W22
Staff Training for Real Life: Program Evaluation of the Cross Continuum Behaviour Management Strategy

Louis P. A. Busch, Mackenzie Ketchell
Centre for Addiction and Mental Health
Meta Centre

The Cross Continuum Behaviour Management Strategy (CCBMS) was implemented within the Greater Toronto Area and involved (a) implementation of the Quality Behavior Competencies™ program, (b) organizational behaviour management workshops for group home supervisors, and (c) a professional practice support group for behaviour consultants. The project led to significant increases in staff knowledge of behaviour principles and perceived quality of rapport, may have contributed to a reduction in the number of serious incidents, and had high rates of participant satisfaction.

W23
Improving preventive care for adults with intellectual and developmental disabilities in Ontario: understanding system-level factors

Helene Ouellette-Kuntz, Virginie Cobigo, Natasha Plourde, Jeff Dixon, Glenys Smith
Queen's University
University of Ottawa

The need for preventive care through primary care for persons with intellectual and developmental disabilities (IDD) is well-established. The disparities in uptake in Ontario have been well documented and efforts to reduce them implemented. However, the impact of system-level factors on uptake of primary prevention is poorly understood. We present three distinct but related projects focussed on identifying system-level factors associated with better preventive care namely the periodic health exam and cancer screening among adults with IDD in Ontario. With each study at a different stage of completion, input will be sought on relevance of findings and methodological considerations.

W24

Women with Autism and the complicated journey to diagnosis: impact on health and wellbeing

Dori Zener, Bev Leroux
The Redpath Centre
Autism Self-Advocate

Women with Autism have been under diagnosed and misdiagnosed due to gender bias in assessment and a circumscribed notion of how someone with ASD should present. Women on the spectrum are beginning to emerge as a population with their own voice insisting on effective practices such as access to evidence based diagnosis, treatment and appropriate supports. This presentation combines first person and professional perspectives to explore the common experiences of women living with unidentified and unsupported Autism, the impact that late and improper ASD diagnosis has on health and wellbeing, and the positive outcomes of accurate diagnosis.

W25

Implementing Health Checks in Primary Care for Adults with Developmental Disabilities in Family Health Teams in Ontario: Engaging Interprofessional Care, Community-Based Health Care and Developmental Services

Ian Casson, Lisa Holmes, Liz Grier, Meg Gemmill, Angie Gonzales, Yona Lunsky, Andrea Perry, Danyl Martin, Laurie Green
Dept. of Family Medicine, Queen's University
Community Networks of Specialized Care
Centre for Addiction and Mental Health
Health Quality Ontario
Dept. of Family and Community Medicine, St. Michael's Hospital

Health Checks (annual comprehensive preventive health reviews) increase access to health care for adults with developmental disabilities. In 2014/15 in Ontario, two Family Health Teams implemented such a program. The evaluation of the implementation of their programs has identified potential benefits of working with partners from community health, local hospitals and developmental service agencies. A discussion amongst workshop participants will be facilitated by the workshop presenters to find consensus about the best methods to integrate efforts to improve the primary health care of this population.

W26

Improving the Interdisciplinary Assessment and Management of Challenging Behaviours in Youth with DD and ASD: Lessons learned from the Behavioural and Medical Assessments of Complex Kids in their Environment (BMACKE) Clinic.

Alvin Loh, Anupam Thakur, Danielle Pessah, Shirley McMillan, Susan Morris
Surrey Place Centre, Assistant Professor, Division of Developmental Paediatrics, University of Toronto
Centre for Addiction and Mental Health, and Surrey Place Centre, Assistant Professor of Psychiatry, University of Toronto
Surrey Place Centre

Challenging behaviour in youth with intellectual disability, with or without autism spectrum disorder, often has many contributing factors. Physical and mental health disorders are difficult to diagnose due to impairments in communication and difficulties participating in physical examination. Functional assessment and management of behaviours is complicated by the need for expertise in communication, sensory issues, and behavioural analysis. Taken altogether, effective assessment and treatment of challenging behaviours requires an interdisciplinary biopsychosocial model. In this interactive 90 minute workshop, we present two cases, and discuss strategies and perspectives at various decision points in the process of interprofessional assessment and management.

W27

A Holistic Approach: How Inter-Professional Partnerships Improve Client Wellbeing and Employment Outcomes for Individuals Living with Dual Diagnosis

Emily Rogers Nannarone, Elli Papatheodorou, Cindi Shoot
Goodwill Industries of Toronto, Eastern, Central and Northern Ontario
Cota

Wellness goes far beyond physical and mental health. Social inclusion and engagement in the community have a huge impact on an individuals' well-being. In the developmental services sector, inter-professional teams can collaborate to provide holistic care that impacts a wide variety of dimensions in an individuals' lives. In this workshop, we will discuss how employment support programs and mental health professionals can partner to enhance services, increase positive outcomes, and improve clients' wellbeing and community inclusion levels. Case studies will be presented and discussed and a list of resources provided to all attendees.

W28

Safe Swallowing Management for Front Line Support Staff: An Innovative Model of Education and Training

Kerrie Empey, Swallowing Team Members
North Community Network of Specialized Care- Hands TheFamilyHelpNetwork.ca
OPTIONS northwest

Individuals with developmental disabilities often have difficulties swallowing safely. For those supported in residential environments, many of their primary care givers have not received education on safe swallowing strategies or diet modification techniques. In rural communities, access to qualified professionals with specialized training in swallowing management is limited. This interactive workshop will share an innovative model of care which utilizes a peer-led education and hands-on diet modification tutorial for front line support staff with professional support from a remote Speech-Language Pathologist. The importance of interprofessional collaboration will be a focus of this workshop.

