

# The 4th Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference

*Life Transitions*

*Pre-conference: Wednesday, October 22, 2014*

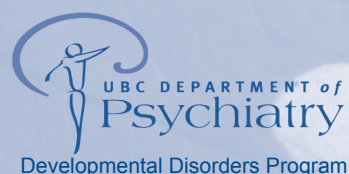
*Main Conference: Thursday, October 23 - Friday, October 24, 2014*

*The Coast Plaza Hotel and Suites, 1763 Comox Street, Vancouver, BC*

Sponsored by



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Conference Information Online: [interprofessional.ubc.ca](http://interprofessional.ubc.ca)

# General Information

<b>Description</b>	<p>The term Developmental Disabilities (DD) refers to individuals with Intellectual Disability, Autism and other Neurodevelopmental Syndromes such as Down Syndrome, Fetal Alcohol Spectrum Disorder and Fragile X. Children, youth and adults with DD are vulnerable to high rates of general health and mental health concerns. These concerns impact significantly on the affected individual's quality of life as well as their families, caregivers and the community. This conference will provide educational and informative updates on psychiatric, behavioural and complex health components specific to individuals with DD, and showcase best practices in the field. The conference will focus on life transitions across the lifespan and health and mental health challenges associated with school transition, entering adult life and aging. This conference will engage health care providers and educators from a wide range of professional disciplines in knowledge transfer and interprofessional collaboration in order to maximize health and wellbeing so as to minimize disability and improve quality of life. The format will include plenaries, breakout sessions and poster sessions.</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Promote best practices in physical and mental health for individuals with developmental disabilities during multiple life transitions</li> <li>• Maximize health and wellbeing in order to minimize disability and improve quality of life</li> <li>• Share knowledge and common experiences with others working in the field</li> </ul>
<b>Who should attend</b>	<p>The conference will be of interest to an interdisciplinary audience including:</p> <ul style="list-style-type: none"> <li>• ABA Therapists</li> <li>• Audiologists</li> <li>• Behaviour Therapists</li> <li>• Caregivers</li> <li>• Case Managers/Planners</li> <li>• CLBC Staff</li> <li>• Counselors</li> <li>• Direct Service Professionals</li> <li>• Dentists</li> <li>• Dental Hygienists</li> <li>• Educators</li> <li>• Families</li> <li>• FASD Keyworkers</li> <li>• First Nations Health Directors</li> <li>• Health Authority Staff</li> <li>• Interdisciplinary Teams</li> <li>• Lawyers</li> <li>• Mental Health Therapists</li> <li>• MCFD Staff</li> <li>• Nutritionists</li> <li>• Nurses</li> <li>• Occupational Therapists</li> <li>• Pharmacists</li> <li>• Physical Therapists</li> <li>• Physicians</li> <li>• Policy Makers</li> <li>• Psychologists</li> <li>• Public Guardians &amp; Trustees</li> <li>• Researchers</li> <li>• Self-advocates</li> <li>• Social Workers</li> <li>• Speech &amp; Language Therapists</li> <li>• University &amp; College Programs</li> <li>• And anyone who is interested or works in the field of Mental Health and Developmental Disabilities</li> </ul>
<b>Professional credits</b>	<p>A certificate of attendance will be prepared for all registrants including pre-approved continuing education credits where appropriate. This program has been accredited by the College of Family Physicians of Canada and the BC chapter for Mainpro-MI credits. This program has been approved by Canadian Counselling and Psychotherapy Association (CCPA) (Approval #34902) for up to 18 CEU hours. This event has been approved by the Canadian Paediatric Society for a maximum of 16.5 credit hours as 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. The specific opinions and content of this event are not necessarily those of the CPS, and are the responsibility of the organizer(s) alone. UBC Interprofessional Continuing Education is approved by the National Board of Certified Counselors (Approved Continuing Education Provider #6252).</p>
<b>Exhibitors</b>	<p>Exhibit space is available for organizations and programs related to developmental disabilities. Space is limited. For more information please contact Melissa by phone at +1-604-822-7708 or by email: <a href="mailto:melissa.ipce@ubc.ca">melissa.ipce@ubc.ca</a></p>
<b>Location</b>	<p><b>The Coast Plaza Hotel and Suites</b>, 1763 Comox Street, Vancouver, BC, Canada V6G 1P6. Reserve today to avoid disappointment by calling toll-free: +1-800-716-6199 or local: +1-604-688-7711. Let hotel reservations know that you are booking under the Health &amp; Wellbeing Conference room block to receive the reduced rate of CDN \$149.00 (plus applicable taxes) for a standard guest room. The Coast Plaza is within easy walking distance of world famous Stanley Park, the beaches of English Bay, and a wide variety of restaurants.</p>
<b>Registration</b>	<p>Registration prior to September 26, 2014 is strongly recommended to ensure you receive all conference materials. Please see registration form (on back of brochure) for details.</p> <p><b>Online:</b> *The most secure method*. Secure, fast, online registration is available for Visa and MasterCard holders at the conference organizer's website: <a href="http://interprofessional.ubc.ca">interprofessional.ubc.ca</a></p> <p><b>Phone:</b> Register and pay over the phone: Local/International: +1-604-827-3112 or toll-free within Canada/USA: 1-855-827-3112. (VISA or MasterCard)</p> <p><b>Fax:</b> Fax the registration form to +1-604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will send you a secure on-line link to enter your credit card information. *Please do not fax credit card information*</p> <p><b>Mail/Payment by Cheque:</b> Send the registration form with cheque to: IN 9562 REGISTRATION, Interprofessional Continuing Education, The University of British Columbia, Rm.105 – 2194, Health Sciences Mall, Vancouver, BC, Canada V6T 1Z3</p> <p><b>Alternative Payment Methods:</b> Mail or fax complete registration form along with one of the following:</p> <ol style="list-style-type: none"> <li>1. Signed purchase order (PO)</li> <li>2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager.</li> <li>3. Signed cheque requisition form (ChReq)</li> </ol>



# General Information

## Refunds

Refunds will be made (less a \$50 processing fee) if written notice of withdrawal is received by September 26, 2014. No refunds will be granted for withdrawal after that date. There is a \$25 replacement charge in case of a registration transfer. Please contact us prior to September 26, 2014 if you cannot attend and would like another person to come in your place. Interprofessional Continuing Education reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund will be issued.

## Tuition Bursaries

A limited number of bursaries to partially cover tuition fees are available for family members of relatives with DD and service providers. This funding is intended for individuals that otherwise would not be in a position to attend. Please fax a complete registration form, along with a letter of application explaining financial need and how attending this conference will benefit you, to 1-604-822-4835, alternatively email [jeevika.ipce@ubc.ca](mailto:jeevika.ipce@ubc.ca). Notification letters will be sent out within a month after receiving your application. Priority will be given to family members of relatives with DD who demonstrate financial need and front-line workers.

