



HEALTH & WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

NOV 29-30, 2017 | TORONTO



PLENARY ABSTRACTS

Wednesday, November 29, 2017

8:45 AM – 10:00 AM

Plenary A

PUT YOUR AIR MASK ON FIRST: REDUCING STRESS AND PROMOTING POSITIVE ADULT DEVELOPMENT IN PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES

Elizabeth Dykens PhD

Annette Schaffer Eskind Chair

Director, Vanderbilt Kennedy Center

*Professor, Psychology and Human Development, Psychiatry, and Pediatrics,
Nashville, Tennessee, USA*

Parents of children with intellectual or developmental disabilities experience more stress than parents of typically developing children, as well as more depression, anxiety, and health and mental health problems. Even so, disability policies and practices focus primarily on the affected individual, which may include teaching parents specific child-rearing strategies. This presentation describes a decidedly different approach in which parents are equipped with tools to reduce their stress and mental ill health. Findings will be presented from our randomized, comparative effectiveness trial using mindfulness versus positive psychology interventions to reduce parental stress and enhance adult development. Implications for research, practices, and policies will be discussed.

Thursday, November 30, 2017

8:45 AM – 10:00 AM

Plenary B

SELF-DETERMINATION AND WELL-BEING FOR PEOPLE WITH PROFOUND INTELLECTUAL DISABILITIES

Michael Bach Phd

*Managing Director, IRIS – Institute for Research and Development on Inclusion and Society
Adjunct Professor, Disability Studies, Ryerson University, Toronto, Ontario, Canada*

Opportunity to exercise self-determination – or power over one's life – is recognized as a key determinant of health and well-being. But what does the exercise of self-determination mean when it comes to people with profound intellectual disabilities, and what does it require? With recognition in the UN Convention on the Rights of Persons with Disabilities of the right to legal capacity without discrimination based on disability, growing questions and concerns about what this means for people with significant intellectual, cognitive and psychosocial disabilities. This presentation will explore how we can construct a coherent philosophical and legal pathway to grounding and to supporting the right to legal capacity and self-determination for people with profound intellectual disabilities. Challenges to be contended with in advancing this pathway into law, policy and practice will be highlighted.



HEALTH & WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

NOV 29-30, 2017 | TORONTO



WORKSHOP ABSTRACTS

Wednesday, November 29, 2017

Workshop Session A

10:30 AM – 11:30 AM

W01

INTERPROFESSIONAL BIO-BEHAVIOURAL ASSESSMENT AND TREATMENT OF MENTAL HEALTH SYMPTOMS IN YOUTH WITH ASD AND ID

Alvin Loh¹, Nicole Aliya Rahim², Justine Wiegelmann³, Anupam Thakur²

¹Surrey Place Centre, Toronto, ON, Canada; ²Surrey Place Centre, ON, Canada; ³Geneva Centre for Autism, ON, Canada

This presentation will highlight the need for a bio-behavioural and developmental approach to the assessment and treatment of individuals with autism, intellectual disability and mental health concerns. A case study of pre-teenage boy whose anxiety presented as symptoms of catatonia and psychosis will illustrate the importance of collaboration between medical, physical and mental health, and behavioural service sectors to effectively treat individuals with complex needs. Other case studies illustrating the biobehavioural and developmental approach will also be presented. A service map will highlight specific components of the assessment and treatment involving medical and behavioural teams across two agencies.

W02

EDUCATING THE PHYSICIANS AND HEALTH CARE PROFESSIONALS OF TOMORROW; A PROGRAM MODEL OF THE DEVELOPMENTAL DISABILITIES PROGRAM IN THE DEPARTMENT OF PSYCHIATRY AT THE SCHULICH SCHOOL OF MEDICINE & DENTISTRY AT WESTERN UNIVERSITY

Sarah O'Flanagan

This presentation will highlight the need for a bio-behavioural and developmental approach to the assessment and treatment of individuals with autism, intellectual disability and mental health concerns. A case study of pre-teenage boy whose anxiety presented as symptoms of catatonia and psychosis will illustrate the importance of collaboration between medical, physical and mental health, and behavioural service sectors to effectively treat individuals with complex needs. Other case studies illustrating the biobehavioural and developmental approach will also be presented. A service map will highlight specific components of the assessment and treatment involving medical and behavioural teams across two agencies.

W03

FLEXIBLE ASSERTIVE COMMUNITY TREATMENT (FACTT-DD) AS AN INNOVATIVE INTERPROFESSIONAL MENTAL HEALTH MODEL FOR PERSONS WITH DUAL DIAGNOSIS

Susan Farrell¹, Kate Baker¹, Robin Pow¹, Philip Grandia²

¹The Royal, Ottawa, Canada; ²The Royal, Ottawa, ON, Canada

The Flexible Assertive Community Treatment Team for Persons with a Dual Diagnosis (FACTT-DD) is a newly created dual Ministry funded team unique within Canada as a model of interprofessional collaboration to meet the needs of individuals with a dual diagnosis (intellectual disability and mental illness) in the community. This presentation will review the development of FACTT-DD from the initial needs assessments to the modification of an international mental health model to meet the dual diagnosis needs in the region. The model and its evaluation framework will be presented with lessons learned from both the urban and rural FACTT-DD offices.

W04

WHEN WALKING IN MY SHOES BEATS WALKING BESIDE ME: MOTHERS TALK ABOUT TAKING AN ACTIVE ROLE IN DEVELOPING AND DELIVERING INTERVENTIONS TO OTHER FAMILIES

Amy Baskin¹, Kelly Bryce², Lee Steel³, Sarah Waldman⁴, Yona Lunsky⁴, Kenneth Fung⁵, Johanna Lake⁶, Sue Hutton⁷

¹Amy Baskin Communications; ²Surrey Place Centre; ³Extend-A-Family; ⁴Centre for Addiction and Mental Health; ⁵Toronto Western Hospital, University Health Network; ⁶York University, Centre for Addiction and Mental Health, University of Toronto; ⁷Community Living Toronto

Despite the stress that parents experience raising their children with developmental disabilities, interventions which include them tend to focus on how parents can help their children and not how parents can take care of themselves. In this workshop, we review two recent interventions for parents which included parents in the role of advisor and/or group facilitator. Parents will describe their roles in these interventions, as well as the training they received. They will also reflect on why it was important for them to take on this role, and the impact that participating and facilitating had on them.