W29

Person Centered Health Care: Bridging Knowledge Gaps

Charmayne D. Dube, Wayne Sandler, Angie Conrad
New Directions

Community supports centre around the person. This approach is in contrast to the history of paternalistic services which segregated vulnerable populations. Community professionals' offer supports to assist with navigating health systems to enhance quality of life. In response to health issues, health practitioners will prescribe or expect to follow an established practice that may not consider individual circumstances. Knowledge gaps between community and health professionals are a barrier to adopting positive health initiatives. A collaborative working approach bridges this gap. This presentation will support practitioners to apply person centred principles while incorporating health strategies within community settings.

W30

Supports for Parents of Children with Intellectual and Developmental Disabilities: Mindfulness and Information Intervention Project

Sue Hutton, Yona Lunsky, Karen White
Community Living Toronto, Foster Connections
Health Care Access Research and Developmental Disabilities (HCARDD)/Centre for Addiction and Mental Health (CAMH)
Developmental Services Ontario - Toronto Region

This presentation provides a detailed look at an intervention project exploring new practices to improve the health and wellbeing of the lives of family members of persons with intellectual and developmental disabilities. (IDD) The intervention targets parents in particular, as we will explain below, families – namely parents of those with IDD have been largely neglected in service delivery in Ontario's developmental sector services. An interdisciplinary team, including a parent with lived experence, will present an overview of the research practices behind the intervention and will show some film footage from the research project.

WEDNESDAY, OCTOBER 28, 2015

W31
Family Physician Referral Guide for Children, Youth and Adults with ASD – A York ASD Partnership Project

Syvia Pivko, Umberto Cellupica, Karen Dillon, Janette Seymour
York ASD Partnership
Developmental Assessment and Consultation Services, Markham Stoffville Hospital, Children's Treatment Network

It is well recognized that early identification and treatment is key for children, youth and adults with ASD. It is important that family physicians are aware of ASD and sensitized to areas of concern. It is imperative that a referral is made quickly to an ASD assessment service provider. The York ASD Partnership enabled the development of a unique tool for family physicians regarding referral of children, youth and adults with a query of ASD to appropriate services. This presentation will discuss the importance of this partnership, the development of the tool and its content.

W32
Using Stations, Embedding and Fundamental Movement Patterns to Design Progressions for ‘Even More Basic' Skills with ADL Transfer

Maureen F.Cecilia Connolly, Elyse Lappano, Andra Lenius, Brittany Hogan, Hayley Morrison
Department of Kinesiology, FAHS, Brock University
FAHS, Brock University
University of Alberta

Many children, youth and teens with developmental disabilities experience challenges with what might be considered "basic" skills (eg, running, take offs, landings) not only because of neurological or developmental issues, but also because of lack of opportunity for play, participation and practice and a lack of preparation among practitioners about how to make "basic" even simpler, or progressively broken down into more fundamental elements. This presentation will explore the "even more basic" dimension of fundamental movement skills and will use examples and applications across a spectrum of developmental disability, from high functioning to low functioning participants.

W33
Behaviour Consultants – Building Capacity and Bolstering Collaboration to Meet the Lifespan Needs of Persons with a Developmental Disability

Angela Kaushal, Renita Paranjape, Andrew Davis, Carmela Campanella-Borraccia
Geneva Centre for Autism

Geneva Centre for Autism shares the experience of using the clinical skillset of behaviour therapists to build capacity across sectors through interprofessional collaboration to best support the needs of individuals with autism spectrum disorders (ASD). Techniques for forging collaborative partnerships will be illustrated by examples of secondments, consultations, direct

service and trainings. The addition of behaviour consultants to teams have allowed persons with ASD to access specialized mental health service, to be included in community recreation programs, to receive adjunct clinical input in a psychopharmacology service and increased efficiency through consultation to frontline staff and parents.

W34

Understanding Anger: Supporting Adults with Intellectual Disabilities

Samantha Ge, Christa Outhwaite, Ateeq Awan
Centre for Behaviour Health Sciences

The inability to cope with negative emotions, such as anger, can have great impact on one's quality of life. Understanding emotions and learning effective ways to cope with them will increase one's quality of life. This interactive presentation will provide a framework for an anger management program designed to support adults with Intellectual Disabilities. A focus on the modification of already existing materials, the development of new materials and the addition of technology will be reviewed.

W35

Lessons Learned from the Development and Implementation of a Clinical Ethics Committee at Surrey Place Centre

Jeanny Scantlebury, Kerry Bowman, Andria Bianchi, Danielle Pessah
Surrey Place Centre
University of Toronto
University of Waterloo

Surrey Place Centre (SPC) provides specialized clinical services for children and adults living with developmental disabilities, autism spectrum disorder and visual impairments. The Clinical Ethics Committee (CEC) was developed in 2006 as an inter-disciplinary membership advisory group. CEC provides a systematic approach to help clinicians address clinical ethical concerns, based upon best practices, SPC's Client Bill of Rights and ethical guidelines from the Toronto Community Ethics Network. CEC provides ethics education and assists in the development of formal procedures to address clinical ethical issues related to clinical practices.

W36

Understanding "Living Labeled": Seeing the Person Beyond the Diagnosis

Shona Casola
McMaster University

This interactive workshop helps participants begin to demystify labels applied to individuals diagnosed with developmental delays. Research conducted as part of an MSW (Master of Social Work) thesis explores how individuals labeled with autism negotiate “living labeled” and how service providers, medical and therapeutic professionals and parents can better support and dialogue with individuals about their experiences. Participants will leave this workshop with a new perspective on labeling and awareness to the power and stigma that a label holds.

Challenging labels creates space for the world to realize the exquisite potential of individuals diagnosed with developmental disabilities.

W37
Palliative Care and Intellectual Disabilities

Cindy Chatzis
Southern Network of Specialized Care

As the population of individuals with Intellectual Disabilities ages, Palliative Care is an emerging area of concern with unique collaborations and a mindset that differs greatly from typical approaches in this field. This presentation will highlight some of the key concepts in Palliative Care and provide added detail for practical application of the knowledge in addressing the unique needs of people with Intellectual Disabilities in end-of-life experiences.