## Find your area of interest

Wondering what session you would like to attend? Follow the abbreviated categories displayed under each presentation title to find the main conference themes that will be highlighted during that session. Please read the session descriptions for more information and learning objectives of each session.

**H-Brain:** Health: Brain  
**H-Body:** Health: Body  
**HMH:** Health: Mental Health  
**APA:** Administrative, Policy, Advocacy incl. Respite, Cultural & Wellbeing

## Conference Committee

**Conference Co-chair: Robin Friedlander,** MB, FRCPC, Psychiatrist; Clinical Director, DDMHS- Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program, Department of Psychiatry, University of British Columbia

**Conference Co-chair: Elena Lopez, MD,** MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Center for Children

**Serena Andersen, BA, MA, CCC,** Mental Health Clinician/Behavioural Consultant, Developmental Disabilities Mental Health Services

**Lynn Bruce, RSW, MSW,** Senior Policy Analyst, Community Living British Columbia

**Caron Byrne, BA, MSc, MD, FRCPC,** Consultant Psychiatrist and Clinical Director, Developmental Disability Mental Health Team - VIHA; Clinical Assistant

Professor, Department of Psychiatry, Faculty of Medicine, University of British Columbia

**Nicole Cross,** Regional Health Liaison - North Central/Northeast, First Nations Health Council

**Gidon Frame, BSc, MBBCh, CCFP,** CAFCI, ABAAM, Director, Old Orchard Medical Clinic, Burnaby, Medical Director, Anti-Aging Medical & Laser Clinic, Kerrisdale, Clinical Assistant Professor, Department of Family Practice, University of British Columbia

**Alanna Hendren,** Executive Director, Developmental Disabilities Association

**Jane Holland,** Advocate for Service Quality, Ministry of Social Development and Social Innovation

**Nancy Jokinen, MSW, PhD,** Associate Professor, School of Social Work, University of Northern British Columbia

**Barbara Laird, BEd,** Parent of an Adult Daughter with Down Syndrome, and Educational Consultant

**Tracey J. Michell,** Aboriginal Advisor, Community Living BC

**Jo Nam, BComm,** Acting Associate Director, Interprofessional Continuing Education, University of British Columbia,

**Bruce Pipher, MD, FRCPC,** Clinical Director, Interior Health Child Assessment Network (IHCAN); Developmental Disabilities Mental Health Support Team (DDMHS), Interior Health Authority

**Catherine Reis, RN, BSN, MS,** Provincial Clinical Consultant for Adults with Developmental Disabilities

## Acknowledgements

We would like to acknowledge with great appreciation the financial support in the form of unrestricted educational grants from the following organizations:



**Developmental Disabilities Association**  
 Overcoming Obstacles, Encouraging Abilities.



**fraserhealth**  
 Better health.  
 Best in health care.

**John Allan Bridges Memorial Foundation**



## Wednesday, October 22, 2014

8:00am - 9:00am

Registration Open

9:00am - 12:30pm

Session AM1 & AM2

Includes 25% of interaction and/or Q&A and 30-min break

### AM1 Psychological Treatment for Anxiety in Children with ASD

HMH

**Glen Davies, R.Psychologist, Director, ABLE Developmental Clinic Inc. Surrey, BC**

**Rick Miners, R.Psychologist, MA, Ph.D, Associate, ABLE Developmental Clinic Inc. Surrey, BC**

Anxiety is a common experience among children with ASD and anxiety disorders are often comorbid with ASD. Anxiety treatments including systematic desensitization, cognitive behavioural treatment and behavioural treatments can be used successfully with children with ASD but often require some modification from standards treatments. This workshop explores current understanding of the nature of anxiety and anxiety treatment, reviews how anxiety is manifest in children with ASD and discusses modifications necessary for individual and group treatment of anxiety in children with ASD.

#### Learning Objectives

- Introduce participants to anxiety as found in ASD
- Review individual and group treatments for anxiety in ASD
- Review challenges and strategies unique to ASD

### AM2 Autism and Neuropsychiatric Comorbidity; Assessment, Differential Diagnosis and Treatment

HMH

**Vikram Dua, MD FRCPC, Associate Clinical Professor, University of British Columbia, Vancouver, BC**

The workshop provides a comprehensive overview of the clinical issues related to identification and accurate diagnosis of mental health conditions in children and youth where there is a question of Autism Spectrum Disorder (ASD). Particular attention will be given to overlapping symptoms present in commonly comorbid neuropsychiatric disorders. The workshop will conclude with an outline of the treatment options and describe a practical approach to psychopharmacology in developmental disorders. Topics will include safest drug use, polypharmacy, and chronic treatment. A practical approach to treatment will be described based on both research- and practice-informed evidence.

#### Learning Objectives

- Learn about the frequency and relevance of psychiatric comorbidity in ASD
- Learn about approaches to assessment and differential diagnosis in ASD
- Learn about psychopharmacologic treatment strategies in ASD

12:30pm - 1:30pm

Lunch (on your own), Exhibits & Poster Viewing

1:30pm - 5:00pm

Session PM1 & PM2

Includes 25% of interaction and/or Q&A and 30-min break

### PM1 Psychopharmacology Update 2014

HMH

**Dean Elbe, BSc(Pharm), PharmD, BCPP, Clinical Pharmacy Specialist, Child and Adolescent Mental Health, Children's & Women's Mental Health Programs/BC Children's Hospital, Vancouver, BC**

A workshop on psychopharmacology covering: Antipsychotics in children – over-used or under-understood?; Guanfacine XR (Intuniv XR) – a new alpha-2 agonist for ADHD; Transitions differences in medication response between children and adults; ADHD treatment in children, youth & adults with developmental disabilities.

#### Learning Objectives

- Describe the controversy surrounding antipsychotic drug use in children & adolescents, and situations where antipsychotic use in this age group is supported by evidence (or lacks evidentiary support)
- Understand and describe the place in therapy of ADHD of guanfacine extended-release
- Describe some of the differences in medication response between children & adults
- Summarize the treatment approach for managing ADHD in patients with developmental disabilities across the lifespan

### PM2 Self-injurious Behaviour (SIB): Clinical Perspectives

HMH

1:30pm - 2:30pm

#### SIB: Behavioural Perspectives

**Katie Allen, M.S. BCBA, Lead Analyst, ABLE Developmental Clinic, Surrey, BC**

Self-injurious behaviour (SIB) is possibly the most acute of all the behaviour problems that are commonly present in individuals with autism spectrum disorder (ASD). A description of functional analysis methodology and case studies will be reviewed highlighting the now considered best practice behavioural analysis and treatment of self-injurious behaviour.

