

HEALTH & WELLBEING IN DEVELOPMENTAL DISABILITIES

Engaging Health Care Professionals

November 29-30, 2017

University of Toronto Conference Centre
89 Chestnut Street | Toronto, Ontario

Follow us at **@HWDDconf**
Tweet **#HWDD2017**

www.healthandwellbeingindd.ca



Time	Agenda	
7:00	Arrival	Registration & Breakfast – Room: Foyer and Giovanni
8:30	Intro A	Welcome/Intro – Emcees Daniel Belmers and David Hill – Room: Colony Ballroom
8:45	Plenary A	Put Your Air Mask On First: Reducing stress and promoting positive adult development in parents of children with developmental disabilities – Elisabeth Dykens Room: Colony Ballroom
10:00	Break	Time to view Posters & Exhibits – Rooms: Colony Ballroom West & Giovanni
10:30	Workshop Session A	<div> <div>W1 – Interprofessional Bio-behavioural Assessment and Treatment of Mental Health Symptoms in youth with ASD and ID</div> <div>W2 – 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</div> <div>W3 – Flexible Assertive Community Treatment (FACTT-DD) as an Innovative Interprofessional Mental Health Model for persons with Dual Diagnosis</div> <div>W4 – When walking in my shoes beats walking beside me: Mothers talk about taking an active role in developing and delivering interventions to other families</div> <div>W5 – Consensus Guidelines for the Care, Support and Treatment of People with a Developmental Disability and Challenging Behaviours</div> <div>W6 – Supporting Individuals with Complex Medical Needs in Community</div> </div>
11:30	Lunch	Time to view Posters & Exhibits: Lunch served at 12:00pm – Rooms: Colony Ballroom West & Giovanni
1:00	Workshop Session B	<div> <div>W7 – 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"</div> <div>W8 – Developing an in-depth case study for health professional education: A Community – University Partnership</div> <div>W9 – Conscious Care and Support: a complementary model of support to enhance best practices in Ontario</div> <div>W10 – Grieving Together – A Peer Support Model</div> <div>W11 – What's a Behavioral Phenotype? Lessons from Prader-Willi, Williams and Down syndromes</div> <div>W12 – Improving primary care for adults with developmental disabilities: Tips from the front-line</div> </div>
2:00	Break	Time to move between workshop rooms
2:15	Workshop Session C	<div> <div>W13 – Evidence-Based Parent Training Intervention To Teach Safety Skills to Children with Autism</div> <div>W14 – Innovative learning and teaching strategies in training the next generation of psychiatrists: learners' perspective on developmental disability education</div> <div>W15 – Practical outcomes of a needs assessment examining the priority health and social needs of adults with developmental disabilities in complex situations</div> <div>W16 – Supported decision-making in practice for people with profound intellectual disabilities</div> <div>W17 – Election's Canada Accessibility Services: How we are making voting more accessible for all Canadians</div> <div>N/A</div> </div>
3:15	Break	Time to move between workshop rooms

DAY 1 – November 29, 2017

DAY 1							
Time	Agenda						
3:30	Workshop Session D	W18 – Speech Language Pathology Services for People with DD – We Do More than You Think!	W19 – You Want Us To Organize What? A Panel on Developing Effective Staff Education Events	W20 – When Adults with Developmental Disabilities go to the Psychiatric Emergency Department: Who goes and how can we help?	W21 – It takes a village to raise a child: A discussion of pregnancy, prenatal care, and parenting in individuals with intellectual disabilities	N/A	N/A
	Room	Armoury	Terrace	St. Patrick	St. David		
4:30		Day 1 is over					

7:30	Arrival	Registration & Breakfast – Rooms: Foyer & Giovanni / Breakfast with H-CARDD – Room: Terrace					
8:30	Intro B	Welcome/Intro – Emcees Daniel Beimers and David Hill – Room: Colony Ballroom					
8:45	Plenary B	Self-determination and Well-Being for People with Profound Intellectual Disabilities – Michael Bach – Room: Colony Ballroom					
10:00	Break	Time to view Posters & Exhibits – Rooms: Colony Ballroom West & Giovanni					
10:30	Workshop Session E	W22 – Introducing CHYMH-DD: Children's Mental Health Assessment- Developmental Disabilities	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	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	W25 – Workshop Cancelled	W26 – World Café Discussion & Networking Session – Emerging Issues in Developmental Disabilities	W27 – Oral Health Care For Persons with Developmental Disabilities – The Past, Present and Future; Pioneering A New Approach
	Room	Lombard	Elm	St. Patrick		Armoury	St. David
11:30	Lunch	Time to view Posters & Exhibits; Lunch served at 12:00pm – Rooms: Colony Ballroom West & Giovanni					
1:00	Workshop Session F	W28 – Evidence Based Skill Building for Children with Down Syndrome	W29 – ConnectABILITY.ca – A Collaboration supporting Individuals with developmental disabilities across Ontario	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.	W31 – From Client to Citizen, Health Equity Begins At Home	W32 – Mobilizing Compassion in Healthcare: Experience with Curriculum of Caring	W33 – Special Olympics Ontario Healthy Communities: Fostering a network of healthcare professionals well versed in the techniques to treat people with intellectual disabilities
	Room	Lombard	Terrace	St. Patrick	Elm	Armoury	St. David
2:00	Break	Time to move back to plenary room					
2:15	Plenary C	Success, Obstacles and the Road Forward: A look at interministerial collaboration in developmental services – Room: Colony Ballroom Panelists: William Cutbush, Cindy Dodd, Wade Durling, Barbara Simmons, Moderator: Sandy Stemp					
3:30	Closing	Closing Remarks – Emcees Daniel Beimers and David Hill – Room: Colony Ballroom					
3:45	Depart	Day 2 is over					

DAY 2 – November 30, 2017

Welcome

We are very pleased to welcome you to Toronto and to our fourth biennial Health and Wellbeing in Developmental Disabilities conference! This conference complements and alternates with the biennial Health and Wellbeing Conference that happens in Vancouver.

This event brings over 200 health care professionals, students, educators, caregivers of individuals with developmental disabilities, social workers, academic researchers, and strategic decision makers from across Canada and provides a forum for collective discussion and learning and sharing of professional knowledge and best and emerging practices. We believe this engagement has significant potential to impact you and to impact the health and wellbeing across the life span of persons with a developmental disability. And so we encourage your active participation and discussion.