W38
Applied Behaviour Analysis and Fetal Alcohol Spectrum Disorders

Lauren Ireland, Sally Seabrook
Mackenzie Helath, Centre for Behaviour Health Sciences

This session will briefly describe the primary, secondary and tertiary characteristics associated with Fetal Alcohol Spectrum Disorder (FASD). There will also be an overview of some general preventative strategies that are commonly effective in mediating secondary characteristics in both home and school settings. This session will describe how the Centre for Behaviour Health Sciences innovatively utilizes an applied behavioural analytic approach, and how accommodations can be made for complex needs across the life span for people in this population. Case studies are integrated throughout the session to illustrate assessment and treatment for individuals with FASD.

W39
A Team Approach to Optimizing the Quality of Life for Adults with Intellectual Disability and a History of Sexual Offending or Deviant Behavior

Jeffrey C. Waldman, Carey Lai
Medical Director of Adult Forensic Services
Clinical Community Pharmacist, Home Care Pharmacy Incorporated

Clients with an intellectual disability disorder and a history of sexual offending or deviant behaviour pose a significant challenge to caregivers who are attempting to optimize their clients' quality of life while still attempting to manage risk. This challenge requires an innovative approach. In the face of limited resources in Manitobaa, creativity is essential to ensure that these clients receive the care required to balance competing interests. A clinic of brief team meetings was developed in order to share necessary information and to ensure various members of the team have adequate information to provide quality care.

W40

Easy Fixings Program: Healthy Eating and Nutrition for Individuals with Autism Spectrum Disorder

Katie Nicholson, Daria Petrovic
Geneva Centre for Autism

Easy Fixings is a curriculum based, recreational program that takes place at Geneva Centre for Autism. The program focuses on learning about nutrition and healthy eating habits, food storage and preparation, as well as kitchen safety. Participants will have the opportunity to develop their independence skills by learning how to do things such as prepare menus, grocery lists and purchasing items for cooking activities. The presenters will take the conference participants through an interactive presentation describing the program design, components, objectives, curriculum development and Applied Behaviour Analysis strategies used to support participants with Autism Spectrum Disorder.

W41

Toronto Controlled Acts Pilot – Responding to Clients', Caregivers', Organizational and Cross-sectorial Needs

Sandy Stemp, Brian Woodman, Tazim Virani, Angela Gonzales, Susan Gallagher
Reena
Montage Support Services
Principal Consultant, Tazim Virani & Associates
Toronto Network of Specialized Care, Surrey Place Centre
Saint Elizabeth Health Care

This workshop engages participants in interactive activities for applying strategies aimed at building agencies' capacity to support people who require controlled acts (e.g. injections, inhalers, etc.), in collaboration with health care partners, and compliance with legislation. The Toronto Controlled Acts Pilot provided a model, tools and training for improving delivery of 4 common controlled acts that agencies support clients with. Presenters will describe the relevance and impact of the pilot's activities in supporting cross-sectorial work with primary care providers and Community Care Access Centre. Participants will use components of a toolkit such as the controlled acts organizational policy template.

W42

Injuries to Carers of People with ID Displaying Challenging Behaviours: A Mixed Methods Study. Engaging Stakeholders for Knowledge Translation

Beverley Ann Temple, Charmayne Dube, Toby Martin, Chris Fyfe, Lesley Anne Fuga
University of Manitoba
Director, New Directions
Director, St.Amant Research Centre
Risk Manager, St.Amant
Research Project Manager, St.Amant Research Centre

People with intellectual disabilities often display challenging behaviour. Support workers have a disproportionate number of injuries while supporting people with intellectual disabilities in a variety of settings. The aim of this research was to understand how support workers, managers and trainers understand and respond to workplace injury. This mixed methods study included audits of injury reports by support workers injured in the workplace. Three phases of the study included interviews of managers (6), support workers who had been injured (18) and trainers (12). Findings, gaps and ways to engage stakeholders in knowledge translation will be presented in this workshop.

W43

Systematic Desensitization to Venipuncture with Combined Visual Supports and Relaxation Strategies for an Adult with Developmental Disability

Jessica Fox, Leeping Tao, Kimberley Taylor
Surrey Place Centre

Current literature supporting combined behavioural and medical interventions focusing on desensitization to needles is limited in general; however, it is further limited for the adult population with developmental disabilities. In a single subject case study carried out in a community-based laboratory, systematic desensitization to venipuncture was carried out successfully using combined visual supports and relaxation strategies using an interdisciplinary approach. The subject was a 24 year old male with a developmental disability and underlying renal insufficiency requiring ongoing blood work to monitor his condition, who also presented with a history of aggression towards others. This presentation will focus on presenting current research regarding the use of systematic desensitization for individuals with a fear of venipuncture (blood-injection-injury phobia), as well as a case study and intervention which was carried out by the presenters.

W44

Meeting the Health Needs of Older People with Intellectual Disabilities: The Findings of a Mixed Methods Study Exploring Social Care Support Workers Needs

Robert Jenkins, Ruth Northway
University of South Wales

This workshop will present the findings of a two stage mixed methods study that has explored the needs of social care support workers in Wales, UK who are supporting older people with intellectual disabilities who develop health problems associated with ageing. The findings suggest the need for closer collaboration between health and social care services although examples of positive practice were identified. Participants will be encouraged to consider the implications of this research for their own area of practice and the potential for international interprofessional collaboration in both practice development and research will be explored.