#### Learning Objectives

- Participants will be able to identify key stages in behavioural research of self-injurious behaviour
- Participants will be able to identify the four major hypothesized functions of self-injurious behaviour
- Participants will be able to identify several behavioural assessments to determine the function of self-injurious behaviour and the advantages/disadvantages of all

2:45pm - 3:45pm

#### SIB: Behavioural Psychiatric Comorbidity

**Robin Friedlander, MB, FRCPC, Psychiatrist; Clinical Director, DDMHS- Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program, Department of Psychiatry, University of British Columbia, Vancouver, BC**

SIB is a severe complex condition which can be associated with significant tissue damage as well as impaired quality of life. Treatment is challenging and the condition can become chronic and of life long duration. Psychiatric disorders may be comorbid and accurate diagnosis and treatment of these conditions may lead to gratifying improvement. This talk will review management of such disorders with clinical vignettes.

## Learning Objectives

- Recognize psychiatric conditions associated with SIB
- Review how treatment of these psychiatric conditions can improve SIB

4:00pm - 5:00pm

## SIB: Clinical Perspectives – Pharmacological Approaches

**Caron Byrne, BA, MSc, MD, FRCPC, Consultant Psychiatrist and Clinical Director, Developmental Disability Mental Health Team Island Health; Clinical Assistant Professor, Department of Psychiatry, Faculty of Medicine, University of British Columbia, Vancouver, BC**

**Eric Bontogon, RPN, BA, Psychiatric Nurse, Developmental Disability Mental Health Team, Island Health, Central Vancouver Island, BC**

Severe head banging (HB) is an extremely serious concern for some individuals with intellectual disability (ID) (and autism) and is not usually seen in non ID individuals. HB can cause fractures, bruising and other soft tissue injury, traumatic head injury, detached retinas and blindness, and hearing damage. The distress felt by the individual, family and carers is high. In addition the damage to walls and other hard surfaces can become a safety issue and cost of repair can be high. A clinical series of 7 individuals will be discussed, all of whom have had a positive response to naltrexone. Approach to data gathering with involvement of the person's support team, discussion of the importance of trying to determine and treat underlying causes of HB (pain, mental health needs etc.) will be discussed and the decision tree detailed that may lead to a trial of naltrexone.

## Learning Objectives

- Learn about some of the theories that try and explain head banging
- Learn about the value of good observation, tracking and data collection in the holistic approach to decreasing the severity and frequency of HB
- Learn about potential response to use of naltrexone (opiate antagonist) in the treatment of HB and why it may not be helpful in other forms of SIB
- Learn how to apply for funding of naltrexone from Provincial formularies

5:00pm

Adjourn

## 7:30PM FREE PUBLIC EVENING SESSION

Performance by Ben Simcoe, Impressions etc.

## ASD: Facts and Myths

**Leslie Rubin, MD, President, Innovative Solutions for Disadvantage and Disability; Research Associate Professor, Department of Pediatrics, Morehouse School of Medicine; Co-director, Southeast Pediatric Environmental Health Specialty Unit, Emory University; Medical Director, Developmental Pediatrics Specialists, Atlanta, GA**

For more information please go to the following link:

[interprofessional.ubc.ca/HealthAndWellbeing2014/PublicSession.pdf](http://interprofessional.ubc.ca/HealthAndWellbeing2014/PublicSession.pdf)

# Thursday, October 23, 2014

7:45am - 8:30am

Registration Open

8:30am - 9:00am

Welcome

## Traditional Welcome

**Chief Ian Campbell, Xálek'/Sekyú Siyám, Squamish Nation, North Vancouver, BC**

## Welcome Remarks

**Robin Friedlander, MB, FRCPC, Psychiatrist; Clinical Director, DDMHS- Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program, Department of Psychiatry, University of British Columbia, Vancouver, BC**

## Opening Remarks

**Fred Ford, Director, Advocacy for Youth and Young Adults, The Representative for Children and Youth Office, Victoria, BC**

9:00am - 10:00am

Plenary (Includes Q&A)

## Small Transitions & Big Transitions: Where We Have Come From and Where We Are Going

**Leslie Rubin, MD, President, Innovative Solutions for Disadvantage and Disability; Research Associate Professor, Department of Pediatrics, Morehouse School of Medicine; Co-director, Southeast Pediatric Environmental Health Specialty Unit, Emory University; Medical Director, Developmental Pediatrics Specialists, Atlanta, GA**

## Learning Objectives

- Appreciate the evolution of services for children with Intellectual and developmental disabilities (IDD)
- Gain perspective on the evolution of services in our society for people with IDD
- Explore the future of services for children and adults with IDD in our society and in the world

10:00am - 10:30am

Break - Exhibits Open & Poster Viewing

10:30am - 12:00pm

Concurrent Session A

Includes 25% of interaction and/or Q&A

## A1

## Initiatives Undertaken by the National Task Group on Intellectual Disabilities and Dementia Practices (NTG)

### H-Brain

**Nancy Jokinen, MSW, PhD, Associate Professor, School of Social Work, University of Northern British Columbia, Prince George, BC**

This session introduces three initiatives of the National Task Group on Intellectual Disabilities and Dementia Practices (NTG): (1) practice guidelines to plan for community care of persons with intellectual disabilities affected by dementia, (2) an early detection screening tool, and (3) a curriculum for staff education and training.

## Learning Objectives

- Learn key aspects of the NTG Guidelines for Structuring Community Supports
- Be introduced to the NTG Early Detection Screen for Dementia (NTG-EDSD)
- Be introduced to the NTG National Curriculum for Staff Training



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## A2 Nutrition for Individuals with Developmental Disabilities: Weighing the Challenges

H-Body

**Jill A. Romanchuk**, BSc Dietetics, Registered Dietitian  
Consultant to: Provincial Assessment Centre, Community Living BC, Burnaby, BC; Fraser Health Authority-Health Services for Community Living, Acquired Brain Injury, CLBC-Nutrition Program, Northern Health HSC, Ministry of Children and Family Services BC; Clinical Instructor for Dietetics, University of British Columbia, Vancouver, BC

Children and adults with developmental disabilities meet many challenges in regards to nutrition. This session will address the need to promote a "lifestyle for life", education/knowledge program involving professionals, families and caregivers to gain an understanding of the pitfalls of poor nutrition, using food as an enforcer.

### Learning Objectives

- Understanding the complexity and importance of nutrition and developmental disabilities
- Understanding what is involved in the assessment of nutritional status
- Understanding the implications and how the solutions can be managed

## A3 Issues in Adults with Autism. Service Delivery & Diagnosis

HMH

**Anthony Bailey**, MBBS, DCH, MRCPsych, FRCPsych, FRCPC  
Professor and Chair of Child and Adolescent Psychiatry, Department of Psychiatry, Faculty of Medicine, University of British Columbia, Vancouver, BC

This session will focus on the challenges facing adults with ASD. There will be a particular focus on the diagnosis of high functioning adults (of both sexes), the need for optimal management of co-morbid disorders, the importance of employment for good mental health and quality of life and the benefits of identifying and working with individual's strengths.