Focus at this forum will include discussion on: effective practices to improve health and wellbeing across the lifespan, how interprofessional collaboration can improve the delivery of health care, innovative and emerging practices and outcomes in the assessment and treatment of complex needs, and the role of community health care in providing appropriate care.

The success of this event comes from the leadership of the Community Networks of Specialized Care and the time and efforts and devotion from our Steering, Program, and Marketing Committee members along with the contributions from our sponsors. A special thank you is expressed as well to Continuing Education and Professional Development, Faculty of Medicine, and University of Toronto, for their support in the planning of this event.

In keeping with the spirit of the conference and our efforts to reach out to students and health care professionals, sessions have been approved for continuing education credits from the College of Family Physicians of Canada, the Royal College of Physicians and Surgeons of Canada and the American Medical Association.

We look forward to an exciting and inspiring conference and the opportunity to network with our colleagues locally, nationally, and from abroad!

Wade E Durling, CEO, Ongwanada
Community Networks of Specialized Care Lead – Eastern Ontario
On behalf of the Health and Wellbeing Conference Steering Committee

Follow us on Twitter @HWDDConf to get updates and to continue to get great resources after the event. Follow #HWDD2017 to re-tweet, share, like, and comment on content posted leading up and during to the conference.

Table of Contents

Goals, Outcomes & Accreditation	3
Faculty & Committee Disclosure	4
Floor Plans	5
Program	6
Speakers	11
Conference Committees.....	15
Advertisements	16
Plenary Abstracts	19
Workshop Abstracts.....	20
Poster Abstracts	29
Abstract Author Index	33
Notes	34
Sponsors/Exhibitors	Back Cover

Goals, Outcomes & Accreditation

Goals

The Health and Wellbeing Conference provides a forum for over 200 health care professionals, students, educators, caregivers of individuals with developmental disabilities, social workers, academic researchers, and strategic decision makers from across Canada to help improve the health and wellbeing of people with developmental disabilities.

Outcomes

After participating in this conference, participants will be able to discuss the health and wellbeing across the life span for persons with a developmental disability in terms of:

- Effective practices to improve health and wellbeing
- How interprofessional collaboration can improve the delivery of health care
- Innovative and emerging practices and outcomes in the assessment and treatment of complex needs
- The role of community health care in providing appropriate care.

Accreditation

This conference is sponsored by Continuing Professional Development and the Department of Psychiatry, Faculty of Medicine, University of Toronto.

The College of Family Physicians of Canada

This Group Learning program meets the certification criteria of the College of Family Physicians of Canada and has been certified by Continuing Professional Development, Faculty of Medicine, University of Toronto for up to 10.0 Mainpro+ credits.

Royal College of Physicians and Surgeons of Canada

This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance

of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by Continuing Professional Development, Faculty of Medicine, University of Toronto. You may claim up to a maximum of 10.0 hours (credits are automatically calculated).

The American Medical Association

Through an agreement between the Royal College of Physicians and Surgeons of Canada and the American Medical Association, physicians may convert Royal College MOC credits to AMA PRA Category 1 Credits™. Information on the process to convert Royal College MOC credit to AMA credit can be found at www.ama-assn.org/go/internationalcme

European Union for Medical Specialists (EUMS)

Live educational activities, occurring in Canada, recognized by the Royal College of Physicians and Surgeons of Canada as Accredited Group Learning Activities (Section 1) are deemed by the European Union of Medical Specialists (UEMS) eligible for ECMEC®.

Letters of Accreditation/Attendance

Letters of accreditation/attendance will be available online following the conference. Participants will be emailed information within two weeks post-course specifying how to obtain their Letter of Accreditation/Attendance online.

Should you have any questions, please contact:

Continuing Professional Development

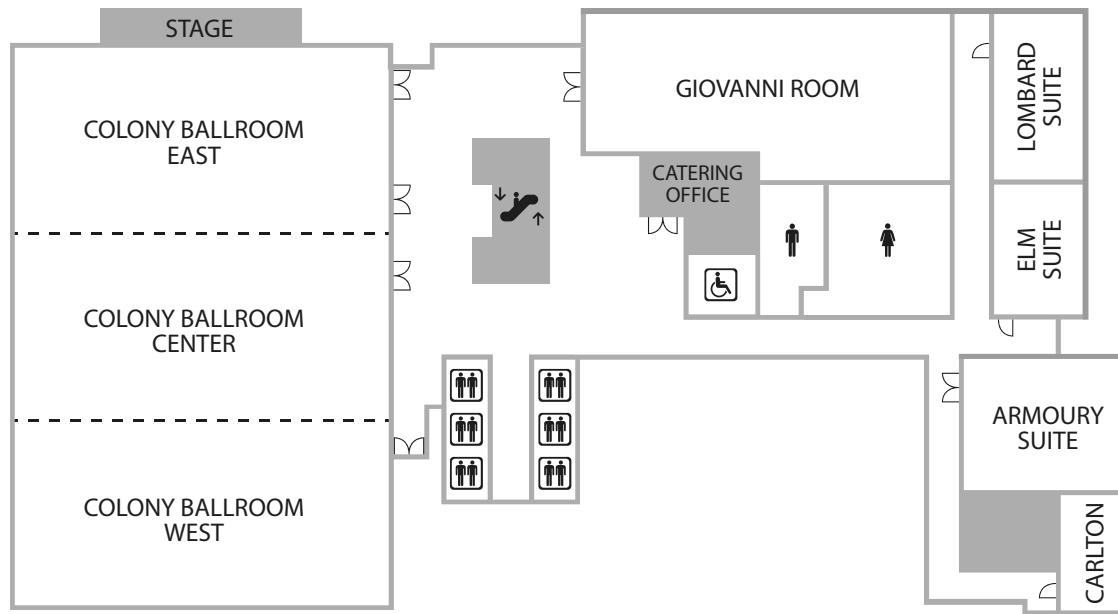
Faculty of Medicine, University of Toronto
500 University Avenue, Suite 650
Toronto, ON M5G 1V7
416.978.2719 / 1.888.512.8173
facmed.registration@utoronto.ca
www.cpd.utoronto.ca