W45

Caring for People with Developmental Disabilities in Emergency Departments: Building Partnerships, Adapting Tools and Facilitating Practice Change

Natasha Spassiani, Yona Lunsky, Susan Farrell, Angela Gonzales, Raymond Howald, Lisa Holmes, Laura McCauley, Valerie Soper
CAMH
Royal Ottawa Health Care Group
Toronto Network of Specialized Care
Sunnybrook Health Science Center
Eastern Region Community Network of Specialized Care
North Community Network of Specialized Care

Emergency departments (ED) are becoming increasing overcrowded in Canada and worldwide with services disproportionately used by vulnerable populations. People with DD are particularly vulnerable as they are more likely to visit and have repeat visits to the ED than the general population. However, little is known about how to improve emergency care for this population in an environment that is overcrowded and with limited resources. The current panel of inter-professional community providers and hospital staff from different regions in Ontario will discuss how they are collaborating with one another to improve emergency care of people with DD.

W46

Collaborative Teaching Through Videos: Ontario Initiatives that Bring Together Clinicians, Students and People with Developmental Disabilities to Teach Better Health Care Practices

Amanda Sawyer, Kerry Boyd, Alison Bruni, Tom Archer, Yona Lunsky
University of Toronto
McMaster University
Bethesda
Centre for Addiction and Mental Health

In order to address health care learner and providers' apprehensions about working with people diagnosed with developmental disabilities, a series of educational videos were created by The Curriculum of Caring and DD Cares, to teach and promote improved attitudes and practices. This workshop will highlight video segments, share reflections from those involved, and facilitate discussion about how to use and create effective teaching tools for health care professionals. A panel of participants will comment about their experience filming the videos, and invite the audience to explore how the resources can be used in different health care settings across the province.

W47
Translating Knowledge in to Practice in Ontario's Criminal Justice System

Susan Morris, Ron Hoffman, Lisa Holmes, Patti Hancock
Ongwanada
Ministry of Community Safety & Correctional Services
Co-ordinator, Eastern Region Community Network of Specialized Care
Solution-s

Developmental Disability Awareness in the Criminal Justice System is a project funded by the Interministerial Human Service and Justice Coordination Committee. The purpose is to address the knowledge and skill gaps identified by service recipients and service providers regarding developmental disabilities and dual diagnosis within the youth and adult justice sectors. An interprofessional panel will review current literature regarding the experience of individuals with developmental disabilities with police, courts and correctional institutions followed by a training video, on-line tool kit and regional resource guide. Throughout the session participants will be asked for feedback in preparation for pilot testing in 2016.

W48
My Information, My Decision: Informed Consent and Supporting Decision Making with Adults who have an Intellectual Disability

Donna Lee, Pam Bateman-Safire
Dartmouth Adult Services Centre (DASC)

Information is often key to providing quality services and support within developmental service agencies. When people with intellectual disabilities have not had the learning opportunities to fully understand what informed consent is all about, agencies may be challenged in our efforts to support them to make their own decisions regarding consent to the sharing of their personal and medical information. This presentation outlines DASC's process of addressing this challenge through the implementation of guidelines to ensure supported decision making around information sharing and the development of a dynamic training curriculum on informed consent for people with intellectual disabilities.

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Engaging Health Care Professionals

2015 CONFERENCE POSTER ABSTRACTS

Poster Abstracts

P01
Raising an Adolescent with Autism Spectrum Disorder: A Qualitative Study

Hilda SW Ho, Adrienne Perry
York University

The limited number of studies on raising an adolescent with autism spectrum disorder (ASD) suggest that this is a challenging and resource-intensive time for families. In this poster, we will describe the lived experiences of parents raising an adolescent with ASD. As part of a larger study following the outcomes of adolescents aged 14 to 20, we are conducting semi-structured in-depth interviews with their parents. Using grounded theory, we will examine the themes related to raising an adolescent with ASD and discuss implications for parents and professionals.

P02
Support Groups for Parents of Adults with Developmental Disabilities: Barriers to Attendance

Jaffni Pagavathsing, Salma Faress, Johanna Lake, Sue Hutton, Anna Palucka, Karen White, Yona Lunsky
Centre for Addiction and Mental Health
Community Living Toronto
Surrey Place Centre

Parents of adult children with developmental disabilities often experience high levels of stress and poor psychological and physical wellbeing. Despite this, very few interventions exist to support parents. To address this issue, we offered parents a free support group aimed at reducing stress, depression, and anxiety, while increasing empowerment, psychological wellbeing, and acceptance. Although these sessions were free and respite care was provided, parents faced a number of barriers attending the groups. The study aimed to discover which specific barriers to attending parent groups were encountered by parents with adult children with developmental disabilities.

P03
A Curriculum of Caring for People with Developmental Disabilities: Pilot Research Study

Supported by the AMS Phoenix Project and McMaster University

Alon Coret, Meghan McConnell, Kerry Boyd
McMaster University

This study aimed to teach first-year medical students about developmental disabilities (DD), and how to better care for people with DD. A narrative-based approach was used. Students in the test group watched an introductory lecture about effective communication strategies for DD clinical contexts, followed by two videos of patient educators (PEs) – people with lived experiences of DD – sharing their stories and talking about their healthcare needs. Reflective writing and discussion ensued. It was hoped that exposure to and reflection upon PE narratives would prompt students to communicate more empathically and attentively with PEs in clinical encounters.

P04

Presence with Purpose: Attitudes of Persons with Developmental Disability Towards Medical Students

Ginette Moores, Natalie Lidster, Kerry Boyd, Tom Archer, Nick Kates, Karl Stobbe
McMaster University
Southern Network of Specialized Care

People with developmental disabilities (DD) are affected by more than average healthcare needs. Their input into healthcare planning and even their own healthcare experiences has been limited. This study aimed to identify the attitudes, comfort level and preferences of individuals with DD towards the presence and involvement of healthcare students during clinical encounters. Twenty-two adults with a DD participated in focus groups. There was a wide range of opinions expressed. Themes relating to attitudes, comfort and preferences about student involvement provide impetus for healthcare training practices promoting person-centered approaches and improvements to the quality of care people with DD receive.