### Learning Objectives

- Able individuals with ASD can reach adult life without a correct diagnosis and may present to health professionals with co-morbid disorders
- Optimal management of co-morbid disorders, particularly anxiety, is essential for maximising development and quality of life
- Identifying and building upon individual's strengths is key for successful employment opportunities

## A4 Decision Making and People with Developmental Disabilities

APA

**Joanne Taylor**, Executive Director and Registrar, Nidus Personal Planning Resource Centre and Registry, Vancouver, BC  
**Catherine Reis**, RN, BSN, MS, Provincial Clinical Consultant for Adults with Developmental Disabilities, Surrey, BC  
**Leanne Dospital**, MA, BA, Regional Manager, Public Guardian and Trustee, Vancouver, BC  
**Sarah Gebauer**, Leader of Clinical Ethics, Fraser Health, Surrey, BC

Individual autonomy and the freedom to make their own choices are important for people with developmental disabilities (DD), as it is for everyone. Ethical dilemmas arise when families and professionals struggle with balancing an individual's right to self-determination and concerns for their safety and protection. This panel presentation will explore how people with DD can be supported to make lifestyle, health and personal care decisions which often need to be made during life transitions. Key questions will be presented that can guide caregivers when faced with ethical dilemmas.

### Learning Objectives

- Learn about decision making tools and measures such as Representation Agreements and health care consent requirements
- Become familiar with actions that are considered when there are concerns about an individual's capacity to make decisions
- Understand how an ethical decision-making approach can be utilized when balancing an individual's right to self-determination and concerns for their safety.

12:00pm - 1:15pm

Lunch (on your own), Exhibits & Poster Viewing

1:15pm - 2:45pm

Concurrent Session B

Includes 25% of interaction and/or Q&A

## B1 Screening and Diagnostics of Dementia in Adults with Intellectual Disability

H-Brain

**Ashok Krishnamoorthy**, MD, DNB, MRCPsych, FRCP(C), Geriatric Psychiatrist, Geriatric Psychiatry Outreach Team and Community Geriatric Psychiatry Team, Vancouver Coastal Health Authority, Vancouver, BC

The aim is to cover the aspects of screening for Dementia in adults with ID in this session. This will include physical screening, investigations, need for screening in this population and demographic variables related to dementia onset. We also aim to provide a framework based on NTG Screening tool and further discuss importance of collaborative work between primary and secondary care in this area.

### Learning Objectives

- Learn about factors influencing the cognitive functions in adults with ID
- Explore the current screening methods in different settings
- Discuss the evidence based method of pathway to diagnosis and further management

## B2 Neurological and Medical Conditions Associated with Autism

H-Body

**Leslie Rubin**, MD, President, Innovative Solutions for Disadvantage and Disability; Research Associate Professor, Department of Pediatrics, Morehouse School of Medicine; Co-director, Southeast Pediatric Environmental Health Specialty Unit, Emory University; Medical Director, Developmental Pediatrics Specialists, Atlanta, GA

Autism is a neurobiological condition with multiple possible genetic and environmental etiologies with a broad set of expressions. This presentation will review the neurological and medical condition associated with Autism Spectrum Disorders and provide guidance to families and professionals on screening, recognizing and managing these conditions.

# Main Conference

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## Learning Objectives

- Identify some of the common neurological and medical conditions associated with Autism Spectrum Disorders
- Recognize some of the symptoms associated with these conditions
- Develop an approach to understanding and management of these conditions

## B3 The Central East Network of Specialized Care: Needs Identification and Development of Specialized Services for Persons with a Dual Diagnosis within the Province of Ontario

HMH

**Tony Vipond**, *Chief Executive Office, Community Living Huronia / Lead Agency for the Central East Network of Specialized Care, Midland, ON*

**Marnie McDermott**, *MSW, Regional Coordinator, Central East Network of Specialized Care, Midland, ON*

The development and implementation of specialized services for persons with a dual diagnosis in the province of Ontario, the Central East Network of Specialized Care is built on collaboration between agencies, service providers and ministries by providing a range of services from early needs identification to accessing supports including: crisis response; mobile specialized services, access to residential treatment; and staff education and training.

## Learning Objectives

- Highlight the collaborative responses to accessing specialized supports and services for persons with a dual diagnosis in the province of Ontario
- Gain knowledge in how creative strategies can be used to expedite the integration of services across all sectors
- Demonstrate how collaboration with community partners can enhance the lives for persons with a dual diagnosis while utilizing services more effectively

## B4 ALSO HERE, ALSO QUEER: Building Inclusive Communities for Lesbian, Gay, Bisexual, Transgendered, Queer, and Questioning People Labelled with Intellectual Disability

APA

**Stephanie Bryson**, *Ph.D, MSW Assistant Professor, School of Social Work, University of British Columbia, Vancouver, BC*

**Tess Vo**, *Supervisor, Community Connections, Griffin Center, Toronto, ON*

**Alex Magnussen**, *Trans and Disability Consultant*

LGBTQQ people labelled with intellectual disabilities can experience multiple, intersecting forms of oppression, including homophobia, transphobia, and ableism, among others. However, a number of innovative, community-based initiatives have recently emerged which focus on creative community building, skills exchange, disability rights, and self-determination. This interactive workshop explores promising strategies to build truly inclusive communities that welcome all members and celebrate all aspects of identity. It invites participants to answer the question: How can the community support and celebrate its LGBTQQ members labelled with intellectual disability?

## Learning Objectives

- Recognize structural barriers faced by LGBTQQ youth and young adults who are labelled with intellectual disabilities
- Gain knowledge of community-based initiatives which focus on creative community-building, skills exchange, disability rights activism, and self-determination

- Complete a brief assessment of their practice/agency in which they determine next steps to support and celebrate LGBTQQ members labelled with intellectual disability

2:45pm - 3:15pm

Break - Exhibits Open & Poster Viewing

3:15pm - 4:45pm

Concurrent Session C

Includes 25% of interaction and/or Q&A

## C1 DSM-V Changes to Intellectual Disabilities, Tough Cases

H-Brain / HMH

**Charmaine Miranda**, *Ph.D, R.Psych, Director, Compass Clinic, Vancouver; Clinical Associate, Department of Psychology, Simon Fraser University, Burnaby, BC; Clinical Instructor, Department of Psychiatry, University of British Columbia, Vancouver, BC*

**Adrienne Rombough**, *Ph.D, Clinical Psychology, Psychological Consultant, Compass Clinic, Vancouver, BC*

The talk will outline changes from DSM-IV to DSM-V in the area of intellectual disability and focus on considerations in diagnosing ID in unusual cases where there is variability in scores and in functioning.