Faculty & Committee Disclosure

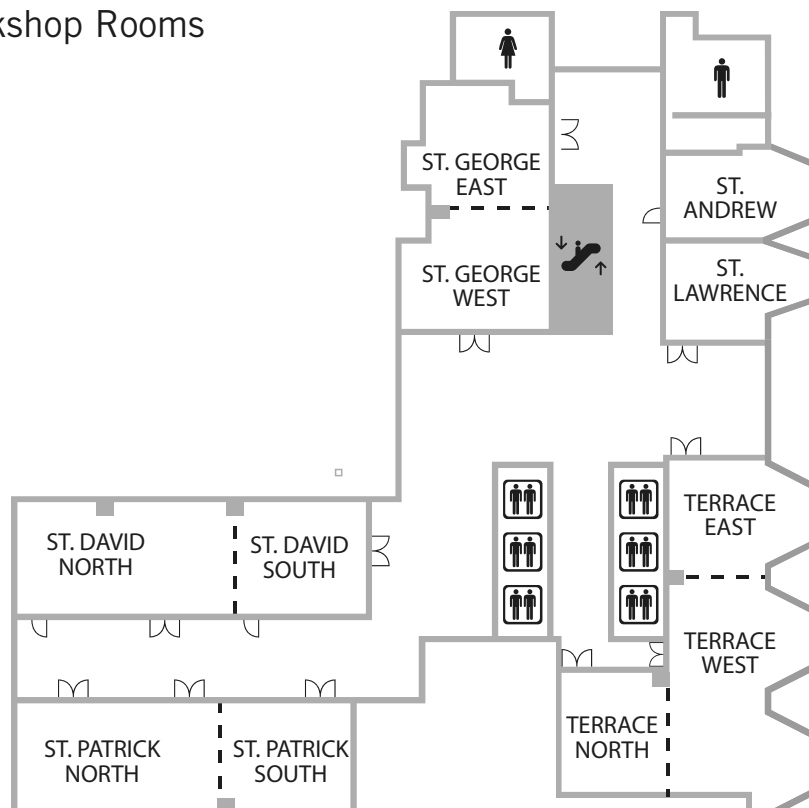
It is the policy of University of Toronto, Faculty of Medicine, Continuing Education and Professional Development to ensure balance, independence, objectivity, and scientific rigor in all its individually accredited or jointly accredited educational programs. Speakers and/or planning committee members, participating in University of Toronto accredited programs, are expected to disclose to the program audience any real or apparent conflict(s) of interest that may have a direct bearing on the subject matter of the continuing education program. This pertains to relationships within the last **FIVE (5) years** with pharmaceutical companies, biomedical device manufacturers, or other corporations whose products or services are related to the subject matter of the presentation topic. The intent of this policy is not to prevent a speaker with a potential conflict of interest from making a presentation. It is merely intended that any potential conflict should be identified openly so that the listeners may form their own judgments about the presentation with the full disclosure of facts. It remains for the audience to determine whether the speaker's outside interests may reflect a possible bias in either the exposition or the conclusions presented.

Floor Plans

2nd Floor Plenary Room, Workshop Rooms, Posters, Refreshments, Exhibits



3rd Floor Workshop Rooms



Program

Wednesday, November 29, 2017

Location

0700	Registration & Continental Breakfast	Foyer & Giovanni Room
0830	Welcome – <i>Emcees: Daniel Beimers and David Hille</i>	Colony Ballroom
0845	Plenary A Put Your Air Mask On First: Reducing stress and promoting positive adult development in parents of children with developmental disabilities <i>Elisabeth Dykens</i>	
1000	Refreshment Break with Exhibitors	Giovanni Room
	Time to view Posters	Colony Ballroom West
1030	Workshop Session A	
	W01 Interprofessional Bio-behavioural Assessment and Treatment of Mental Health Symptoms in youth with ASD and ID <i>Alvin Loh; Nicole Aliya Rahim; Anupam Thakur</i>	Terrace
	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 <i>Sarah O'Flanagan</i>	Lombard
	W03 Flexible Assertive Community Treatment (FACTT-DD) as an Innovative Interprofessional Mental Health Model for persons with Dual Diagnosis <i>Susan Farrell; Kate Baker</i>	Armoury
	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 <i>Amy Baskin; Kelly Bryce; Lee Steel; Sarah Waldman, Edna Elaine Obillo</i>	Elm
	W05 Consensus Guidelines for the Care, Support and Treatment of People with a Developmental Disability and Challenging Behaviours <i>Tara Hyatt; Jennifer Altosaar; Lisa Holmes; Jo-Ann Trahan</i>	St. David
	W06 Supporting Individuals with Complex Medical Needs in Community <i>Phemie Guttin; Victoria Webber</i>	St. Patrick
1130	Time to View Posters & Exhibits	Colony Ballroom West & Giovanni Room
1200	Lunch (provided) Coffee & Dessert with Exhibitors	Colony Ballroom Giovanni Room

Program

Location

1300	Workshop Session B	
	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 <i>Stasia Rossinsky; Adrienne Perry; Julie Koudys</i>	St. David
	W08 Developing an in-depth case study for health professional education: A Community – University Partnership <i>Lynn Cockburn; Sandee Moore; Denise DuBois</i>	Elm
	W09 Conscious Care and Support: a complementary model of support to enhance best practices in Ontario <i>Peter Marks</i>	Armoury
	W10 Grieving Together – A Peer Support Model <i>Shallen Jackson; Melissa Reinhardt; Donna Lee</i>	Terrace
	W11 What's a Behavioral Phenotype? Lessons from Prader-Willi, Williams and Down syndromes <i>Elisabeth Dykens</i>	Lombard
	W12 Improving primary care for adults with developmental disabilities: Tips from the front-line <i>Janet Durbin; Ian Casson; Laurie Green</i>	St. Patrick
1400	Time to move between workshop rooms	
1415	Workshop Session C	
	W13 Evidence-Based Parent Training Intervention to Teach Safety Skills to Children with Autism <i>Sarah Kupferschmidt</i>	Armoury
	W14 Innovative learning and teaching strategies in training the next generation of psychiatrists: learners' perspective on developmental disability education <i>Chien-Shun Chen; Matt Boyle; Amanda Sawyer; Natasha Fernandes; Alon Coret; Muhammad Irfan Jiwa</i>	Terrace
	W15 Practical outcomes of a needs assessment examining the priority health and social needs of adults with developmental disabilities in complex situations <i>Angie Gonzales; Kristin Dobranowski; Carly McMorris; Johanna Lake; Yona Lunskey; Robert Balogh</i>	St. Patrick
	W16 Supported decision-making in practice for people with profound intellectual disabilities <i>Michael Bach</i>	St. David

Program

Location

W17 Election's Canada Accessibility Services:
How we are making voting more accessible for Canadians of all abilities
Juan Melara-Pineda