P05

Knowledge, Comfort Level, and Skills of Emergency Department Nurses Working with Individuals with Developmental Disabilities

Cheryl Lau, Natasha Spassiani, Avra Selick, Janet Durbin, Yona Lunsky, Cindy Malachowski, Jacques Lee
University of Toronto
Centre for Addiction and Mental Health
Sunnybrook Research Institute

This study evaluated the self-perceived knowledge, comfort level, and skills of emergency department (ED) nurses working with individuals with developmental disabilities (DD). A survey was administered at three hospitals across Ontario. The survey measured knowledge, comfort level, and skill of ED nurses when caring for individuals with DD. Results demonstrate that most ED nurses felt confident in their ability to adapt their approach when caring for patients with a suspected DD (72.53%). However, most nurses felt they were not equipped with the proper resources to make desired accommodations (51.09%) and most were unfamiliar with local community resources for DD (57.61%).

P06

Assessing Awareness of Resources for Treating Patients with Developmental Disabilities in Graduating Medical Students at the University of Toronto, and Evaluating Student Confidence in Assessing and Treating this Patient Population.

Madelaine Kukko, Tara Hyatt, Trevor Lumb
University of Toronto Faculty of Medicine-Mississauga Academy of Medicine
Central West Network of Specialized Care-Central West Specialized Developmental Services
Bob Rumball Association and Centre for the deaf.

Disparities exist between the health of individuals with DDs and the health of the general population, aggravated by ignorance and inadequate training of healthcare providers in effective treatment of patients with DDs. Therefore, this project strived to determine if graduating medical students at the University of Toronto feel confident in caring for patients with DDs. Surveys were distributed to ~259 graduating medical students during February 2015. 35 responses were received from students. Results showed students felt more confident in some areas of care than others, and were not aware of selected resources.

P07

Through a Trauma-informed Lens: Understanding the Professional Quality of Life of Direct Support Professionals

John Mark Keesler
University at Buffalo

Trauma-informed care (TIC) is a systems-based philosophy of service delivery in response to the prevalence of trauma across the human experience. Although TIC has emerged within the field of intellectual and developmental disabilities (IDD), it often focuses on individuals despite its intended purpose to benefit both those receiving services as well as those providing them. The current study utilizes an online survey to explore adverse childhood experiences, emotional intelligence and professional quality of life (i.e. compassion satisfaction and compassion fatigue) among direct support professionals working with individuals with IDD in agency sites. Relationships between variables are described.

P08

Are Ontario Health Care Professionals Aware of Fetal Alcohol Spectrum Disorder? A Secondary Data Analysis of the Fetal Alcohol Syndrome Survey for Health Professionals

Kelly Dianne Coons, Alexandra Lee Clement, Shelley Lynn Watson
School of Rural and Northern Health, Laurentian University
Department of Psychology, Laurentian University

Health care professionals play a critical role in the prevention of FASD, yet researchers have demonstrated that professionals remain under-educated about FASD. However, awareness of FASD held by Ontario health professionals remains unexplored. A secondary data analysis was conducted using Ontario data from the 2001-2002 FAS Survey for Health Professionals. Nearly all respondents had heard of FAS. However, only 73.2% of health professionals reported

discussing the risks of alcohol during pregnancy and only 87.9% recommended that pregnant women abstain from alcohol during pregnancy. The results of this study provide a starting point for understanding the awareness of FASD in Ontario.

P09

Knowledge About the Diagnosis and Treatment of Children with ASD: Perspectives from Medical Professionals and Teachers

Golnaz Ghaderi, Shelley L. Watson
Laurentian University

Educational and health care professionals play an important role in identification and treatment of children with ASD. Many health care providers and educators feel incompetent in the diagnosis and treatment of ASD (e.g., Rhoades etal., 2007). This research will investigate the knowledge of educational and health care professionals regarding the diagnosis and treatment of ASD in Ontario. Participants will be medical practitioners and teachers in Ontario. My research will employ a two-phase, mixed methods approach. Findings will have implications for raising awareness and enhancing the diagnosis and treatmnet of ASD in health care and educational systems.

P10

The Prevalence of Intellectual Disability Among Children with Autism Spectrum Disorder

Alana Pontone, Robert Balogh, Meghann Lloyd
University of Ontario Institute of Technology

The largest overlap in neurodevelopmental disabilities is that of intellectual disability and disorders of the autism spectrum. It is however unclear what the prevalence of the co-occurrence of the disorders. The current assumption is that 70% of children with Autism Spectrum Disorder have a comorbid diagnosis of intellectual disability. This systematic review identifies the prevalence of intellectual disability among children aged eighteen years or younger with Autism Spectrum Disorder. The analysis of literature concludes that 52% of the Autism Spectrum Disorder population have the comorbid diagnosis.

P11

Positive Psychology and Autism Spectrum Disorder: A 10-Year Literature Review

Priscilla Burnham Riosa, Victoria Ting, Andrea Maughan, Jonathan A. Weiss
York University

Current conceptualizations of autism spectrum disorder (ASD) are largely problem-oriented, and related interventions have focused on remediating deficits. While there has been a call among researchers, clinicians, and advocates to balance deficits-based models of ASD with those that promote strengths, to our knowledge no evidence denoting this trend exists. Therefore, the purpose of this study is to review the application of positive psychology constructs in studies (2004-2014) involving youth and adults with ASD from 2004-2014 in five ASD journals. Findings will: 1) reveal trends with respect to positive psychology in ASD, and 2) inform future areas for research and practice.

P12

Exploring the Implications of Parental Expressed Emotion on Emotion Regulation in Children with Autism Spectrum Disorder

Carly Albaum, Victoria Ting, Jonathan A. Weiss
York University

Objective: To explore the relationship between parental expressed emotion and emotion regulation in children with Autism Spectrum Disorder (ASD). Method: Thirty-eight children with ASD and their parents participated in this study. To evaluate expressed emotion, parents completed the Autism-Specific Five-Minute Speech Sample (AFMSS). Parent-report and child self-report measures were used to assess emotion regulation. Results: Parental expressed emotion was positively related to emotional self-control in children with ASD. Conclusion: Clinical practices should aim to support parents of children with ASD who struggle with emotional regulation difficulties.