W05

CONSENSUS GUIDELINES FOR THE CARE, SUPPORT AND TREATMENT OF PEOPLE WITH A DEVELOPMENTAL DISABILITY AND CHALLENGING BEHAVIOURS

Tara Hyatt¹, Jennifer Altosaar², Lisa Holmes³, Jo-Ann Trahan⁴

¹Central West Network of Specialized Care; ²Toronto Network of Specialized Care; ³Eastern Network of Specialized Care; ⁴Northern Network of Specialized Care, ON, Canada

The Community Networks of Specialized Care have coordinated and launched the provincial Consensus Guidelines for the Care, Support and Treatment of People with a Developmental Disability and Challenging Behaviours. This resource provides a foundation for best practices in our sector and can assist direct support professionals, families and caregivers to ensure adults with a developmental disability who show challenging behaviours receive the supports/services they need to live full lives in their communities. This presentation will highlight tools that focus on the health and quality of life for these individuals, including: bio-psychosocial model, primary care assessment, and seeking cross sector partnerships.

W06

SUPPORTING INDIVIDUALS WITH COMPLEX MEDICAL NEEDS IN COMMUNITY

Phemie Guttin, RN, Victoria Webber, RN, The Garth Homer Society

This workshop examines professional and practical issues arising when community agencies support medically fragile individuals and those with other complex health needs. Topics will include the multiple levels of professional and community care that may be involved, the complexities of authorization for medical procedures, areas of potential conflict among medical specialists, and how agencies can help developmentally delayed individuals navigate healthcare systems that may be unprepared to care for them. It will also focus, with real-life examples, on the inter-professional collaborative dynamic in life and death situations, especially those in which clients decide to take health risks against professional advice.

Wednesday, November 29, 2017

Workshop Session B

1:00 PM – 2:00 PM

W07

AN INTRODUCTION TO THE REPORT OF THE ONTARIO ASSOCIATION FOR BEHAVIOUR ANALYSIS' (ONTABA) "EVIDENCE-BASED PRACTICES FOR INDIVIDUALS WITH ASD: RECOMMENDATIONS FOR CAREGIVERS, PRACTITIONERS, AND POLICY MAKERS"

Stasia Rossinsky¹, Adrienne Perry², Julie Koudys³

¹Toronto Partnership for Autism Services, Surrey Place Centre; ²York University; ³Brock University

The Ontario Association for Behaviour Analysis recently released the report of the Ontario Scientific Expert Taskforce for the Treatment of Autism Spectrum Disorders (ASD), entitled "Evidence-based Practices for Individuals with ASD: Recommendations for Caregivers, Practitioners, and Policy Makers". The report reviews and synthesizes recent research evidence and accepted practice guidelines related to effective interventions for individuals with ASD. Based on these data sources, evidence-based interventions for individuals with ASD are identified and recommendations provided. This presentation will provide an overview of the report, describe the process of synthesizing research and practice guidelines, and delineate recommendations based on these data sources.

W08

DEVELOPING AN IN-DEPTH CASE STUDY FOR HEALTH PROFESSIONAL EDUCATION: A COMMUNITY – UNIVERSITY PARTNERSHIP

Lynn Cockburn¹, Sandee Moore², Denise Dubois¹

¹University of Toronto; ²Community Living Toronto

The number of older people living with IDD is growing, and health professional students need exposure to their unique experiences. This workshop provides strategies that educators and service providers can use to develop and implement educational materials about complex issues. We describe the process used to develop a successful, in-depth learning experience for Masters occupational therapy students focused on the transition from community living to long term care, and which could be adapted for other groups of learners such as staff or community college students. We used constructivist

and transformative learning theories to ground the development of this learning experience.

W09

CONSCIOUS CARE AND SUPPORT: A COMPLEMENTARY MODEL OF SUPPORT TO ENHANCE BEST PRACTICES IN ONTARIO

Peter Marks

A Centre for Conscious Care

The need to identify upstream causes of anxiety, agitation and aggression is vital for anyone, including individuals who have an intellectual disability, to live meaningful, inclusive lives. In combination with mental health, traditional medicine and behavioural techniques, this includes examining disciplines of biomedicine, mindfulness, social neurobiology, bilateral and bio-meridian activation, gastrointestinal health, sensory integration, brain coherence, and neurofeedback. Secondly, we must evaluate our effectiveness as supporters and that we bring our “A-Game”. When we build key intra-personal skills, we can provide support that is authentically compassionate to ensure that supports and services are offered in a sincere and meaningful way.

W10

GRIEVING TOGETHER – A PEER SUPPORT MODEL

Donna Lee

Dartmouth Adult Services Centre, Dartmouth, NS, Canada

Grief and loss are a part of the experience of being human. Too often, people with ID do not get to participate in typical grieving rituals and frequently have questions, fears or misconceptions about death and loss that go unanswered. The presenters will share their experience with a peer support group for grief that is offered at DASC, in which group members learn about grief, create a safe space to express their feelings, ask questions, and develop skills in supporting each other through the grieving process. A group curriculum and additional resources will be shared to facilitate participants' implementation of similar groups in their own agencies/communities.

W11

WHAT'S A BEHAVIORAL PHENOTYPE? LESSONS FROM PRADER-WILLI, WILLIAMS AND DOWN SYNDROMES

Elizabeth Dykens

Psychology and Human Development, Psychiatry, and Pediatrics, Nashville, Tennessee, USA

This workshop takes up the issue of how to understand behavioral phenotypes in the broader context of the developmental disabilities field. Key issues remain in understanding how and when phenotypes are important, and how recommendations for syndrome-specific interventions meld with practices and policies in the disability field. As well, phenotypic descriptions have historically emphasized maladaptive behaviors or psychopathology, at the expense of syndromic strengths. The workshop emphasizes the key role of child and adult development in how strengths and problem behaviors change over time in people with Prader-Willi, Williams and Down syndromes.

W12

IMPROVING PRIMARY CARE FOR ADULTS WITH DEVELOPMENTAL DISABILITIES: TIPS FROM THE FRONT-LINE

Janet Durbin¹, Ian Cassor², Laurie Green³, Avra Selick¹, Andrea Perry⁴, Yona Lunsky¹

¹Centre for Addiction and Mental Health; ²Department of Family Medicine, Queen's University;

³St. Michael's Family Health Team; ⁴Baycrest

Comprehensive health reviews are recommended to improve preventive care and early intervention for adults with developmental disabilities (DD). However implementation requires that staff adapt care delivery to patient needs and abilities. This workshop will report experience of two Ontario family health teams in implementing the health review. Rates of performance of preventive tests will be reported. Team clinicians will discuss delivery challenges and offer practical strategies and tools to increase performance. Self-advocates (patients and caregivers) will provide their perspective on how clinicians can better work with adults with DD. The audience will consider how results apply to their work.