## Learning Objectives

- Understand that IQ is not a unitary construct
- Understand the differences between DSM-IV and DSM-V with respect to intellectual disability.
- Through case presentation, understand the complexities involved in making a diagnosis of ID

## C2 Dementing Illness in Patients with Developmental Disability

H-Body

**Amanda Hill**, *Head of Division of Geriatric Medicine, Providence Health; Clinical Associate Professor, Department of Medicine, University of British Columbia, Vancouver, BC*

This session will explore the unique challenges of diagnosing and managing dementia in this population.

## Learning Objectives

The audience will gain an understanding of the following issues:

- Diagnosis – the usefulness of traditional instruments
- The vulnerable brain – conditions that predispose to early onset dementia and some mechanisms
- Management – pharmacologic and non pharmacologic
- Frailty – the impact of frailty on management

## C3 DDMHBC Advance Practice in the Field of Intellectual Disabilities and Mental Health Program

HMH

**Paula Bentley**, *DDMHS Advance Practice Coordinator, Fraser Valley Mental Health Support Team, Port Coquitlam, BC*

**Anne Halas**, *DDMHS Education Coordinator, Fraser Valley Mental Health Support Team, Port Coquitlam, BC*

This session will focus on key information about the new DDMHBC Advance Practice Program, how to access the training, and how to utilize it. It will discuss how Advance Practice can benefit professionals, families and caregivers. Various levels of learning opportunities, including introductory, intermediate, and advance levels of learning, will be discussed.

## Learning Objectives

- Increase awareness of DDMHBC Advance Practice Training opportunities for professionals, families and caregivers
- Demonstrate the specific learning information available in the Advance Practice Training Program
- Demonstrate the benefits of Advance Practice in the fields of Intellectual Disabilities and Mental Health in ensuring strong mental health supports during all phases of life

## C4 Services to Adults with Developmental Disabilities (STADD): Background & Experience to Date

## APA

**Paula Grant**, Executive Director, Services to Adults with Developmental Disabilities Project (STADD), Ministry of Social Development and Social Innovation, Victoria, BC  
**Sonia Hall**, MSW, RSW, Director, Integrated Services & Supports, Services to Adults with Developmental Disabilities Project (STADD), Ministry of Social Development and Social Innovation, Surrey, BC  
**Frank de Waard**, Manager, Home Health-Specialized Populations, Fraser Health Authority, Surrey, BC  
**Sandra Parker**, Family Member, Surrey, BC  
**Brendan Parker**, Family Member, Surrey, BC

The STADD project was initiated in March 2012 to develop an integrated service delivery model for 2 distinct cohorts: youth with developmental disabilities transitioning into adulthood and older adults age 55+ who are experiencing changes in their daily activities due to health, retirement and other personal and lifestyle changes. The model is now being 'prototyped' in 5 sites, four supporting youth and one for older adults. The project will continue until May 2015. This panel presentation will provide an overview of how STADD is addressing the recommendations in the Deputy Ministers Review -Improving Services to People with Developmental Disabilities through program and policy development, 'on-the-ground' experience of individuals, families and staff; and inter-ministerial partnership at all levels. Findings to date will be presented and potential implications for expansion will be explored.

## Learning Objectives

- Learn about the STADD project through an overview: from the 2011 Deputy Ministers Review – Improving Services to Persons with Developmental Disabilities to implementation of the new Integrated Service Delivery Model in 5 sites
- Explore the thinking behind and the benefits of 3 specific features of the new model: introduction of a 'navigator' who is the primary contact for individuals and families in transition and assists in coordinating supports; the Common Assessment Platform - an electronic system ("Collaborate") for sharing information among individuals and their families, government agencies and professional health practitioners who support them; and the commitment of all government partners to work together to support early and joint planning
- Obtain perspective on the objectives and realities of the integrated service delivery model being tested in the Early Implementation Sites

4:45pm

Poster Session I (Poster presenters will be available for Q&A)  
 Networking Reception  
 Adjourn

6:00pm

## Friday, October 24, 2014

8:00am - 8:30am

Registration Open

8:30am - 8:40am

Welcome

**Barbara Laird**, BEd, Parent of an adult daughter with Down Syndrome and Educational Consultant, *Beyond the Box Basics*, Vancouver, BC

8:40am - 9:40am

Plenary (Includes Q&amp;A)

### Meeting the Mental Health Needs of Children & Young People with Developmental Disabilities: Childhood Through Adolescence to Early Adulthood

**Jeremy Turk**, MD, BSc(HONS), FRCPsych, FRCPCH, DCH, Consultant Child & Adolescent Psychiatrist, Child & Adolescent Mental Health Neurodevelopmental Services, South London and Maudsley NHS Foundation Trust; Visiting Professor of Developmental Psychiatry, Institute of Psychiatry, King's College, University of London, United Kingdom

## Learning Objectives

- Gain awareness of the range of mental health challenges commonly experienced by children and young people with developmental disabilities and their presenting features
- Gain appreciation of the spectrum of evidence-based biological, psychological and social interventions and supports available for these
- Understand the common comorbidities and their implications

9:40am - 10:10am

Break - Exhibits &amp; Poster Viewing

10:10am - 11:40am

Concurrent Session D

Includes 25% of interaction and/or Q&amp;A

## D1 From Down Syndrome to Alzheimer's Disease: The Mechanism Underlying the Dementia Pathogenesis and its Therapeutic Potentials

## H-Brain

**Weihong Song**, MD, Ph.D, FCAHS, Director, Townsend Family Laboratories, Canada Research Chair in Alzheimer's Disease, Jack Brown and Family Professor, Department of Psychiatry, The University of British Columbia, Vancouver, BC

After middle age, people with Down Syndrome (DS) inevitably develop the neuropathological characteristics of Alzheimer's Disease (AD), including neuritic plaques, neurofibrillary tangles and neuronal loss. This session will review how genes play an important role in AD pathogenesis in DS. Result from a recent study will be presented that demonstrate that one of the genes (RCAN1) functions as mediator neuronal apoptosis and overexpression of RCAN1 due to an extra copy of RCAN1 gene on chromosome 21 contributes to neurodegeneration in DS.

## Learning Objectives

- Explore neuropathological features of Down Syndrome and Alzheimer's Disease
- Define molecular links underlying the dementia between Down Syndrome and Alzheimer's disease
- Describe biomarker identification and drug development for Down Syndrome and AD



# Main Conference

Friday, October 24, 2014

## D2 Comprehensive Health Assessments for Adults with Intellectual Disability (ID) in Manitoba

### H-Body

**Shahin Shooshtari, Ph.D.**, Associate Professor, Departments of Family Social Sciences and Community Health Sciences, University of Manitoba; Researcher, St. Amant Research Centre, Winnipeg, MB

**Beverley Temple, RN, Ph.D.**, Associate Professor, College of Nursing, Faculty of Health Sciences, University of Manitoba; Researcher, St. Amant Research Centre, Winnipeg, MB

Researchers, practitioners, and decision makers are working together to determine the feasibility of implementing the Comprehensive Health Assessment Program (CHAP) for adults with ID in Manitoba. The CHAP was designed to help minimise the barriers to access primary health care for persons with ID. The study results will be discussed.