Elm

1515 **Time to move between workshop rooms**

1530 **Workshop Session D**

W18 Speech Language Pathology Services for People with DD –
We Do More than You Think!
Heather Morgan; Sarah Dennis; Joanne St-Denis

Armoury

W19 You Want Us To Organize What?!?!? A Panel on Developing
Effective Staff Education Events
Brenda Quinlan; Jo Anne Nugent; Kerry Boyd; Megan Primeau

Terrace

W20 When Adults with Developmental Disabilities go to the Psychiatric Emergency
Department: Who goes and how can we help?
Natasha Fernandes; Amanda Sawyer; Anna Durbin; Yona Lunskey

St. Patrick

W21 It takes a village to raise a child: A discussion of pregnancy, prenatal care,
and parenting in individuals with intellectual disabilities
Jennifer Allen; Deborah Bluestein; Alma Disha; Janet Vogt

St. David

1630 **Adjourn**

Program

Thursday, November 30, 2017

Location

0730	Registration & Continental Breakfast	Foyer & Giovanni Room
	Breakfast with H-CARDD	Terrace Room
0830	Welcome – <i>Emcees: Daniel Beimers and David Hill</i>	Colony Ballroom
0845	Plenary B Self-determination and Well-Being for People with Profound Intellectual Disabilities <i>Michael Bach</i>	
1000	Refreshment Break with Exhibitors	Giovanni Room
	Time to view Posters	Colony Ballroom West
1030	Workshop Session E	
	W22 Introducing ChYMH-DD: Children's Mental Health Assessment - Developmental Disabilities <i>Katharine Moody; Laura Lambert</i>	Lombard
	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 <i>Lara Genik</i>	Elm
	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 <i>Angela Gonzales; Danielle Woodyatt; Josie Costantiello, Ana Offenheim</i>	St. Patrick
	W25 Workshop Cancelled	
	W26 World Café Discussion & Networking Session – Emerging Issues in Developmental Disabilities <i>Megan Primeau</i>	Armoury
	W27 Oral Health Care for Persons with Developmental Disabilities – The Past, Present and Future; Pioneering a New Approach <i>Alison Sigal; Michael Sigal</i>	St. David
1130	Time to View Posters & Exhibits	Colony Ballroom West & Giovanni Room
1200	Lunch (provided) Coffee & Dessert with Exhibitors	Colony Ballroom Giovanni Room

Program

Location

1300	Workshop Session F	
	W28 Evidence Based Skill Building for Children with Down Syndrome <i>Nicole Neil</i>	Lombard
	W29 ConnectABILITY.ca – A Collaboration supporting Individuals with developmental disabilities across Ontario <i>Don Murray; Jason Maher</i>	Terrace
	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 <i>Jennifer Altosaar; Elizabeth Lin; Leo Edwards; Heather Hrobsky; Melanie Randall; Angela Gonzales; Yona Lunskey</i>	St. Patrick
	W31 From Client to Citizen, Health Equity Begins At Home <i>Susan Beayni; Linda Till</i>	Elm
	W32 Mobilizing Compassion in Healthcare: Experience Compassion in Action with Curriculum of Caring <i>Kerry Boyd; Mendel Hoekstra; SpotLight Drama and Momentum Choir Representatives; Tom Archer; Karen Hodgson; Alon Coret</i>	Armoury
	W33 Special Olympics Ontario Healthy Communities: Fostering a network of healthcare professionals well versed in the techniques to treat people with intellectual disabilities <i>Shafeeq Armstrong, Zachary Brown, Leigh Caplan, Ilana Clark, Ryan Colpitts, Judith Andrea Eversley, Kathleen Lai, James Noronha, Yi Wen Shao, Karla Williams</i>	St. David
1400	Refreshment Break	Giovanni Room
1415	Plenary C Success, Obstacles and the Road Forward: A look at interministerial collaboration in developmental services <i>Panelists: William Cutbush, Cindy Dodd, Wade Durling, Barbara Simmons</i> <i>Moderator: Sandy Stemp</i>	Colony Ballroom
1530	Closing Remarks – Emcees: Daniel Beimers and David Hill	
1545	Adjourn	

Speakers

Emcees



Daniel Beimers

Daniel has been a member of New Vision Advocates (NVA) for the past 5 years. Daniel is a strong advocate for people with developmental disabilities and an experienced speaker and presenter, speaking at conferences and within our community to educate others about the issues important to people with developmental disabilities. In 2013, Daniel was the recipient of the Queens' Diamond Jubilee medal for his dedication to advocating for people with developmental disabilities. Daniel currently works as a crossing guard in his home town of Strathroy.



David Hill

David has been a member of New Vision Advocates (NVA) for the past 6 years. He is currently the co chair of the group, elected by the members last November. David is an active speaker and presenter, giving presentations to DSW students at Fanshawe College and at the OADD and CLO conferences. He is also a member of Community Living London's Advocacy Committee and sits on the Board of Community Living London. Along with being an active member of NVA, David is also a Special Olympic athlete and long-time volunteer at the Glendale nursing home and works at Windsor Factory supply in London.

Speakers

Plenary Speakers



Michael Bach PhD

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

Michael Bach is Managing Director of IRIS – Institute for Research and Development on Inclusion and Society, and Adjunct Professor in Disability Studies at Ryerson University. For the past 30 years, he has undertaken research and development in Canada and internationally on ways to advance the full inclusion and human rights of persons with intellectual disabilities. His publications cover disability theory, policy and practice in a range of areas including legal capacity, education, employment, and individualized funding and delivery of community-based supports. He has recently completed an Open Society Foundations Fellowship, which continued his international comparative research on the right to legal capacity for people with significant intellectual disabilities.



Elisabeth Dykens PhD

*Annette Schaffer Eskind Chair
Director, Vanderbilt Kennedy Center
Professor, Psychology and Human Development, Psychiatry, and Pediatrics
Nashville, Tennessee, USA*

Elisabeth Dykens, PhD, is Director of the Vanderbilt Kennedy Center for Research on Human Development, a Eunice Kennedy Shriver Intellectual and Developmental Disabilities Research Center; and she is Co-Director of the Vanderbilt Kennedy Center for Excellence in Developmental Disabilities. She is Annette Schaffer Eskind Chair and Professor of Psychology, Psychiatry, and Pediatrics at Vanderbilt University.