Wednesday, November 29, 2017

Workshop Session C

2:15 – 3:15 PM

W13

EVIDENCE-BASED PARENT TRAINING INTERVENTION TO TEACH SAFETY SKILLS TO CHILDREN WITH AUTISM

Sarah Kupferschmidt¹, Sarah Davis², Kendra Thomson²

¹Sarah K Consulting; ²Brock University, Canada

Nearly half of children with Autism Spectrum Disorder (ASD) elope or wander. Caregivers and service providers can minimize safety threats by teaching a child to respond safely when situations arise when he/she is without supervision. This workshop is all about keeping kids with ASD safe and empowering parents and service providers with clinically proven strategies to mitigate the risk for his/her child with ASD. This workshop will describe evidence-based procedures to teach help-seeking behaviour to children with autism, and provide opportunities to rehearse the skills and procedures reviewed.

W14

INNOVATIVE LEARNING AND TEACHING STRATEGIES IN TRAINING THE NEXT GENERATION OF PSYCHIATRISTS: LEARNERS' PERSPECTIVE ON DEVELOPMENTAL DISABILITY EDUCATION

Chien-Shun Chen¹, Matt Boyle², Amanda Sawyer³, Natasha Fernandes¹, Alon Coret⁴, Muhammad Irfan Jiwa⁴

¹Department of Psychiatry, University of Toronto; ²Sunnybrook Health Sciences Centre, Department of Psychiatry, University of Toronto; ³CAMH; ⁴University of Toronto

Formal teaching and informal experiences are significant predictors of healthcare learners' intention to work with individuals with developmental disability (DD). However, a gap exists in literature in understanding from learners' perspective how they are best engaged in DD education in psychiatry. This workshop presents a panel of medical students, psychiatry residents, and recent graduates to 1) discuss how they learn and what they want to learn, 2) reflect on impactful learning experiences, and 3) provide concrete examples of innovative strategies in teaching, assessment, and delivery of care. Participants are invited to join the discussion to inform DD curriculum development.

W15

PRACTICAL OUTCOMES OF A NEEDS ASSESSMENT EXAMINING THE PRIORITY HEALTH AND SOCIAL NEEDS OF ADULTS WITH DEVELOPMENTAL DISABILITIES IN COMPLEX SITUATIONS

Angie Gonzales¹, Kristin Dobranowski², Carly McMorris³, Johanna Lake⁴, Yona Lunsky⁵, Robert Balogh⁶

¹Toronto Network of Specialized Care, Surrey Place Center; ²University of Ontario Institute of Technology and Centre for Addictions and Mental Health; ³University of Calgary, School of Applied Child Psychology; ⁴York University and Centre for Addiction and Mental Health; ⁵Centre for Addiction and Mental Health; ⁶University of Ontario Institute of Technology, Faculty of Health Sciences

Ontario adults with developmental disabilities (DD) experience high rates of chronic diseases and use a disproportionate number of health and social services. In 2010, the Ministry of Community and Social Services invested in the Community Networks of Specialized Care and Health Care Facilitator roles, including facilitating linkages to appropriate medical and social services for people with DD. This workshop will explore the priority health and social needs of adults with DD receiving HCF support, and participants will learn how information from the needs assessment could be used to inform decisions about support needs in adults with DD.

W16

SUPPORTED DECISION-MAKING IN PRACTICE FOR PEOPLE WITH PROFOUND INTELLECTUAL DISABILITIES

Michael Bach. Ryerson University, ON, Canada

Law reform is advancing in several jurisdictions to implement supported decision making, with a wide range of associated provisions and policies, often resulting in very different outcomes. At the same time both governmental and largely non-governmental actors are putting demonstration initiatives into place to evolve the practice of supported decision making in service delivery settings. This session will explore emerging good practices, and examine ways in which these can be implemented in community service contexts even when law reform has not yet caught up to community leadership.

W17

ELECTIONS CANADA - ACCESSIBILITY SERVICES ENHANCEMENTS

Facilitators TBD

Evidence from the 2015 federal general election shows that electors with disabilities tended to vote less than electors without disabilities. As a way of promoting accessible elections for Canadians of all abilities, Elections Canada will hold a workshop with professionals supporting electors with disabilities. The goal of the workshop will be to introduce accessibility features including improvements being considered for the 2019 federal general election and to obtain feedback from professionals who play a key role in enabling persons with disabilities lead independent lives. The workshop will focus on finding collaborative ways to promote Elections Canada's accessibility services.

Wednesday, November 29, 2017

Workshop Session D

3:30 PM – 4:30 PM

W18

SPEECH LANGUAGE PATHOLOGY SERVICES FOR PEOPLE WITH DD - WE DO MORE THAN YOU THINK!

Heather Morgan¹, Sarah Dennis², Sharon Forgeron³, Joanne St-Denis⁴

¹Groves Memorial Community Hospital; ²Surrey Place Centre; ³Bethesda; ⁴Community Living North Bay

A group of SLPs have created a resource to provide information regarding best-practice in working with children and adults with an intellectual disability to supplement other existing practice guidelines. Topics in the document include speech, language, cognition, multi-modal communication, social skills, and dysphagia. This presentation shares the evidence collected to advocate for life-long communication and swallowing services in terms of the valuable role SLPs play in treating individuals with complex needs. The document and this presentation also aim to build capacity among other professionals and encourage collaboration.

W19

YOU WANT US TO ORGANIZE WHAT?!?!? A PANEL ON DEVELOPING EFFECTIVE STAFF EDUCATION EVENTS

*Jo Anne Nugent¹, Brenda Quinlan², Jason Maher³, Megan Primeau⁴, Kerry Boyd⁵
¹Humber College; ²Community Living South Simcoe; ³Community Living Toronto; ⁴Educate Facilitate Consulting Services; ⁵Bethesda, Thorold, ON, Canada*

Did someone just tell you about a renowned guest speaker they heard and want to bring to your organization? Have you been charged with planning a conference for a new “hot” topic in your practice area? Are you part of a committee who's been offered some new funding for training? Our panelists will share their experiences and keys to success from similar situations, plus share some resources and tools. We will also engage you in self-reflection, sharing, and a bit of planning about how to create and evaluate meaningful education experiences, even with little time, funding, or support.