### Learning Objectives

- Enhance the participants' knowledge of the research findings regarding effectiveness of the comprehensive health assessment program (the CHAP) for adults with ID
- Enhance the participants' knowledge of the CHAP feasibility study in Manitoba
- Seek input from the participants (as care providers, family members, clinicians, or researchers) and assess their perspective regarding utility of the CHAP as a comprehensive health assessment tool for persons with ID

## D3 Pharmacological Treatments for Psychiatric Disorders and Challenging Behaviour in Children and Young people with Developmental Disabilities

### HHM

**Jeremy Turk, MD, BSc(HONS), FRCPsych, FRCPCH, DCH**, Consultant Child & Adolescent Psychiatrist, Child & Adolescent Mental Health Neurodevelopmental Services, South London and Maudsley NHS Foundation Trust; Visiting Professor of Developmental Psychiatry, Institute of Psychiatry, King's College, University of London, United Kingdom

Psychotropic medication is prescribed increasingly for young people with developmental disabilities. Medications complement psychological, educational and social interventions but should never be a substitute for them. Adverse effects are more common in individuals with developmental disabilities, emphasising the need for expertise. Even non-medical practitioners need basic knowledge of this important and expanding field.

### Learning Objectives

- Understand the rationale underlying prescribing for children and young people with developmental disabilities who have mental health challenges
- Learn about the range and natures of medications available along with their possible benefits and adverse effects
- Appreciate the place of medication in complementing a comprehensive social, educational, psychological and medical support package

## D4 A Selection of Results from the Great Outcomes for Kids Impacted with Severe DD Emerging Team

### APA

**Adrienne Perry, Ph.D., C. Psych, BCBA-D**, Principal Investigator, GO4KIDDS (Great Outcomes for Kids Impacted by Severe Developmental Disabilities), Department of Psychology, York University, Toronto, ON

**Patricia Minnes, Ph.D., C. Psych**, Department of Psychology, Queen's University, Kingston, ON

GO4KIDDS (Great Outcomes for Kids Impacted by Severe Developmental Disabilities) is a CIHR-funded inter-disciplinary Emerging Team dedicated to studying the health, well-being, and social inclusion of children with severe and complex needs. This session will provide selected results from a series of studies using a range of methodologies (surveys, interviews, and observational).

### Learning Objectives

- Understand the range of GO4KIDDS studies
- Understand the results of the GO4KIDDS survey regarding children and parents and their implications for your area of practice
- Understand the level of social inclusion experienced by children with severe DD

11:40am - 1:00pm

Lunch Provided, Exhibits

12:00pm - 1:00pm

Poster Session II (Poster presenters will be available for Q&A)

1:00pm - 2:30pm

Concurrent Session E

Includes 25% of interaction and/or Q&A

## E1 The Big Move for Youth with Complex Health Needs: Transitioning to Adult Life

### H-Body

**Panel Facilitator: Jennifer Baumbusch, Ph.D., RN**, Assistant Professor, Michael Smith Foundation for Health Research Scholar, School of Nursing, University of British Columbia, Vancouver, BC

### Presenters:

**Colleen Denman**, Family Member

**Laura Hunter, RN, BScN**, Nursing Support Services

**Kim Brighton, RN, BScN**, Health Services for Community Living, Clinical Coordinator, North Vancouver, BC

**Augustus Kops**, Nurse Consultant and Director of Services for a Complex Needs Service Provider

**Mary Paone, RN, MSN**, Nursing Lead for Transition, BC Children's Hospital, Vancouver, BC

**Wendy Eves, RN, BSN**, Nursing Support Coordinator

Youth with developmental disabilities (DD) and complex health needs and their families often experience difficulty when transitioning from the pediatric system of care to the adult healthcare and disability service systems. This panel session will explore transition challenges and strategies to support a smooth transition to adult life that address the health and wellbeing of the youth and their family.

### Learning Objectives

- Identify health and wellbeing needs of transitioning youth with DD and complex health needs
- Review challenges faced by families and youth during transition and examples of strategies to enhance transition, including online toolkits developed in response to youth & family engagement
- Explore how health care practices can best match an individual's unique and complex health needs

Friday, October 24, 2014

## E2 Intellectual Disabilities: Children's Developmental Trajectory from the Early Years to Adolescence

### H-Brain

**Erika Penner, Ph.D, R. Psych, Provincial Autism Resource Centre and Complex Developmental Behavioural Conditions Program, Clinical Associate & Instructor, Simon Fraser University, Clinical Investigator, Child and Family Research Institute, Vancouver, BC**  
**Elena Lopez, MD, MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Center for Children, Vancouver, BC**

The needs and capabilities of children with intellectual disabilities change with development. This presentation will provide an overview of what to expect and how to support these individuals from childhood through adolescence and early adulthood, taking into account brain development, physical maturation, and increasing environmental and social demands.

#### Learning Objectives

- Provide an overview of how intellectual disabilities are diagnosed in preschool-aged children
- Define expected outcomes for children at each of the levels of intellectual disability (mild, moderate, severe, profound)
- Help audience members to understand the course and changing nature of intellectual disabilities as children age and move toward adulthood

## E3 Community Building with Aging Adults in Mind

### APA

**Janice Barr, Executive Director, Richmond Society for Community Living, Richmond, BC**  
**Nancy Jokinen, MSW, PhD, Associate Professor, School of Social Work, University of Northern British Columbia, Prince George, BC**  
**Mitchell Temkin, BA, MBA, Chief Executive Officer, The Garth Homer Society, Victoria, BC**  
**Jule Hopkins, Manager, Policy and Program Initiatives, Community Living BC, Vancouver, BC**

Responding to quickly changing needs and interests of aging individuals with developmental disabilities, their families and caregivers, requires flexible and innovative approaches. This session will share examples of good practices, provide current research and resources, review a collaborative approach between the Ministry of Health and Community Living BC, as well as review a consultation process carried out to identify the needs and interests of aging adults and their families/caregivers.

#### Learning Objectives

- Become aware of examples of good practices, led by Service Providers in the community living sector, to address the changing needs of individuals they support to age with dignity and respect
- Review current research and information on the effects of aging on individuals with developmental disabilities
- Learn about a consultation and collaborative approach to meeting the needs and interests of aging adults and their caregivers

## E4 Trauma-Informed Practice

### HMH

**Theresa Grech, MC, CCC, CPRP, Counsellor/Educator, Developmental Disabilities Mental Health Services – Youth, Fraser Health Authority, BC**

Traumatic events happen to all people at all ages and all stages of development. They can cause terror, intense fear, helplessness, and physical stress reactions with an impact that can have a profound effect on how a person experiences the world. People who have experienced trauma are potentially at risk of being re-traumatized in a social service and/or health care setting. When a service provider, system, and organization, recognizes the signs and symptoms of trauma, and realizes the widespread impact, re-traumatization can be avoided and healing and growth can occur. The core principles of Trauma-Informed Practice includes: trauma awareness, empowerment, physical and emotional safety, trustworthiness, choice and collaboration, and building of strengths and skills. By exploring the core principles, the participant will gain a better understanding of how to facilitate change and healing with an individual who has experienced trauma.