P13

Social Inclusion of Children in School and Community Settings, Part 1: A Thematic Analysis of Multiple Case Studies of Children with Severe Developmental Disabilities

Odette Weiss, Rebecca Shine, Rebecca Goldreich, Adrienne Perry, Patricia Minnes, James Bebko
York University
Queen's University

Children with developmental disabilities (DD) are regularly integrated into mainstream classrooms and community settings. However, while they may be physically present in these environments, they are not always meaningfully included in activities and often ignored by their peers. This study will examine multiple case studies of children with severe DD, using multiple sources of data (e.g., observation, interviews). A thematic analysis will be performed in order to better understand the social inclusion of these children. Themes that have emerged so far include child characteristics, lack of peers' knowledge of disabilities, and lack of social opportunities as barriers to social inclusion.

P14

Social Inclusion in School and Community Settings, Part 2: A Thematic Analysis of Multiple Case Studies of Children with Severe Developmental Disabilities and Autism Spectrum Disorder

Rebecca Shine, Odette Weiss, Rebecca Goldreich, Adrienne Perry, Patricia Minnes, James Bebko
York University
Queens University

Children with Developmental Disabilities (DD) are at higher risk of social exclusion, especially if they have Autism Spectrum Disorder (ASD). Difficulties creating and maintaining social relationships represent a core deficit of ASD. Multiple case studies of children with ASD and DD will be presented, to examine social inclusion in school and the community. Themes from parent, teacher, and community leader interviews will be presented along with information from direct observations of children's interactions, and ratings of their social inclusion. This poster will explore barriers to the children's inclusion, directions for future research, and potential clinical and societal implications.

P15

Health and Well-being in Preschoolers, Children, and Adolescents with Severe Developmental Disabilities Relative to Peers

Rebecca Shine, Azin Taheri, Adrienne Perry, Meisha Charles, Jonathan A. Weiss
York University

Great Outcomes for Kids Impacted by Severe Developmental Disabilities (GO4KIDDS) examined the health, well-being, and social inclusion of Canadian children between the ages of 3 and 19, with severe and multiple disabilities (Autism, Physical Disabilities, and/or metal health/behavioural challenges, with an Intellectual Disability). Several indicators of health and well-being based on parent report will be examined in children from 3 age groups: less than 6 years, 6-12 years, and 12 years and older. In order to better interpret the results, this information will also be compared to that of a matched sample of typically developing children without disabilities.

P16

Patterns of Health Need and Service Use in Young Adults with Autism Spectrum Disorders in Ontario

Jonathan A. Weiss, Allison Chiu, Barry Isaacs, Hilary Brown, Yona Lunsky
York University
Surrey Place Centre
Women's College Hospital
Centre for Addiction and Mental Health

Individuals with autism spectrum disorder (ASD) are reported to have high rates of health problems. No studies in Canada, or elsewhere, have yet to focus on young adults 18-24 years of age, who are going through the process of transitioning from child to adult care systems. This

study compares health and service use in 5,095 young adults with ASD compared to 10,487 peers with other developmental disabilities (DD), and to peers without DD. Findings suggest a high burden of need related to mental health issues among young adults with ASD.

P17

Predictors of Psychiatric and Non-Psychiatric Hospital Admissions among Young Adults with Developmental Disabilities in Ontario

Allison Chiu, Barry Isaacs, Jonathan A. Weiss, Yona Lunsky
Surrey Place Centre
York University
Centre for Addiction and Mental Health

This study examines the predictors of psychiatric and non-psychiatric hospital admissions of young adults with developmental disabilities (DD). Data was analyzed from a sample of 15,980 Ontarians ages 18-24 years with DD, looking at demographic, health, mental health, and previous service use variables. Results showed similarities and differences in the types of predictors of psychiatric and non-psychiatric hospital admissions. It is important to identify and understand the characteristics of those that are most vulnerable. Knowing which variables predict which types of hospitalizations can inform policy and practice targeted toward reducing hospitalizations for young people with DD in the future.

P18

Predictors of Activity Participation for Children and Adolescents with Severe Developmental Disabilities

Azin Taheri, Adrienne Perry, Patricia Minnes
York University
Queen's University

Guided by the findings in the literature, we examine the different factors that impact activity participation of children and adolescents (N = 197) with severe Developmental Disabilities. Our proposed model consisted of various child, family, and community factors and significantly accounted for 30% of the variance in activity participation. Specifically, child's Adaptive Behaviour, Parental Socialization, and Type of School Program attended significantly predicted activity participation in this sample. With a better understanding of these factors, parents, service providers, and policymakers can implement more effective intervention strategies, policies and programs to enhance participation for this population.

P19

Predictors of Participation in Youth with Intellectual Disabilities and Autism Spectrum Disorder: The Role of Environmental Supports

Andrea Maughan, Ami Tint, Jonathan A. Weiss
York University

Although participation in daily activities can enhance psychological wellbeing, youth with intellectual disabilities (ID) tend to have lower participation rates than their typically developing peers, and the participation of those with ID and autism spectrum disorder (ASD) may be further limited. The current study aimed to predict frequency of participation in daily activities among youth with ID, and found that ASD status and caregiver perceptions of environmental supportiveness both significantly predicted youth participation.