W20

DESCRIPTIVE ANALYSIS OF ADULTS WITH DEVELOPMENTAL DISABILITIES PRESENTING TO A PSYCHIATRIC EMERGENCY DEPARTMENT: WHO THEY ARE AND HOW WE HELP

*Natasha Fernandes¹, Amanda Sawyer¹, Juveria Zaheer², Anna Durbin¹, Yona Lunsky²
¹University of Toronto; ²Centre for Addiction and Mental Health*

This workshop will provide a comprehensive picture of adults with “dual diagnosis” who present to emergency departments (ED). Through a combination of administrative provincial ED visit data and an in depth chart audit from one psychiatric ED, we will summarize what is known about patients who have any ED visits, and patients who make return visits to the ED. We will also reflect upon common reasons for these presentations , what occurs during the visits, their final diagnosis, discharge plan and management. We will show how this information is impacting our education of psychiatry residents around conducting ED assessments.

W21

IT TAKES A VILLAGE TO RAISE A CHILD: A DISCUSSION OF PREGNANCY, PRENATAL CARE, AND PARENTING IN INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Jennifer Allen¹, Alma Disha², Janet Vogt¹, Anona Zimmerman¹

¹Surrey Place Centre; ²Developmental Services - Toronto Region

Parenting can be a challenging responsibility at the best of times. For parents who have a developmental disability, the challenges are even greater. Research has consistently shown the critical need for provision of adequate supports to contribute to positive outcomes for these parents and their children. The objectives of this workshop are three-fold: 1. To discuss the current challenges faced by parents with developmental disabilities in Canadian society, 2. To identify some of the services currently available in Toronto for these clients, and 3. To draw on the collective experience of workshop participants to brainstorm priorities for advocacy.

Thursday, November 30, 2017

Workshop Session E

10:30 AM – 11:30 AM

W22

INTRODUCING CHYMH-DD: CHILDREN'S MENTAL HEALTH ASSESSMENT-DEVELOPMENTAL DISABILITIES

Katharine Moody

Child and Parent Resource Institute (CPRI) interRAI, known internationally for outcomes focussed assessments for adults, partnered with Ontario's Child and Parent Resource Institute to better understand mental health issues for children and youth. This partnership led to the creation of the interRAI child/youth suite of instruments, notably the Child and Youth Mental Health-Developmental Disability (ChYMH-DD). The ChYMH-DD; a comprehensive needs assessment designed to tell the unique story of a young person with a developmental disability and mental health needs. Outputs include evidence-based Collaborative Action Plans to support improvement in functional areas. Learn how the ChYMH-DD influences care improvements for the client, program, agency and sector.

W23

NEEDLES, BOO-BOOS AND TUMMY ACHES: PAIN, ADAPTIVE FUNCTIONING, AND LESSONS LEARNED ON THE ROAD TO DEVELOPING AND EVALUATING AN INTERACTIVE PAIN EDUCATION PROGRAM FOR RESPITE WORKERS

Lara Genik¹, C. Meghan McMurtry²

¹University of Guelph; ²University of Guelph; Pediatric Chronic Pain Program - McMaster Children's Hospital

The Let's Talk About Pain program is a novel, interactive, and evidence-based training program designed to educate respite workers about pain, pain assessment and pain management in children with intellectual and developmental disabilities. In this presentation, we will (1) provide an overview about pain in this population of children and its impact on quality of life and (2) explore what we have learned while developing and evaluating the Let's Talk About Pain program. Results from several empirical studies related to the program and the evaluation measures will also be reviewed.

W24

AN INTERPROFESSIONAL APPROACH TO ADDRESS A COMPLEX BARRIER TO HEALTH CARE IN PEOPLE WITH DEVELOPMENTAL DISABILITIES WHO REFUSE TO LEAVE THE SAFETY OF HOME

Angie Gonzales¹, Danielle Woodyatt², Danielle D'Alessandro², Nya Daley³, Josie Costantiello⁴, Ana Offenheim⁵

¹Toronto Network of Specialized Care, Surrey Place Center; ²Surrey Place Center; ³Surrey Place Centre; ⁴Community Outreach Mobile Dental Hygiene Services (COMDH); ⁵North York General Hospital

Research shows that people with developmental disabilities (DD) have higher rates of preventable diseases and increased challenges in accessing primary care. Some people with DD experience intolerance for leaving home to be able to access health care. Collaborative, interprofessional and cross-sector strategies assist with creatively addressing health care access issues. This workshop will explore support strategies through the example of a young man with severe DD, genetic syndrome, and complex health care needs, who displayed refusal to leave home, received support through creative cross-sector, interprofessional teamwork involving developmental sector behaviour therapy, occupational therapy, health care facilitation, and community health care.

W25

THE STROLL ALONG THE YELLOW BRICK ROAD-‘IT’S NOT WHERE YOU GO; IT’S WHO YOU MEET ALONG THE WAY’. SHARING HOPES AND DREAMS, EVERYONE HAS UNIQUE TALENTS: WE ALL NEED PEOPLE WHO BELIEVE IN US AND ENCOURAGE US TO BELIEVE IN OURSELVES!

Deanna Djos¹, Linda Ger-Walters²

¹dsto; ²dsto Council

Start the conversation about how can we, empower and inspire people with disabilities to walk toward their hopes and dreams that they want for themselves. This will be an opportunity to break through your assumptions and have a dialogue about sharing concerns, barriers and possibilities. This is a conversation format, where we ask questions and create the space to talk and listen to each other. Learn from each other, share important ideas and build understanding about why relationships are such an important part of life. This will motivate participants to think creatively about relationship possibilities and the value of dreaming.

W26

WORLD CAFÉ DISCUSSION & NETWORKING SESSION – EMERGING ISSUES IN DEVELOPMENTAL DISABILITIES

Megan Primeau

Educate Facilitate Consulting Services

Join us for a collaborative dialogue around emerging issues in the field of developmental disabilities. This session will help participants to see new ways to make a difference in the lives of individuals with developmental disabilities and to meet people with similar interests in order to expand their network of contacts. The World Café process will involve several rounds of small group conversations where participants can move between tables that focus on different areas of interest. This will be followed by a harvest of the main take-aways from each table, plus a networking activity.

W27

ORAL HEALTH CARE FOR PERSONS WITH DEVELOPMENTAL DISABILITIES – THE PAST, PRESENT AND FUTURE; PIONEERING A NEW APPROACH

Alison Sigal¹, Michael Siga²

¹Little Bird Pediatric Dentistry, Milton, ON, Canada; ²Little Bird Pediatric Dentistry, University of Toronto, Faculty of Dentistry, Oakville, ON, Canada

Despite over a half-century of education and public advocacy, individuals with special needs continue to have limited access to oral health care. Dental care continues to be identified as one of their top unmet healthcare needs. Oral health includes all aspects of the oral/craniofacial system including: chewing, swallowing, airway development and function, speech/communication, esthetics, and taste/pleasure throughout life. The purpose of this workshop is to provide an overview of the comprehensive oral health issues that affect persons with developmental disabilities, the actual and perceived barriers to care, and to present an innovative community model that promotes universal care.