Dr. Dykens received a PhD in clinical psychology from the University of Kansas. She completed a predoctoral internship and a postdoctoral fellowship at Yale University's School of Medicine, Child Study Center. She served on the junior faculty at the Yale Child Study Center for seven years. In 1995, she joined the faculty of University of California Los Angeles where she was Associate Professor and then Professor-in-Residence at the Neuropsychiatric Institute, and Associate Director for Research and Training at UCLA's Tarjan Center for Excellence on Developmental Disabilities. She directed the UCLA Lili Claire Family Resource Center and was Co-Director of out-patient clinics for persons with both intellectual disabilities and mental health concerns. She joined the Vanderbilt University faculty in 2003.

Dr. Dykens's research examines psychopathology and areas of strength in persons with intellectual and developmental disabilities, especially those with genetic syndromes. Her studies focus on the development and correlates of psychopathology and behavioral problems in Prader-Willi syndrome, Williams syndrome, and Down syndrome. These include marked obsessive-compulsive behaviors in Prader-Willi syndrome, heightened anxiety in Williams syndrome, and increased withdrawal and depression in Down syndrome. Dykens also examines profiles of neurocognitive and adaptive strengths and weaknesses in these disorders, and how these unusual profiles refine treatment and shed light on typical development. A related area of research is stress, coping, and positive outcomes in families of persons with developmental disabilities.

Plenary Panelists



William Cutbush

William Cutbush has been with the Ombudsman's Office since 2008. Beginning his career as an Early Resolution Officer, he became an Investigator in 2010, and moved to the Special Ombudsman Response Team since 2012. He has participated in investigations into the adequacy of the HNHB LHIN's community engagement, the use of force in the corrections system, and the de-escalation training of Ontario police services. He was the lead investigator on the investigation of MCSS' provision of developmental services to adults with developmental disabilities in situations of crisis. In 2017, William moved into an acting role as Manager of Investigations.

In 2004, William attended law school at the University of Toronto, where he was also worked with the Journal of Law and Equality, becoming Editor in Chief in 2006. Prior to attending law school, William taught courses at the University of Toronto and McMaster University on World Religions, Indian Buddhism, and Sanskrit Literature while attending graduate programs in the academic study of religion at McMaster University, specializing in medieval Sanskrit literature.



Cindy Dodd

Cindy Dodd is a Registered Nurse and has worked within the home care sector for 18 years. She is currently a senior manager at Central Local Health Integration Network (LHIN) Home and Community Care Division. Part of her portfolio is responsibility for their developmental disabilities team. Cindy is also enrolled in a Masters program at Ontario Institute for Studies in Education of the University of Toronto (OISE/UT).

Speakers

Plenary Panelists



Wade Durling

Wade Durling has worked in the Developmental Services (DS) Sector for most of his career in Nova Scotia, PEI, and Ontario. He is currently the CEO at Ongwanada in Kingston and has held 2 other roles in Ontario: COO at Bethesda in Niagara and Executive Director of Cochrane Temiskaming Resource Centre in Timmins. He is a graduate of Acadia University in Science and Education and has additional courses from UPEI in business and conflict resolution studies. He completed a Long Term Care Management Certificate through the Canadian Healthcare Association and most recently completed a one-week Senior Executive Level training program at the Ivey School of Business through the Community Shift Program.

Mr. Durling has additional training in administration, human resources, data management, and individual and other planning and assessment techniques, non-aversive and behavioral approaches and supports and crisis intervention.

He is active provincially in the DS sector including participation on the Provincial Network, OADD, Great Lakes Society, and with provincial committees including the Provincial HR Committee, Quality Assurance Measures, Performance Measurement Framework, and the Transformation Strategy Steering Committee.



Barbara Simmons

Barb Simmons is currently the Director of the Community and Developmental Services Branch, Social Policy Development Division, Ministry of Community and Social Services, responsible for policy and program design for developmental services, violence against women programming and indigenous healing and wellness initiatives.

Barb has over 20 years of experience in the Ontario Public Service, and has held a variety of jobs related to training and employment, including stints at Cabinet Office as Senior Policy Advisor for Education and Training, as Director of the Apprenticeship Reform Project, and held several executive positions at the Ministry of Training, Colleges and Universities (now called Advanced Education and Skills Development). She's most proud of her stint as the Director of Program Integration with the Transition Management Office, where she played a key role in the successful transfer of over 500 staff and \$525M of federal training and employment programs to Ontario.

Barb has a degree in Fine Arts from York University, is married to Alison, and has two children, Annie and Alec, with whom she never gets to spend enough time.

Conference Committees

Steering Committee

Alvin Loh; Development
Pediatrician/Chief of Staff, Surrey Place
Centre

Camille Bigras; Health Care Facilitator
– Northern Ontario, Community
Networks of Specialized Care

Claudine A. Cousins, MA, CHRL;
Executive Director, Central District,
Christian Horizons

Dara Abells, MD, CCFP; Family
Physician, Forest Hill Family Health
Centre and ISAND

Joanne Savage; Developmental
Services Supervisor, York Support
Services Network

Lisa Holmes; Coordinator – Eastern
Ontario, Community Networks of
Specialized Care

Megan Primeau, MSc; Tri Region
Education and Research Coordinator –
Central Ontario, Community Networks
of Specialized Care

Nancy Bush; Event Planner,
Centre for Continuing Professional
Development, Faculty of Medicine,
University of Toronto

Sandy Stemp; Chief Operating
Officer, Reena

Sue Benko; Education Coordinator
– Southern Ontario, Community
Networks of Specialized Care

Tara Hyatt; Coordinator – Central
Ontario, Community Networks of
Specialized Care

Wade Durling; CEO, Ongwanada;
Lead – Eastern Ontario, Community
Networks of Specialized Care

Program Committee

Alma Disha; Application Assessor
DSO Toronto Region,
Surrey Place Centre

Amy Lays; Resource Assessment
Worker, Service Coordination for
People with Developmental Disabilities

Anna Przednowek, MSW, M.ADS,
RSW; PhD Candidate, Carleton
University, School of Social Work

Christina Hall, DSW; Program
Manager, CHOICES

Dori Zener, MSW, RSW; Individual,
Couple and Family Therapist
Specializing in the Autism Spectrum

Shahin Shooshtari; Associate
Professor, Community Health Sciences
Max Rady College of Medicine, Rady
Faculty of Health Sciences, University
of Manitoba; Researcher, St. Amant
Research Centre