P20

Family Correlates of Emotional Well-Being for Individuals with DD Involved in Special Olympics

Jennifer A. MacMullin, Jonathan A. Weiss
York University

Emotional well-being is a subjective and global judgment of life experiences. The aim of the current study is to examine the family correlates of emotional well-being for individuals with DD involved in Special Olympics. Participants included 58 athletes from Special Olympics Ontario, Canada between the ages of 13 and 23 years (32 males and 26 females; age M = 17.56, SD = 3.14) and their caregivers. Preliminary results indicated that general family functioning was significantly related to athletes' self-report of well-being at Special Olympics, $r = .29$, $p < .05$. The importance of family factors for child emotional-wellbeing will be discussed.

P21

Development and Pilot Testing of a Healthy Eating Video-Supported Program for Adults with Developmental Disabilities

Chwen Binkley
CJ Nutrition Consultant

This study developed and tested a video intervention to teach healthy eating to adults with developmental disabilities (DD). Pilot results showed that video instructions can be an effective intervention modality to increase knowledge in adults with DD about healthy eating. Key enablers identified for participants’ knowledge gain included video content developed based on the learning need and cognitive level of intended users; program delivered by facilitators trained in effective teaching strategies; and engaging the participants’ staff, family, and caregivers to provide ongoing reinforcement about healthy eating.

P22

Examining the Impact of a Multi-Sport Skills Camp for Girls Ages 8-11 with Autism Spectrum Disorder

Lindsay Smith, Meghann Lloyd
University of Ontario Institute of Technology

Girls with Autism Spectrum Disorder (ASD) have rarely been studied by themselves. They typically have less proficient motor skills than their peers with typical development, and boys with ASD. The purpose of this study was to examine the impact of a multi-sport camp intervention aimed at improving motor skills, physical activity levels, self-perceptions and adaptive behaviour of 13 girls with ASD between the ages of 8 -11. Results indicated that the camp was effective at improving motor skills ($p<0.0001$), physical self-perceptions ($p=0.044$)

and social skills (p=0.005); however, further research with larger samples and greater intervention intensities is necessary.

P23
Is Measuring Best? Evaluating Report Derived Body Mass Index in Special Olympics Participants

Kristin Dobranowski, Meghann Lloyd, Pierre Côté, Robert Balogh
University of Ontario Institute of Technology

Adults with intellectual disabilities (ID) experience high rates of overweight/obesity. To obtain this data, large studies often use self-reported height and weight to derive BMI. Self-reported height and weight from individuals in the general population have been validated, but not in adults with ID. This study collected self-reported height and weight to calculate BMI from 40 Special Olympics participants; self-reports were validated by comparing them to directly measured height and weight. Results indicated that 92.9% of participants self-reported height and weight accurately, correctly classifying themselves as overweight/obese; therefore, they may be used in large overweight/obesity studies.

P24
Epidemiology of diabetes of Ontarians with Intellectual and Developmental Disabilities

Kristin Dobranowski, Robert Balogh, Johanna Lake, Elizabeth Lin, Andrew Wilton, Yona Lunsky
University of Ontario Institute of Technology (UOIT)
Centre for Addiction and Mental Health (CAMH)
Institute for Clinical Evaluative Sciences (ICES)

Adults with intellectual and developmental disabilities (IDD) have reportedly high rates of diabetes. Diabetes affects approximately 7% of Canadians; however among persons with IDD prevalence ranges between 7.1 and 19.4%. This study examined administrative health data to identify Ontarians with IDD and compared them to a random sample of people without IDD according to diabetes prevalence, associated hospitalizations, and socio-demographics. Results indicated that 16 % of individuals with IDD had diabetes and they were 2.6 times more likely to experience a preventable hospitalization. This research provides important implications related to the prevention, detection and proper management of diabetes among individuals with IDD.

P25
The Prevalence of Overweight and Obesity in People with Intellectual Disabilities: A Systematic Review

Michael Crozier, Meghann Lloyd
University of Ontario Institute of Technology

The purpose of this review was to assess the status of the literature as to the prevalence of overweight and obesity in individuals with intellectual disabilities (ID). The databases Medline, Pro-quest Nursing, PsycINFO, PubMed, and Sport discuss were searched using a search

strategy developed with a Health Science's Librarian. The search produced 834 potential articles; after removing duplicates (n=128), 706 articles were screened for relevance using predetermined selection criteria. The remaining 86 articles are currently undergoing a full text critical appraisal and the results summarized using a best evidence synthesis methodology

P26

Nintendo Wii Versus Resistance Training to Improve Upper Limb Function in Children Ages 7 to 12 with Spastic Hemiplegic Cerebral Palsy: A Home Study

Caroline Kassee, Meghann Lloyd
University of Ontario Institute of Technology

The purpose of this study was to determine whether there are functional benefits to children ages 7 to 12 with spastic hemiplegic cerebral palsy, after a Nintendo Wii intervention to improve upper limb function. A secondary objective was to determine the effectiveness of a Nintendo Wii intervention when compared to resistance training for the upper limbs. N=6 children were randomized into the Wii or resistance groups. Each group underwent a 6-week intervention, training at home 5 days a week. Pre, post and follow-up measures were collected. Outcome measures included standardized assessments for upper limb function, and compliane and motivation measures.

P27

Movement Disorders in Adults with 22q11.2 Deletion Syndrome

Erik Boot, Nancy Butcher, Anne S. Bassett
The Dalglish Family Hearts and Minds Clinic for Adults with 22q11.2 Deletion Syndrome
Centre for Addiction and Mental Health

We recently reported on five adults with movement abnormalities in 22q11.2 deletion syndrome (22q11.2DS), a common multisystem disorder associated with developmental disabilities and a high risk of neuropsychiatric disorders, especially schizophrenia, anxiety disorders, and early-onset Parkinson's disease. We hypothesized that, as for other genomic disorders, movement abnormalities may be part of the pleiotropic expression. From our clinic (n=206) for adults with 22q11.2DS, we selected two additional adults with representative movement disorders. This poster will include discussion on the differential diagnosis of movement disorders in 22q11.2DS and the corresponding clinical implications, which are manifold.