Thursday, November 30, 2017

Workshop Session B

1:00 PM – 2:00 PM

W28

EVIDENCE BASED SKILL BUILDING FOR CHILDREN WITH DOWN SYNDROME

Nicole Neil

Western University, London, ON, Canada

Children with Down syndrome display characteristic strengths (e.g., visual processing, social behavior) and deficits (e.g., communication, short-term memory). This workshop will begin with an overview of these characteristics and a discussion of how they impact outcomes for children with Down syndrome. We will overview the evidence base for the effectiveness of behavioral interventions for building skills with learners with Down syndrome and provide step-by-step procedures for implementing the interventions along with video illustrations.

W29

CONNECTABILITY.CA – A COLLABORATION SUPPORTING INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES ACROSS ONTARIO

*Don Murray, Jason Maher
Community Living Toronto*

ConnectABILITY.ca is a free online public self-help library. ConnectABILITY.ca gathers and shares the expertise from across the developmental service sector and other sectors. It is for individuals with developmental disabilities, their families and supports. The people writing the content are staff who are working on the front line delivering supports to individuals and their families. They are sharing their expertise in a 'how to' format that enables others – families, individuals and professionals – to take action themselves using best practice models. Staff from more than 30 organizations have contributed in the creation of the content presented on ConnectABILITY.ca.

W30

INNOVATIVE APPROACHES TO INCREASING THE HEALTH AND WELLBEING OF ALC INDIVIDUALS-UNDERSTANDING MORE ABOUT WHO GETS STUCK IN HOSPITAL, AND HOW TO BRING SYSTEMS AND SERVICES TOGETHER TO SUPPORT THEM SUCCESSFULLY.

Jennifer Altosaar¹, Elizabeth Lin², Leo Edwards³, Heather Hrobsky⁴, Yona Lunsky³, Olivia Shaw³, Cynthia Cabrera⁵

¹Toronto Network of Specialized Care; ²Provincial System Support Program, Centre for Addiction and Mental Health; ³Centre for Addiction and Mental Health; ⁴St. Joseph's Hospital; ⁵Griffin Community Support Network

The 2016 report, "Nowhere to Turn" flagged the problem of adults with developmental disabilities unable to be discharged from hospital. In order to address this problem, one needs to understand why this happens and for whom, and then design local strategies to assist with timely discharges. This requires partnerships between the health and social services sectors, and between the scientific and practice communities. We will provide an overview of the "ALC problem", by summarizing provincial level H-CARDD research and then illustrate how various hospital and community based partners can work together to better meet the needs of this group.

W31

FROM CLIENT TO CITIZEN, HEALTH EQUITY BEGINS AT HOME

Susan Beayni¹, Linda Till², Jeff Dobbin³

¹Partners for Planning; ²Creative Options Consulting; ³Partners for Planning & The Planning Network

Access to safe, affordable housing is a key determinant for living a healthy life. Ensuring health equity for individuals with an intellectual disability needing complex care, requires an innovative approach that recognizes and respects the choice of housing that best meets their social, financial and physical needs. The stories of four individuals demonstrate how leveraging a variety of integrated interprofessional and community partnerships improved their health and wellbeing, while providing a solid foundation for full participation and active citizenship. The success of this approach has far-reaching, cross sector health implications on Canada's aging population in light of the housing crisis.

W32

MOBILIZING COMPASSION IN HEALTHCARE: EXPERIENCE COMPASSION IN ACTION WITH CURRICULUM OF CARING

Kerry Boyd¹, Mendelt Hoekstra¹, SpotLight Drama and Momentum Choir (Representatives)², Tom Archer³, Karen Hodgson¹, Alon Coret⁴

¹Bethesda, Thorold, ON, Canada; ²SpotLight Drama and Momentum Choir, Thorold, ON, Canada; ³Southern Network of Specialized Care (SNSC), Hamilton, ON, Canada; ⁴University of Toronto

People living with intellectual and developmental disabilities (IDD) report challenges with accessing person-centred healthcare that meets their needs. The Curriculum of Caring (CofC) provides video resources that give a voice to people with IDD, caregivers, and Ontario experts (CommunicateCARE.machealth.ca). CofC is aimed at fostering compassionate, person-centred healthcare. Preliminary research has shown that videos featuring people with lived experience coupled with direct interactions are highly valued by healthcare students and self-advocates. Join us in our movement to mobilize compassion in healthcare by hearing from some of the champions of Curriculum of Caring! Explore the potential for your own realms.

W33

SPECIAL OLYMPICS ONTARIO HEALTHY COMMUNITIES: FOSTERING A NETWORK OF HEALTHCARE PROFESSIONALS WELL VERSED IN THE TECHNIQUES TO TREAT PEOPLE WITH INTELLECTUAL DISABILITIES

*Shafeeq Armstrong, James Noronha
Special Olympics Ontario*

This workshop will explore Special Olympics Ontario's Healthy Athletes and Healthy Communities programs through case studies. These two initiatives provide a framework for health care professionals to engage with Special Olympics athletes through health screenings and long-term care. The newly-developed Healthy Communities initiative aims to address a gap in the current Healthy Athletes program, which lacks prolonged access to health care beyond one-off screenings that take place at Special Olympics tournaments and major games. The Healthy Communities initiative aims to expand access to health care beyond these gatherings and create a network of health care practitioners serving our underserved population.



HEALTH & WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

NOV 29-30, 2017 | TORONTO



POSTER ABSTRACTS

P01

IMPROVING PRACTICES OF RISK ASSESSMENT AND INTERVENTION PLANNING FOR PERSONS WITH INTELLECTUAL DISABILITIES WHO SEXUALLY OFFEND

Jason Keller

AIM Lifeworks. Note: Mr. Keller is presenting work done while at the Government of Alberta and the Graduate Centre for Applied Psychology; Athabasca University, Toronto, ON, Canada

This systematic literature review answered two research questions: What are the unique challenges present in risk assessment and intervention planning for sexual offenders with Intellectual Disabilities (ID)? How are these challenges addressed? The author concluded that closer collaboration between support teams and clinical professionals, maximizing focus on individual risk factors and strengths, will improve outcomes. An enhanced, fourth-generation, approach that embodies the collaborative framework of Person Centred Planning (PCP) should be developed. This approach should further incorporate the unique factor considerations outlined by the Counterfeit Deviance hypothesis' (Griffiths, Hingsburger, Hoath, & Ioannou, 2013) and the Good Lives Model (Birgden, 2002).