#### Learning Objectives

- Gain a better understanding of trauma and its effects on individuals with Intellectual Disabilities
- Describe the core principles of Trauma-Informed Practice
- Recognize how a more Trauma-Informed approach will facilitate change and healing in a person who has experienced trauma

2:30pm - 2:50pm Break - Exhibits & Poster Viewing

2:50pm - 3:00pm Poster Awards

3:00pm - 4:00pm Plenary (Includes Q&A)

## Aging in Persons with Developmental Disabilities: Cognitive and Mental Health Challenges

**Lillian Thorpe, M.D. Ph.D. FRCP, Geriatric Psychiatrist, Saskatoon Health Region; Professor, Departments of Community Health & Epidemiology and Psychiatry, University of Saskatchewan, Saskatoon, SK**

#### Learning Objectives

- Increase awareness of the changing demographics of adults with developmental disabilities
- Increase understanding of age related physical, mental and cognitive changes in adults with developmental disabilities
- Identify potential solutions to challenges in health care for adults with developmental disabilities

4:00pm - 4:15pm Closing Remarks and Evaluation

**Elena Lopez, MD, MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Center for Children, Vancouver, BC**

## Presentations of the Health & Wellbeing in Developmental Disabilities Outstanding Contribution Award

4:15pm - 4:30pm Entertainment  
**Performance by the Cascadia Society Bell Choir**

4:30pm Adjourn

**Self-reporting of Health Care Experiences and Advice to Future and Current Health Care Practitioners – Influencing a Curriculum of Caring for People with Developmental Disabilities;**

**A Curriculum for Caring For people with Developmental Disabilities: An Associated Medical Services Phoenix Project**

**Tom Archer, BA, Health Care Facilitator. Haldimand - Norfolk, Hamilton, Brant, & Niagara, Southern Network of Specialized Care, Hamilton, ON**

**"I See Him Sitting in a Jail Cell": Concerns for the Future in Families Raising Children with Fetal Alcohol Spectrum Disorder in Ontario, Canada**

**Kelly D. Coons, M.A., Ph.D. Candidate, School of Rural and Northern Health, Laurentian University, Sudbury, ON**

**Addressing Mental Health Issues of Adults with Classic Autism and Co-occurring Mental Health Disorders**

**Susan Detrick, Ph.D. Psychologist / Director of Mental Health Services, Hope Services, San Jose, CA. Anna Fernandez, MA, LMFT, Manager, Hope Services, San Jose, CA**

**The Positive Effects of Deep Pressure in Individuals with Developmental Disabilities**

**Monica McMahan, Marketing & Communications Manager, Snug Vest, Vancouver, BC**

**Considerations Regarding Activity-based Interventions: Toward a conceptual Framework;**

**Multi-level Movement Therapy for Children and Youth with Neurodevelopmental Disabilities (CYNDs): Preliminary Results from a Gym-based intervention**

**Mojgan Gitimoghaddam, PhD Student, Department of Pediatrics, University of British Columbia, Vancouver, BC**

**Exploring the Experiences of Korean Special Education Teachers Who Participated in the International Voluntary Services**

**Donghoe Heo, Special Education Department, Kongju National University, Kongju, ChungNam Province, South Korea. Jinju Jung, Special Education Teacher, Seoul Moonhyun High School, Seoul, South Korea. Kyoungwon Lim, Special Education Department, Kongju National University, Kongju, ChungNam Province, South Korea**

**Canadian Parents' Experience of the Diagnostic Process**

**Hilda Ho, MPH, Graduate Student, Department of Psychology, York University, Toronto, ON. Adrienne Perry, Ph.D. Psychologist, Department of Psychology, York University, Toronto, ON**

**Families' Understanding of Autism Diagnosis and Their Adaptation to Living with the Condition in Hong Kong Chinese Society**

**Hilda Ho, MPH, Graduate Student, School of Public Health and Primary Care Prince of Wales Hospital, Shatin, Hong Kong, Hong Kong**

**Expanding the Perceptions of 'Disabled': Narratives of Inclusion in Competitive Sports;**

**Triability: Using Indigenous Methodology to Support a Sporting Community Initiative.**

**Charlie Holland, Hutt Valley Disabled Resources Trust, Wellington, New Zealand**

**Social Inclusion Across the Life Course**

**Jenny E. Kelly, M.A., Researcher, Vecova Centre for Disability Services and Research, Calgary, AB**

**A Scoping Review of the Constructs and Outcome Measures Used to Define and Measure the Transition to Adulthood for Young People with a Neurodevelopmental Disorder: Preliminary Insights into Measuring Individualized Outcomes**

**Radha MacCulloch, MSW, PhD(c), School of Social Work/Centre for Research on Children and Families, McGill University, Montreal, QC**

**Entering School: Multiple Perspective Examination of Inclusion and Collaboration During the Transition into School**

**Patricia Minnes, Ph.D., C. Psych, Department of Psychology, Queen's University, Kingston, ON.**

**Parent Reports of Sleep Behaviors in Children With and Without Cerebral Palsy: Pilot Results from Brazilian Study**

**Maria Vera Lúcia Moreira Leitão Cardoso, Ph.D. Nurse, Federal University of Ceara, Fortaleza, Ceara, Brazil. Ana Luíza Paula de Aguiar Lélis, MD, Nurse, University of British Columbia, Vancouver, BC**

**Life Transitions: How School-based Health Care Helps Children with Special Needs and Their Families**

**Diane Munz, Pediatrician, McGill/Montreal Children's Hospital, MAB-Mackay Rehabilitation Centres, Westmount, QC**

**Canadian Children with Severe Developmental Disabilities: A Survey of Health, Well-being, and Social Inclusion**

**Adrienne Perry, Ph.D. Psychologist, Department of Psychology, York University, Toronto, ON**

**A Case Study of Two Canadian Children with Developmental Disabilities Who Use Augmentative and Alternative Communication**

**Melissa Rourke, M.A., Ph.D Candidate, Clinical-developmental Psychology, York University, Toronto, ON**

**Help! Teeth Hurt: Government's Obligation to Provide Timely Access to Dental Treatment to B.C. Adults Who Have Developmental Disabilities: A Legal Analysis**

**Joan L. Rush, BComm, LLB, LLM, Barrister & Solicitor (retired), Vancouver, BC**

**Experiences of Families Living in Rural and Remote British Columbia with a Child with a Disability or Developmental Delay**