P28

Treatment of Late-Detected Phenylketonuria

Erik Boot
The Dalglish Family Hearts and Minds Clinic for Adults with 22q11.2 Deletion Syndrome

Phenylketonuria, a genetic metabolic disorder characterized by the inability to convert the essential amino acid phenylalanine to tyrosine, leads to severe developmental disability and neurological complications if untreated. Restriction of dietary phenylalanine intake very soon after birth prevents most of the neuropsychological complications. However, the treatment in late-detected patients is less clear. The poster will focus on the current knowledge about

treatment in late-detected patients with phenylketonuria. Participants will leave with a better knowledge about phenylketonuria and its treatment in late-detected patients.

P29

Process and Impact of Transitioning Individuals with Intellectual and Developmental Disabilities from Institutions to the Community: A Comprehensive Review

Sneha Abraham, Celeste Waldman, Bev Temple
University of Manitoba

A comprehensive scoping review was conducted to examine the outcomes and the challenges of transitioning individuals with intellectual disabilities (ID) from large institutions to community settings. Majority of the studies in the review indicated that transitioning to the community was associated with positive outcomes for individuals with ID on many measures including adaptive behavior, costs, community participation, and choice-making. Major barriers for community living included stigma, lack of communication, and retaining support workers. Future research is needed to describe the process of deinstitutionalization, and the long-term effects of community living on the quality of life of individuals with ID.

P30

Real Talk: Asperger's and Sexuality in Adolescence

Daria Petrovic, Cheryl White
Geneva Centre for Autism

The poster will focus on Geneva Centre's "Real Talk: Sexuality in Adolescence" group, a pilot project that was adapted from Isabelle Hénault, MA, PhD's "Asperger's Syndrome and Sexuality" curriculum. The poster will describe the specific components of the group, including: love and intimacy, physiological aspects of sexuality, sexual orientation, managing emotions, and theory of mind. The poster will additionally explore participant outcomes related to sexual health knowledge, as well as participants' awareness of how their Asperger's diagnosis may affect their expression of sexuality. Implications for long-term health and well-being outcomes for teenagers with Asperger's will also be discussed.

P31

Mindfulness-Based Group Work and its Contribution to Self-Awareness and Social Competence in Adolescents with Developmental Disabilities

Marina Heifetz, Amanda Dyson
Surrey Place Centre/ York University
Surrey Place Centre/ OISE

In the present study, an 8 week mindfulness-based group was conducted with 8 adolescents with mild developmental disability. The group included elements of cognitive therapy as well as a combination of seated (e.g., deep breathing, "Soles of the Feet") and moving meditation (i.e. yoga). These youths' emotional state was examined at the beginning and end of each session, weekly. As well, these adolescents' parents rated their youths' pre- and post-group social

competence. This research contributes to a better understanding of the contribution that mindfulness-based strategies offer to youths with developmental disabilities and their socio-emotional development.

P32

Beyond Sleep Quantity and Quality Among People with Developmental Disabilities: An Exploratory Study Combining Phenomenology and the Cognitive Sciences

Maureen F. Cecilia Connolly, Riaz Akseer
Department of Kinesiology, FAHS, Brock University
FAHS, Brock University

Up to 80% of children, teens and young adults with disabilities experience sleep problems including difficulties initiating sleep, frequent awakening, parasomnias night terrors, sleep walking, sleep talking) and shortened sleep (Elrod and Hood, 2015; Jan et al., 2008; Richdale and Scherek, 2009). A majority of people with developmental disabilities experience cognitive, emotional, behavioural and motor sensory issues due to disrupted sleep. Current literature suggests the need for exploring beyond sleep quantity and quality and wake stages among people with developmental disabilities. We plan to engage in such an exploratory study combining phenomenology and the cognitive sciences.

P33

How the Autism Spectrum Community Can Meet its Own Needs Through Networks and Community Connection – A Project Proposal for a Drop-In Centre Run for and by People on the Spectrum

Janna Vassilieva
Niche – The Centre for Autism Spectrum Community Building

This poster will present an innovative idea: a drop-in centre run for and by individuals on the Autism Spectrum. The focus here is on building community and helping individuals on the Spectrum connect to others in an offline setting, where they can share resources, participate in activity nights or workshops, or just drop-in to socialize and meet new people. This project is unique in the sense that it fosters a sense of connection, where members with various backgrounds and interests can meet. It is proposed to be one of the most extensive offline Autism Spectrum networks.

P34

Internet Safety Issues for Adolescents and Adults with a Developmental Disability

Petra Buijs, Erik Boot, Andrea Shugar, Alan W.F. Fung, Anne S. Bassett
The Dalglish Family Hearts and Minds Clinic for Adults with 22q11.2 Deletion Syndrome
Division of Clinical and Metabolic Genetics, The Hospital for Sick Children

Research on internet safety for adolescents in the general population has identified important, and to a certain extent preventable, dangers. In our clinical practice, we have observed adolescents and adults with 22q11.2 deletion syndrome who have been sexually and/or financially victimized through internet social media. Surprisingly, nothing has been published yet about these kinds of internet risks in persons with developmental disabilities. Creating awareness for online safety in adolescents and adults with developmental disabilities and their caregivers, and developing evidence-based guidelines and educational materials tailored to both caregivers and patients may have a protective effect for this population.

P35

Sexual Offender's Perceptions on Early Life Experiences: Role, Gender and Forms of Parental Attachment

Chanelle Salonia
Vita Community Services and Adler Graduate Professional School

Sexual offending is considered to be one of society's most deviant and horrific behaviours. However little is known about early life experiences of parental attachment, which may have an effect on the future development of sexually deviant behaviours. Specifically, whether there are differences in gender, parental role, and forms of attachment depicted by the mother and the father towards the child. Using a feminist approach through grounded theory, this qualitative study will examine perceived attachment styles of those sex offenders who are currently residing in a medium security treatment facility, using a semi-structured interview.

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