P02

FAMILY QUALITY OF LIFE WHEN THERE IS MORE THAN ONE CHILD WITH A DEVELOPMENTAL DISABILITY

*Rebecca Shine, Alexander Patterson, Melissa Rourke, Adrienne Perry
York University*

This poster explores whether Family Quality of Life (FQOL) differs in families with multiple children with DD compared to families with only one. Contrary to expectation, families with more than one child with DD reported higher FQOL. Variance in FQOL was accounted for by a number of parent, child, and context factors, but not whether they had multiple children. This research suggests that having two or more children with DD may not add additional caregiving burden, rather it suggests that FQOL may be slightly higher and they may gain a stronger sense of purpose and fulfillment in their lives.

P03

CONDUCTING PARTICIPATORY PHOTOGRAPHY WITH CHILDREN WITH DISABILITIES: A LITERATURE REVIEW

Isabel Eisen¹, Wenonah Campbell²

¹McMaster University, ON, Canada; ²McMaster University

Researchers provide an opportunity for children with disabilities to discuss their health and wellbeing through qualitative research. However, qualitative interviews may not be able to fully capture the experiences of children with disabilities due to the cognitive and linguistic demands. Participatory photography can alleviate these barriers as participant-generated photographs, a nonverbal form of expression, can be combined with interviews that do not rely heavily on verbal abilities. This literature review summarizes best practices in conducting participatory photography with children with disabilities to elicit their perspectives.

P04

DEVELOPMENTAL DISABILITY EDUCATION AT THE UNIVERSITY OF TORONTO MD PROGRAM: ASSESSING NEEDS & OUTCOMES

Muhammad Irfan Jiwa¹, Alon Coret¹, Yona Lunsky², Amanda Sawyer³, Violet Atkinson⁴

¹University of Toronto; ²Centre for Addiction and Mental Health; ³CAMH; ⁴Central West Network

People with developmental disabilities (DD) have complex health needs and face systemic barriers in the healthcare system. Despite these barriers, there is little emphasis on DD healthcare in medical school. The following study sought to better characterize the educational needs of first- and second-year medical students with regards to DD healthcare, with the aim of training better equipped future physicians. This objective was addressed via two components: a needs assessment survey and student focus groups. The information gathered helped highlight potential ways of enhancing DD training at the University of Toronto MD Program, including more emphasis on communication skills training.

P05

UNDERSTANDING THE HEALTH AND WELLNESS NEEDS OF SPECIAL OLYMPICS ATHLETES LIVING WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: A SURVEY STUDY

*Amy McPherson, Tamara Yee, Michelle Peters
Bloorview Research Institute*

Individuals with intellectual and developmental disabilities experience substantial health disparities. This cross-sectional survey explored multiple wellness domains for Special Olympic (SO) athletes aged 7-25 years, using multi-stakeholder perspectives: athletes (n=35), caregivers (n=238), and coaches (n=111). Caregivers and coaches completed online surveys, while athlete surveys were conducted in-person. Athletes required support across intellectual, physical, emotional, social, and occupational wellness domains. However, athletes also showed a number of strengths. The priorities and perspectives of different stakeholders and strengths of individual athletes need careful consideration when setting wellness goals with athletes. Study findings will inform the development/evaluation of a individualised wellness intervention.

P06

HOW SHOULD WE TALK ABOUT OBESITY AND WEIGHT-RELATED TOPICS WITH CHILDREN WITH AUTISM SPECTRUM DISORDERS AND THEIR FAMILIES?

*Amy McPherson¹, Patrick Jachyra¹, Cathy Petta², Susan Cosgrove², Lorry Chen², Lucia Capano², Moltisanti Lorena², Tara Joy Knibbe¹, Evdokia Anagnostou²
¹Bloorview Research Institute; ²Holland Bloorview Kids Rehabilitation Hospital*

Children with Autism Spectrum Disorder (ASD) have high rates of obesity, especially if prescribed psychotropic medication. No research has explored how HCPs communicate with children with ASD and their families about this topic. Qualitative interviews were conducted with eight children with ASD (10-18 years), eight parents and five HCPs working in an ASD psychopharmacology clinic, to explore their experiences of discussing weight-related topics in healthcare consultations. Three themes were identified: 1) Layers of complexity; 2) Uncertainties of communication; 3) Wellness over weight. Children, parents and HCPs identified the need to work collaboratively to positively impact the health status of children.

P07

SATISFACTION WITH SCHOOL AND SPECIALIZED TREATMENTS FOR CHILDREN WITH SEVERE DEVELOPMENTAL DISABILITIES

*Meisha Charles, Adrienne Perry
York University*

Children with developmental disabilities (DD) are entitled to schooling with suitable supports (Brown & Percy, 2007). The current study aimed to investigate school satisfaction in 185 parents of children with severe/multiple DD, and satisfaction with specialized treatments in schools. It also examined how satisfaction varies as a function of classroom type and diagnosis. Data were parental report from the Great Outcomes for Kids Impacted by Severe Developmental Disabilities (GO4KIDDS) study about children approximately 4 to 20 years old. Results indicate variability in the levels of satisfaction and have implications for the importance of interprofessional collaboration in school settings.

P08

TOWARDS INDIVIDUAL-LEVEL INDICATORS OF HOLISTIC SUPPORT IN DEVELOPMENTAL DISABILITIES

*Catherine Gormley¹, Andriana Vinnitchok¹, Chelsea Brown¹, Theresa Irving¹, Courtney Arseneau¹, Iuliana Baci², Peter Wyngaarden²
¹Wilfrid Laurier University; ²Christian Horizons*

The results of innovative collaborative research between a local University's Community-Based Research Internship program and a developmental services agency are described. Health and holistic support were explored through interviews with people receiving supports and Direct Support Professionals to inform the development of individual-level indicators of holistic support in the delivery of services. This research contributes to effective practices to improve health and wellbeing by providing a conceptual framework for assessing holistic support in developmental disabilities.

P09

BARRIERS FACED BY PARENTS OF CHILDREN WITH DEVELOPMENTAL DISABILITIES WHEN ACCESSING HEALTH CARE AND DISABILITY SERVICES

*Melissa Rourke, Adrienne Perry
York University*

This poster presents a detailed investigation into the barriers faced by 52 Canadian parents of children with DD when accessing healthcare and disability-related services for their child with DD, in relation to their Family Quality of Life. Parents reported a high number of barriers including those within the service system, within the family, and within the child. However, Family Quality of Life was not significantly predicted by the number of barriers experienced by parents. Results highlight the difficulties parents face when interacting with disability-related services and are important to consider in planning how best to improve service access for families.