Megan Primeau, MSc; Tri Region
Education and Research Coordinator –
Central Ontario, Community Networks
of Specialized Care

Renee Lopes Lieu, M. Cl.Sc. (OT);
Occupational Therapist, Vancouver
Coastal Health

Rosemary Condillac; Assistant
Professor, Centre for Applied Disability
Studies, Brock University

Sarah O’Flanagan; Program
Coordinator, Western University

Sue Benko; Education Coordinator
– Southern Ontario, Community
Networks of Specialized Care

Susan Farrell, Ph.D., C.Psych.;
Clinical Director, Community Mental
Health Program, Director of Training,
Predoctoral Residency Program in
Clinical Psychology, Associate Professor,
Department of Psychiatry, Faculty of
Medicine, Clinical Professor, School of
Psychology, Faculty of Social Sciences,
University of Ottawa

Tom Archer; Health Care Facilitator
– Southern Ontario, Community
Networks of Specialized Care

Tracy Smyth; Manager, Community
Living Supports, Community Living
Mississauga

Ullanda Nicole Niel, MD, CCFP,
Family Physician, Scarborough Centre
for Healthy Communities

Vikram Dua; Child & Adolescent
Psychiatrist, Psychiatrist-in-Chief
Assistant Professor, Department of
Psychiatry, University of Toronto,
Surrey Place Centre

Yona Lunskey; Director of the
Health Care Access Research
and Developmental Disabilities
(H-CARDD) Program, Centre for
Addiction and Mental Health

Marketing Committee

Heidi Diepstra, PhD; Research
Associate, Developmental Disabilities
Primary Care Program (DDPCP),
Surrey Place Centre

Madelaine Ressel; Research
Assistant working in the Developmental
Disabilities Lab, University of Ottawa

Megan Primeau, MSc; Tri Region
Education and Research Coordinator –
Central Ontario, Community Networks
of Specialized Care

Nicole Cooper; Coordinator,
Communications, Ongwanada

Renice Jones; Manager, Marketing
and Communications, Faculty of
Medicine, University of Toronto

Sean Newton; Health Care Facilitator
– Eastern Ontario, Community
Networks of Specialized Care

Tom Archer; Health Care Facilitator
– Southern Ontario, Community
Networks of Specialized Care


Advertisements

SURREY PLACE CENTRE

Proud to be a sponsor of the Health and Wellbeing in Developmental Disabilities Conference

We help people of all ages with developmental disabilities and autism spectrum disorder to lead healthy and socially inclusive lives using our exemplary skills in interdisciplinary clinical services, education and research. We provide specialized clinical services that are responsive to individual's needs and promote health and well-being in the Toronto region.

OUR VALUES: COLLABORATION • ACCOUNTABILITY • INNOVATION • RESPECT • RESPONSIVENESS


Surrey Place Centre
Centre Surrey Place



Reena

**DEVELOPMENTAL
SERVICES** SINCE 1973

Reena is a non-profit organization which promotes dignity, individuality, independence, personal growth and community inclusion for people with developmental disabilities within a framework of Jewish culture and values.

www.reena.org

  @reenafoundation

Proud sponsor of the Health and Wellbeing in Developmental Disabilities Conference.



CENTRAL WEST SPECIALIZED DEVELOPMENTAL SERVICES



Accredited Organization Since 2012

CWSDS is a Leader in Supporting Individuals With Developmental Disabilities, With a Focus on Complex Needs

We provide an exemplary support experience combined with
exceptional clinical service for individuals and families.



@cwsdsontario

www.cwsds.ca

@cwsds1975



EMPLOYMENT SERVICES BUILD AN EXCEPTIONAL CAREER



Are you a person with a developmental disability
and looking for a job? We can help!



Explore
career
options



Build your
work skills



Make money
to live
independently

torontoemployment@christian-horizons.org

www.christian-horizons.org



@FriendofCH



@CHorizons



2018 Health and Wellbeing in Children, Youth, and Adults with Developmental Disabilities *Creating Partnerships*



November 7-9, 2018 | Sheraton Vancouver Airport Hotel

The term developmental disabilities (DD) refers to individuals with intellectual disability, autism spectrum, fetal alcohol spectrum and related neurodevelopmental genetic syndromes. Children, youth, and adults with DD are vulnerable to high rates of general health and mental health concerns. This interactive 2018 conference will focus on practical strategies and partnerships to optimize their potential. Our goal is to help clinicians and caregivers learn effective ways to work with individuals with DD, and their families, in partnership to improve their quality of life experience. The conference will also provide educational and informative psychiatric, behavioural, mental health, and complex physical health updates specific to individuals with DD, and showcase best practices in the field. This conference will engage health care providers and educators from a wide range of professional disciplines in knowledge transfer and interdisciplinary collaboration.

Learning Objectives

- Review evidence based clinical best practices in physical, mental health and education for individuals with DD
- Explore new research in physical, mental health and education for individuals with DD
- Identify core issues and challenges facing individuals with DD and their families
- Consider ways to build partnerships to maximize health and wellbeing
- Develop connections, share knowledge and common experiences with individuals and service providers involved in the field of DD

Feedback from 2016

“ It was great to have an opportunity to meet others working with adults with DD. I thought the whole conference was amazing from the venue to the learning opportunities. ”

Location and Accommodation

Sheraton Vancouver Airport | Richmond, BC

A special rate of \$150.00 + taxes has been set aside for conference participants. Book your accommodation today to avoid disappointment. Specify that you are booking under the Health and Wellbeing Conference 2018 and call +1-800-663-0299 to reserve now and save! Rooms need to be booked by October 10, 2018.

Interprofessional
Continuing
Education



For more information and conference updates

interprofessional.ubc.ca/initiatives/hw2018 | marketing.ipce@ubc.ca | @IPCE_UBC

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

Elisabeth 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.

2:15 PM – 3:30 PM

Plenary C

Success, Obstacles and the Road Forward: A look at interministerial collaboration in developmental services

Panelists: William Cutbush¹, Cindy Dodd², Wade Durling³, Barbara Simmons⁴

Moderator: Sandy Stemp⁵

1 Ombudsman Ontario; 2 Central Local Health Integration Network (LHIN) Home and Community Care Division;

3 Ongwanada; 4 Ministry of Community and Social Services;

5 Reena.

Our panelists will share their unique perspectives about effective interministerial collaboration, looking at factors that have enabled success, obstacles faced, and ideas for the future. Participants will have opportunities to ask questions, as well as engage in discussion and share their own experiences. Our hope is that participants will leave with new ideas and resources to help them build and contribute to effective collaborations across sectors and ministries.