**Mary J. Stewart, ECE, BSc. MA, Sessional Instructor, IECER, Faculty of Education, University of British Columbia, Vancouver, BC**

**Caregiver's Perspective of Their Child's Behavioral Diagnosis,**

**Tammy Stuble, MSW, RSW, Assistant Professor, School of Social Work, University of Northern British Columbia, Prince George, BC**

**What Helps and Hinders Resilience Development in Siblings of the Developmentally Disabled?**

**Emily Thompson, M.A., Counselling Psychology, Registered Counsellor (RCC, CCC), Women's Resource Society, Abbotsford, BC**

**Navigating the Transition to Adulthood: Joint Projects of Parents of Young Adults with Intellectual Disability**

**Jessie Wall, MA RCC, Doctoral Student, Dept. of Educational & Counselling Psychology, and Special Education, University of British Columbia, Vancouver, BC**



## The 4th Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference *Life Transitions*

Pre-conference: October 22, 2014  
Main Conference: October 23-24, 2014

**PLEASE WRITE IN BLOCK LETTERS:**

One registration form per person. Please photocopy if more are needed.

☐ Ms. ☐ Mrs. ☐ Miss ☐ Mr. ☐ Dr.

Last Name	First Name	Initials
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Organization Name/Mailing Address

Mailing Address

City	Prov/State	Postal Code
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Daytime Telephone Number / Local

E-Mail

Please inform us of any dietary requirements

### Affiliation

Please indicate which Affiliation/Profession best describes you:

- |                                                      |                                                  |
|------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Administrator/ Manager      | <input type="checkbox"/> Mental Health Therapist |
| <input type="checkbox"/> Behavioural Therapist       | <input type="checkbox"/> Occupational Therapist  |
| <input type="checkbox"/> Caregiver                   | <input type="checkbox"/> Physical Therapist      |
| <input type="checkbox"/> Case Manager/ Planner       | <input type="checkbox"/> Physician               |
| <input type="checkbox"/> Counselor                   | <input type="checkbox"/> Psychiatrist            |
| <input type="checkbox"/> Dental Hygienist            | <input type="checkbox"/> Psychologist            |
| <input type="checkbox"/> Dentist                     | <input type="checkbox"/> Registered Nurse (RN)   |
| <input type="checkbox"/> Direct Service Professional | <input type="checkbox"/> Researcher              |
| <input type="checkbox"/> Educator                    | <input type="checkbox"/> Self-advocate           |
| <input type="checkbox"/> Family                      | <input type="checkbox"/> Social Worker           |
| <input type="checkbox"/> Genetic Counselor           | <input type="checkbox"/> Student                 |
| <input type="checkbox"/> Interdisciplinary Team      | <input type="checkbox"/> Other: _____            |

### Concurrent Sessions

Please refer to the program for session descriptions and enter 2 choices.

Please specify the concurrent sessions you plan to attend so we may allocate appropriate rooms. Some sessions may fill up quickly, in this case you will be registered in your second choice.

	1ST CHOICE A1	2ND CHOICE A4
<b>Example:</b>		
<b>Session A:</b>	_____	_____
<b>Session B:</b>	_____	_____
<b>Session C:</b>	_____	_____
<b>Session D:</b>	_____	_____
<b>Session E:</b>	_____	_____

### Tuition Fees

Pre-registration prior to September 26, 2014 is strongly recommended to ensure you receive all conference materials. Please use one registration form per person. The pre-conference registration fee includes conference materials, refreshment breaks and a certificate of attendance. The main conference tuition fee includes conference materials, certificate of attendance, refreshment breaks, one lunch, and the networking reception.

#### EARLY BIRD RATE BEFORE/ON SEPTEMBER 12, 2014

##### PRE-CONFERENCE: Wednesday October 22, 2014

AM Session ONLY	<input type="checkbox"/> AM1	<input type="checkbox"/> AM2	<input type="checkbox"/> \$140 (\$133.33 + GST)
PM Session ONLY	<input type="checkbox"/> PM1	<input type="checkbox"/> PM2	<input type="checkbox"/> \$140 (\$133.33 + GST)

Full Day	<input type="checkbox"/> AM1	<input type="checkbox"/> AM2	
	<input type="checkbox"/> PM1	<input type="checkbox"/> PM2	<input type="checkbox"/> \$245 (\$233.33 + GST)

**MAIN CONFERENCE: Thursday - Friday, October 23-24** ☐ \$475 (\$452.38 + GST)

#### RATE AFTER SEPTEMBER 12, 2014

##### PRE-CONFERENCE: Wednesday October 22, 2014

AM Session ONLY	<input type="checkbox"/> AM1	<input type="checkbox"/> AM2	<input type="checkbox"/> \$160 (\$152.38 + GST)
PM Session ONLY	<input type="checkbox"/> PM1	<input type="checkbox"/> PM2	<input type="checkbox"/> \$160 (\$152.38 + GST)

Full Day	<input type="checkbox"/> AM1	<input type="checkbox"/> AM2	
	<input type="checkbox"/> PM1	<input type="checkbox"/> PM2	<input type="checkbox"/> \$280 (\$266.66 + GST)

**MAIN CONFERENCE: Thursday - Friday, October 23-24** ☐ \$525 (\$500 + GST)

#### Individual Day Rates

Thursday Only	<input type="checkbox"/> \$295 (\$280.95 + GST)
Friday Only	<input type="checkbox"/> \$295 (\$280.95 + GST)

**\*Full-Time Student Rate** ☐ \$275 (\$261.90 + GST)

\*Please note that the main conference does NOT include the pre-conference. A letter from your supervisor/department head stating that you are a full-time student or a valid student photo ID must be sent with student registrations. Please fax a copy if you register online.

#### Wednesday Free Public Evening Session:

I will be attending the Wednesday Free Public Evening Session:

☐ Yes ☐ No

#### Reception:

I will be attending the Free Networking Reception (Thursday, October 23)

☐ Yes ☐ No

#### Syllabus:

Please select the format you would like to receive the syllabus:

☐ Paper copy or ☐ Electronic (a memory stick)

The syllabus will be given to you on-site at the conference

**Pre-conference total** = \$ \_\_\_\_\_

**Main Conference total** = \$ \_\_\_\_\_

**TOTAL PAYMENT** = \$ \_\_\_\_\_

All rates are quoted in CAD and the tuition fee includes GST.

### Method of Payment

#### Please Indicate Below How You Would Like to Pay

- ☐ **Credit Card:** Please e-mail me a secure on-line link to enter credit card number
- ☐ **Cheque:** Payment is enclosed with mailed registration form
- ☐ **PO/LOA/ChReq:** Purchase order/letter of authorization/cheque requisition form is enclosed with faxed/mailed registration form

For more detailed information on registration payment methods, please refer to the "Registration Information" on page 2