P10

CHARACTERISTICS THAT DETERMINE COMPLETE PHYSICAL EXAMINATION RATES IN MANITOBANS WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY

*Iresha Ratnayake¹, Shahin Shooshtari¹, Mark Kristjanson², Dan Chateau³
¹University of Manitoba; ²St. Amant; ³Manitoba Centre for Health Policy*

Complete physical examinations (CPE) are a recommendation for individuals with an intellectual or developmental disability (IDD). This study aimed to examine and compare rates of CPE among Manitobans aged 18 and over with and without IDD. We also aimed to identify socio-demographic characteristics that are associated with the likelihood of receiving a CPE among the IDD population. This retrospective cohort study is based on administrative health and non-health data from 1995 to 2015. The results from this study will be useful in improving primary health care for persons with IDD.

P11

WHAT MAKES A GOOD CAP? RESEARCH! (HOW COLLABORATIVE ACTION PLANS PROMOTE BEST PRACTICES)

Katharine Moody¹, Laura Lambert¹, Laura Theall¹, Shannon Stewart²

¹Child and Parent Resource Institute (CPRI); ²University of Western Ontario

It is vital to mobilize knowledge, research and evidence into practice with young people to ensure the highest quality support. The interRAI Child and Youth Mental Health and Developmental Disability (ChYMH-DD) assessment provides client-centred outputs called Collaborative Action Plans (CAPs) in 23 areas of potential need that can affect young people's quality of life. CAPs provide evidence-informed guidelines and intervention recommendations. Using CAPs, clinicians can prioritize treatment goals with families and align evidence with intervention. As young people and families use CAPs to guide treatment they will be doing so following best practice for issue-based, rather than diagnosis-based, care planning.

P12

FROM STRESS TO SUPPORT: AN EXAMINATION OF ADVERSE LIFE EVENTS EXPERIENCED BY CHILDREN AND YOUTH WITH A DEVELOPMENTAL DISABILITY IN ONTARIO

Katharine Moody¹, Kim Arbeau²

¹Child and Parent Resource Institute (CPRI); ²Child and Parent Research Institute (CPRI)

Children and youth with developmental disabilities may experience adverse life events (ALE). In a recent exploration of young people with developmental disabilities who were receiving treatment from mental health agencies, the Child and Youth Mental Health-Developmental Disabilities (ChYMH-DD) needs assessment was used to identify children who also experienced an adverse life event. This study demonstrates that a majority of the children/youth from the sample experienced potentially traumatic events, with a substantial experiencing multiple ALEs. Bringing these potentially traumatic events to light in clinical discussions can help when starting on a path to improved outcomes.

P13

THE INTERSECTION OF EXPOSURE TO CHALLENGING BEHAVIOR AND PERCEPTION OF ORGANIZATIONAL CULTURE: UNDERSTANDING DSPS' EXPERIENCES THROUGH A TRAUMA-INFORMED PERSPECTIVE

John Keesler

School of Social Work, Indiana University Bloomington

Trauma-informed care (TIC) involves an organizational culture based upon: choice, collaboration, empowerment, safety, and trustworthiness to provide a healthy environment for service recipients and providers. An online survey assessed the tenets of TIC within IDD organizations based upon the perceptions of direct support professionals (DSPs) and their exposure to challenging behavior. Findings indicated: (a) DSPs' perceptions were neutral to favorable; (b) 70% commonly experienced challenging behavior; and, (c) increased challenging behavior was associated with poorer perceptions of the culture. The complementary nature of TIC with current practices in IDD services is evident, however, findings indicate the opportunity for growth.

P14

DEVELOPMENTAL DISABILITIES COLLABORATIVE NETWORK: AN ADVOCACY PROJECT

Rageen Rajendram¹, Cohen-Gelfand Sara², William Sullivan³, Yona Lunsky⁴

¹University of Toronto, Faculty of Medicine; ²Wilson Medical Group; ³Surrey Place Centre;

⁴Centre for Addiction and Mental Health

There are over 66,000 adults with developmental disabilities under the age of 65 in Ontario. While they are as likely to see their family physician as other adults, they are more likely to visit emergency departments and be hospitalized. Through discussions with patients and support staff at the Wilson Medical Group, a Family Health Organization (FHO) in North York, we identified need for more collaboration within health care services. This poster describes the Developmental Disabilities Collaborative Network, a potential web-based initiative run primarily by medical students with specialist input to support physicians in their care of adults with developmental disabilities.

P15

EXPLORING THE DEVELOPMENT OF INDEPENDENCE, SEXUALITY, AND SOCIAL RELATIONSHIPS AMONG ADULTS WITH MILD INTELLECTUAL DISABILITY IN LONDON, ON

Vanessa L. Cox¹, Treena Orchard¹, Elizabeth Anne Kinsella¹, Pamela Cushing²

¹Western University, London, Canada; ²King's University College, Western University, London, Canada

Access to meaningful relationships with others is an important aspect of overall wellbeing, however, adults with intellectual disability (ID) face higher rates of loneliness and social isolation, as well as poorer sexual health when compared to those without ID. Using individual, semi-structured interviews, this qualitative study provides a Canadian context for how adults with mild ID negotiate and maintain socio-sexual relationships such as friendships and intimate partnerships. These issues are examined within the context of institutional care environments and parental caregivers, whose influence may affect the adult with mild ID's opportunities to form and maintain meaningful relationships.

P16

CENTRE FOR ADDICTION AND MENTAL HEALTH (CAMH) ADULT NEURODEVELOPMENTAL SERVICES: A SERVICE AND CLIENT SNAPSHOT

Kristin Dobranowski¹, Ali Shahrami¹, Lew Golding¹, Pushpal Desarkar², Yona Lunsky¹

¹Centre for Addiction and Mental Health; ²Centre of Addiction and Mental Health, Hospital for Sick Children, University of Toronto

In December 2015, CAMH introduced the Adult Neurodevelopmental Services (previously Dual Diagnosis Service) offering highly specialized inter-professional time limited assessments and treatments. Eligible adults with an intellectual disability and/or autism spectrum disorder with mental concerns and/or severe challenging behaviour(s) and their families and care providers may receive services from 1 of 7 different clinics or pathways. ANS has evolved since its inauguration warranting a closer look at the pathways offered and those who have sought and received services. For example, within the 2016/2017 fiscal year ANS served 362 individuals, and their referrals (n~380) doubled from the previous fiscal year.