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 Wiegmann³, Anupam Thakur²

1 Surrey Place Centre, Toronto, ON, Canada; 2 Surrey Place Centre, ON, Canada; 3 Geneva 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
Western University

The Department of Psychiatry, Schulich School of Medicine & Dentistry is one of only 3 medical schools in Canada with a dedicated division/program devoted to clinical

education and scholarly research in developmental disabilities. Our mandate is clinical teaching (in the Department of Psychiatry, as well as other clinical departments and disciplines across the University and health care sector in London) and the facilitation of, and production of scholarly research. We achieve this through lectures, a series of clinical and research rounds, a DD research day, publication of a Clinical Bulletin and the facilitation of research grants, and producing scholarly research.

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

1 The Royal, Ottawa, Canada; 2 The 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 Lunskey⁴, Kenneth Fung⁵, Johanna Lake⁶, Sue Hutton⁷, Edna Elaine Obillo (Parent)

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

Workshop Abstracts

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

1 Central West Network of Specialized Care; 2 Toronto Network of Specialized Care; 3 Eastern Network of Specialized Care; 4 Northern 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.

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

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

Workshop Abstracts

W08

Developing an In-depth Case Study For Health Professional Education: A Community – University Partnership

Lynn Cockburn¹, Sandee Moore², Denise DuBois¹

1 University of Toronto; 2 Community 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

Shallen Jackson, Melissa Reinhardt, 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.

Workshop Abstracts

W12

Improving Primary Care for Adults with Developmental Disabilities: Tips from The Front-Line

*Janet Durbin¹, Ian Casson², Laurie Green³, Avra Selick⁴,
Andrea Perry⁴, Yona Lunskey¹*

1 Centre for Addiction and Mental Health; 2 Department of Family Medicine, Queen's University; 3 St. Michael's Family Health Team; 4 Baycrest.

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.

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

1 Sarah K Consulting; 2 Brock 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 Fernandes⁴, Alon Coret⁴, Muhammad Irfan Jiwa⁴*

1 Department of Psychiatry, University of Toronto; 2 Sunnybrook Health Sciences Centre, Department of Psychiatry, University of Toronto; 3 CAMH; 4 University 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 Lunskey⁵, Robert Balogh⁶*

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

Workshop Abstracts

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's Accessibility Services: How we are making voting more accessible for Canadians of all abilities

Juan Melara-Pineda, PhD

Elections Canada

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.

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

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

Brenda Quinlan¹, Jo Anne Nugent², Kerry Boyd³, Megan Primeau⁴

1 Community Living Association for South Simcoe; 2 Humber College; 3 Bethesda, Thorold, ON, Canada; 4 Educate Facilitate Consulting Services.

Workshop Abstracts

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

When Adults with Developmental Disabilities Go To The Psychiatric Emergency Department: Who goes and how can we help?

Natasha Fernandes¹, Amanda Sawyer¹, Juveria Zaheer², Anna Durbin¹, Yona Lunskey²

1 University of Toronto; 2 Centre 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, Deborah Bluestein¹

1 Surrey Place Centre; 2 Developmental 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 ChYMD-DD: Children’s Mental Health Assessment- Developmental Disabilities

Katharine Moody, Laura Lambert

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 (ChYMD-DD). The ChYMD-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 ChYMD-DD influences care improvements for the client, program, agency and sector.

Workshop Abstracts

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

1 University of Guelph; 2 University 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, Josie Costantiello⁴, Ana Offenheim⁵

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

port through creative cross-sector, interprofessional teamwork involving developmental sector behaviour therapy, occupational therapy, health care facilitation, and community health care.

W25

Workshop Cancelled

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 Sigal²

1 Little Bird Pediatric Dentistry, Milton, ON, Canada; 2 Little 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

Workshop Abstracts

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.

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, Angela Gonzales¹, Elizabeth Lin², Leo Edwards³, Heather Hrobsky⁴, Yona Lunskey³, Olivia Shaw³, Cynthia Cabrera⁵, Tammy McCauley⁵, Melanie Randall⁶

1 Toronto Network of Specialized Care; 2 Provincial System Support Program, Centre for Addiction and Mental Health; 3 Centre for Addiction and Mental Health; 4 St. Joseph's Hospital; 5 Griffin Community Support Network; 6 Developmental Services Ontario (DSO) Toronto Region.

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

1 Partners for Planning; 2 Creative Options Consulting; 3 Partners 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

Workshop Abstracts

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

1 Bethesda, Thorold, ON, Canada; 2 SpotLight Drama and Momentum Choir, Thorold, ON, Canada; 3 Southern Network of Specialized Care (SNSC), Hamilton, ON, Canada; 4 University 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 (C of C) provides video resources that give a voice to people with IDD, caregivers, and Ontario experts (CommunicateCARE.machealth.ca). C of C 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, Zachary Brown, Leigh Caplan, Ilana Clark, Ryan Colpitts, Judith Andrea Eversley, Kathleen Lai, James Noronha, Yi Wen Shao, Karla Williams

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.

Poster Abstracts

P01

Poster Withdrawn

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

1 McMaster University, ON, Canada; 2 McMaster 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 Lunskey², Amanda Sawyer³, Violet Atkinson⁴

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

People with developmental disabilities (DD) have complex health needs and face systemic barriers in the health-care 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

Poster Abstracts

require 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

1 Bloorview Research Institute;

2 Holland 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 factors like 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

1 Wilfrid Laurier University; 2 Christian 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-

Poster Abstracts

related services and are important to consider in planning how best to improve service access for families.

P10

Poster Withdrawn

P11

What Makes a Good CAP? Research! (How collaborative action plans promote best practices)

Katharine Moody¹, Laura Lambert¹, Laura Theall¹, Shannon Stewart²

1 Child and Parent Resource Institute (CPRI);

2 University 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

1 Child and Parent Resource Institute (CPRI);

2 Child 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

tal 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

Poster Withdrawn

P14

Developmental Disabilities Collaborative Network: An advocacy project

Rageen Rajendram¹, Cohen-Gelfand Sara², William Sullivan³, Yona Lunskey⁴

1 University of Toronto, Faculty of Medicine; 2 Wilson Medical Group; 3 Surrey Place Centre; 4 Centre 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

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

Poster Abstracts

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 Lunskey¹

¹ Centre for Addiction and Mental Health;

² Centre 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, Shelby 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.