P17

POSTER WITHDRAWN

P18

TECHNOLOGY EMPOWERING THE HEALTH AND WELLBEING OF PEOPLE WITH DEVELOPMENTAL DISABILITIES

*Nancy Wallace-Gero, Shelbey Pillon
Community Living Essex County*

Learn more about the innovative initiative Community Living Essex County launched in August 2016! Smart Support Technology Enabled Services explores various forms of technology that can empower people with disabilities to gain greater control over their lives becoming less reliant on paid supports, realizing significant boosts in overall health and wellbeing. Utilizing a person-directed approach to assessment, engagement and planning is critical in determining “right fit” technology for each individual that corresponds to their unique goals and desired outcomes.

HOW CAN WE H.E.L.P. YOU? REFORMING MENTAL HEALTH ASSESSMENTS FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES DURING LIFE TRANSITIONS

Shara Ally, Advanced Practice Nurse, MN, RN, BScN, MBA (c), affiliated with Surrey Place Centre

People with intellectual and developmental disabilities (IDD) may be vulnerable to a mental illness (MI) diagnosis during life transitions. Establishing a MI diagnosis in people with IDD is complex because of communication barriers/atypical presentations. The Developmental Disability Primary Care Program (DDPCP) consists of evidenced-based guidelines and tools that guide family physicians and allied staff through navigating transition planning for people with IDD using the Health, Environment, Live events and experience, Psychiatric Diagnosis (H.E.L.P.) framework. H.E.L.P. is a practical approach to confirming a MI in people with IDD, illuminating the reformation of systemic developmental disability transition planning for people with IDD/MI.



HEALTH & WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

NOV 29-30, 2017 | TORONTO



AUTHOR INDEX

Last Name	First Name	ID		
Allen	Jennifer	W21		
Ally	Shara	P19		
Altosaar	Jennifer	W05	W30	
Anagnostou	Evdokia	P06		
Arbeau	Kim	P12		
Archer	Tom	W32		
Armstrong	Shafeeq	W33		
Arseneau	Courtney	P08		
Atkinson	Violet	P04		
Bach	Michael	W16		
Baciu	Iuliana	P08		
Baker	Kate	W03		
Balogh	Robert	W15		
Baskin	Amy	W04		
Beayni	Susan	W31		
Boyd	Kerry	W19	W32	
Boyle	Matt	W14		
Brown	Chelsea	P08		
Bryce	Kelly	W04		
Cabrerra	Cynthia	W30		
Campbell	Wenonah	P03		
Capano	Lucia	P06		
Casson	Ian	W12		
Charles	Meisha	P07		
Chateau	Dan	P10		
Chen	Lorry	P06		
Chen	Chien-Shun	W14		
Cockburn	Lynn	W08		
Coret	Alon	P04	W14	W32
Cosgrove	Susan	P06		
Costantiello	Josie	W24		
Cox	Vanessa	P15		
Cushing	Pamela	P15		
D'Alessandro	Danielle	W24		
Daley	Nya	W24		
Davis	Sarah	W13		
Dennis	Sarah	W18		
Desarkar	Pushpal	P16		
Disha	Alma	W21		
Djos	Deanna	W25		
Dobbin	Jeff	W31		
Dobranowski	Kristin	P16	W15	
Dubois	Denise	W08		
Durbin	Janet	W12	W20	
Dykens	Elizabeth	W11		
Edwards	Leo	W30		
Eisen	Isabel	P03		
Farrell	Susan	W03		
Fernandes	Natasha	W14	W20	
Forgeron	Sharon	W18		

Last Name	First Name	ID						
Fung	Kenneth	W04						
Genik	Lara	W23						
Ger-Walters	Linda	W25						
Golding	Lew	P16						
Gonzales	Angie	W15	W24					
Gormley	Catherine	P08						
Grandia	Philip	W03						
Green	Laurie	W12						
Guttin	Phemie	W06						
Hodgson	Karen	W32						
Hoekstra	Mendelt	W32						
Holmes	Lisa	W05						
Hrobsky	Heather	W30						
Hutton	Sue	W04						
Hyatt	Tara	W05						
Irving	Theresa	P08						
Jachyra	Patrick	P06						
Jiwa	Muhammad Irfan	P04	W14					
Keesler	John	P13						
Keller	Jason	P01						
Kinsella	Elizabeth Anne	P15						
Knibbe	Tara Joy	P06						
Koudys	Julie	W07						
Kristjanson	Mark	P10						
Kupferschmidt	Sarah	W13						
Lake	Johanna	W04	W15					
Lambert	Laura	P11						
Lee	Donna	W10						
Lin	Elizabeth	W30						
Loh	Alvin	W01						
Lorena	Moltisanti	P06						
Lunsky	Yona	P04	P14	P16				
			W04	W12	W15	W20	W30	
Maher	Jason	W29						
Marks	Peter	W09						
McMorris	Carly	W15						
McMurtry	C. Meghan	W23						
McPherson	Amy	P05	P06					
Moody	Katharine	P11	P12	W22				
Moore	Sandee	W08						
Morgan	Heather	W18						
Murray	Don	W29						
Neil	Nicole	W28						
Noronha	James	W33						
Nugent	Jo Anne	W19						
Offenheim	Ana	W24						
O'Flanagan	Sarah	W02						
Orchard	Treena	P15						
Patterson	Alexander	P02						
Perry	Adrienne	P02	P07	P09	W07			
Perry	Andrea	W12						
Peters	Michelle	P05						

Last Name	First Name	ID
Petta	Cathy	P06
Pillon	Shelbey	P18
Pow	Robin	W03
Primeau	Megan	W19 W26
Quinlan	Brenda	W19
Rahim	Nicole Aliya	W01
Rajendram	Rageen	P14
Ratnayake	Iresha	P10
Rossinsky	Stasia	W07
Rourke	Melissa	P02 P09
St-Denis	Joanne	W18
Sara	Cohen-Gelfand	P14
Sawyer	Amanda	P04 W14 W20
Selick	Avra	W12
Shahrami	Ali	P16
Shaw	Olivia	W30
Shine	Rebecca	P02
Shooshtari	Shahin	P10
Sigal	Alison	W27
Sigal	Michael	W27
Steel	Lee	W04
Stewart	Shannon	P11
Sullivan	William	P14
Thakur	Anupam	W01
Theall	Laura	P11
Thomson	Kendra	W13
Till	Linda	W31
Trahan	Jo-Ann	W05
Vinnitchok	Andriana	P08
Vogt	Janet	W21
Waldman	Sarah	W04
Wallace-Gero	Nancy	W18
Webber	Victoria	W06
Wiegelmann	Justine	W01
Woodyatt	Danielle	W24
Wyngaarden	Peter	P08
Yee	Tamara	P05
Zaheer	Juveria	W20
Zimerman	Anona	W21