Author Abstract Index

Allen, Jennifer.....	W21	Farrell, Susan.....	W03	Offenheim, Ana.....	W24
Altosaar, Jennifer.....	W05, W30	Fernandes, Natasha.....	W14, W20	O'Flanagan, Sarah.....	W02
Anagnostou, Evdokia.....	P06	Forgeron, Sharon.....	W18	Orchard, Treena.....	P15
Arbeau, Kim.....	P12	Fung, Kenneth.....	W04	Patterson, Alexander.....	P02
Archer, Tom.....	W32	Genik, Lara.....	W23	Perry, Adrienne.....	P02, P07, P09, W07
Armstrong, Shafeeq.....	W33	Golding, Lew.....	P16	Perry, Andrea.....	W12
Arseneau, Courtney.....	P08	Gonzales, Angela.....	W15, W24, W30	Peters, Michelle.....	P05
Atkinson, Violet.....	P04	Gormley, Catherine.....	P08	Petta, Cathy.....	P06
Bach, Michael.....	W16	Grandia, Philip.....	W03	Pillon, Shelby.....	P18
Baciu, Iuliana.....	P08	Green, Laurie.....	W12	Pow, Robin.....	W03
Baker, Kate.....	W03	Guttin, Phemie.....	W06	Primeau, Megan.....	W19, W26
Balogh, Robert.....	W15	Hodgson, Karen.....	W32	Quinlan, Brenda.....	W19
Baskin, Amy.....	W04	Hoekstra, Mendelt.....	W32	Rahim, Nicole Aliya.....	W01
Beayni, Susan.....	W31	Holmes, Lisa.....	W05	Rajendram, Rageen.....	P14
Bluestein, Deborah.....	W21	Hrobsky, Heather.....	W30	Randall, Melanie.....	W30
Boyd, Kerry.....	W19, W32	Hutton, Sue.....	W04	Reinhardt, Melissa.....	W10
Boyle, Matt.....	W14	Hyatt, Tara.....	W05	Rossinsky, Stasia.....	W07
Brown, Chelsea.....	P08	Irving, Theresa.....	P08	Rourke, Melissa.....	P02, P09
Brown, Zachary.....	W33	Jachyra, Patrick.....	P06	St-Denis, Joanne.....	W18
Bryce, Kelly.....	W04	Jackson, Shallen.....	W10	Sara, Cohen-Gelfand.....	P14
Cabrerra, Cynthia.....	W30	Jiwa, Muhammad Irfan.....	P04, W14	Sawyer, Amanda.....	P04, W14, W20
Campbell, Wenonah.....	P03	Kinsella, Elizabeth Anne.....	P15	Selick, Avra.....	W12
Capano, Lucia.....	P06	Knibbe, Tara Joy.....	P06	Shahrami, Ali.....	P16
Caplan, Leigh.....	W33	Koudys, Julie.....	W07	Shao, Yi Wen.....	W33
Casson, Ian.....	W12	Kristjanson, Mark.....	P10	Shaw, Olivia.....	W30
Charles, Meisha.....	P07	Kupferschmidt, Sarah.....	W13	Shine, Rebecca.....	P02
Chateau, Dan.....	P10	Lai, Kathleen.....	W33	Shooshtari, Shahin.....	P10
Chen, Lorry.....	P06	Lake, Johanna.....	W04, W15	Sigal, Alison.....	W27
Chen, Chien-Shun.....	W14	Lambert, Laura.....	P11, W22	Sigal, Michael.....	W27
Clark, Ilana.....	W33	Lee, Donna.....	W10	Steel, Lee.....	W04
Cockburn, Lynn.....	W08	Lin, Elizabeth.....	W30	Stewart, Shannon.....	P11
Colpitts, Ryan.....	W33	Loh, Alvin.....	W01	Sullivan, William.....	P14
Coret, Alon.....	P04, W14, W32	Lorena, Moltisanti.....	P06	Thakur, Anupam.....	W01
Cosgrove, Susan.....	P06	Lunsky, Yona.....	P04, P14, P16, W04, W12, W15, W20, W30	Theall, Laura.....	P11
Costantiello, Josie.....	W24	Maher, Jason.....	W29	Thomson, Kendra.....	W13
Cox, Vanessa.....	P15	Marks, Peter.....	W09	Till, Linda.....	W31
Cushing, Pamela.....	P15	McCauley, Tammy.....	W30	Trahan, Jo-Ann.....	W05
Davis, Sarah.....	W13	McMorris, Carly.....	W15	Vinnitchok, Andriana.....	P08
Dennis, Sarah.....	W18	McMurtry, C. Meghan.....	W23	Vogt, Janet.....	W21
Desarkar, Pushpal.....	P16	McPherson, Amy.....	P05, P06	Waldman, Sarah.....	W04
Disha, Alma.....	W21	Melara-Pineda, Juan.....	W17	Wallace-Gero, Nancy.....	P18
Dobbin, Jeff.....	W31	Moody, Katharine.....	P11, P12, W22	Webber, Victoria.....	W06
Dobranowski, Kristin.....	P16, W15	Moore, Sandee.....	W08	Wiegelmann, Justine.....	W01
DuBois, Denise.....	W08	Morgan, Heather.....	W18	Williams, Karla.....	W33
Durbin, Janet.....	W12, W20	Murray, Don.....	W29	Woodyatt, Danielle.....	W24
Dykens, Elizabeth.....	W11	Neil, Nicole.....	W28	Wyngaarden, Peter.....	P08
Edwards, Leo.....	W30	Noronha, James.....	W33	Yee, Tamara.....	P05
Eisen, Isabel.....	P03	Nugent, Jo Anne.....	W19	Zaheer, Juveria.....	W20
Eversley, Judith Andrea.....	W33	Obillo, Edna Elaine.....	W04	Zimmerman, Anona.....	W21

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Notes

[illegible]

Sponsors/Exhibitors

Organized by



Psychiatry
UNIVERSITY OF TORONTO

Gold



Silver



Bronze



Exhibitors

- Wm+a/AlphaBee
- Brock University, Applied Disability Studies
- Commission on Accreditation of Rehabilitation Facilities (CARF)
- Developmental Services Ontario (DSO)
- Elections Canada
- Health Care Access Research and Developmental Disabilities (H-CARDD)
- Login Canada
- MedProDirect Inc.
- Ombudsman Ontario
- York Autism Spectrum Disorder Partnership