

PRE-CONFERENCE WORKSHOPS

September 29th, 2010

MAIN CONFERENCE

September 30th to October 1st, 2010

# Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities:

*Autism, Intellectual Disabilities and  
Other Neurodevelopmental Disorders*

The Coast Plaza Hotel and Suites  
1763 Comox Street, Vancouver

Artwork by Riia Talve

Sponsored by



Interprofessional Continuing Education  
UNIVERSITY OF BRITISH COLUMBIA  
*The Team Approach to Learning*

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

## GENERAL INFORMATION

**Description** The term Developmental Disabilities (DD) refers to individuals with Intellectual Disability, Autism, Fetal Alcohol Spectrum Disorder and other Neurodevelopmental Syndromes (Fragile X, etc.). Children, youth and adults with Developmental Disabilities are vulnerable to high rates of general health and mental health concerns. These concerns significantly impact the affected individual's quality of life as well as their families, caregivers and the community. British Columbia has closed its institutions for individuals with DD, but the struggle to develop quality specialized services where appropriate, as well as ensuring access to generic health services continues. This conference will provide education and informative updates on psychiatric, behavioural and complex health components specific to individuals with DD, and showcase best practices in the field. Specifically, the conference will focus on approaches to complex challenging behaviours, contributing medical issues and new developments in medication and behavioral treatment. In addition, the conference will address important health issues including Reflux, Pain, Epilepsy, Dental Management and Sleep. Health problems in common genetic syndromes such as Down and Fragile X will also be addressed.

- Objectives**
- To increase awareness of the interrelatedness of physical and mental health for individuals with Developmental Disabilities
  - How to maximize health in order to minimize disability and improve function
  - Understanding the fit between the capacity of an individual and the structure and expectations of their environment
  - Share knowledge and common experiences with others working in the field

**Who should attend** The conference will be of interest to an interdisciplinary audience including:

- ABA Therapists
- Audiologists
- Behaviour Therapists
- Caregivers
- Case Managers/Planners
- CLBC Staff
- Counselors
- Direct Service Professionals
- Dentists
- Dental Hygienists
- Educators
- Families
- Family Physicians & Specialists
- FASD Keyworkers
- Health Authority Staff
- Interdisciplinary Teams
- Lawyers
- Mental Health Therapists
- MCFD Staff
- Nutritionists
- Nurses
- Occupational Therapists
- Pharmacists
- Physical Therapists
- Policy Makers
- Program Managers
- Psychologists
- Public Guardians and Trustees
- Researchers
- Self-Advocates
- Social Workers
- Speech and Language Pathologists
- University and College Programs

And anyone who is interested in the field of Mental Health and Developmental Disabilities.

### Location and Hotel Information

#### Hotel Information

**The Coast Plaza Hotel and Suites**, 1763 Comox Street, Vancouver, BC, Canada V6G 1P6

Reserve today to avoid disappointment by calling toll free: 1-800-716-6199 or local: 604-688-7711 or online: [www.coasthotels.com](http://www.coasthotels.com) (Online-code: CPS-GFC4265.) Let hotel reservations know that you are booking under the HEALTH AND WELLBEING Conference room block to receive the reduced rate of \$159 (double occupancy). The rooms can be shared at only \$88 per person; however, it is your responsibility to find a roommate. The Coast Plaza is within easy walking distance of world famous Stanley Park, the beaches of English Bay, and a wide variety of restaurants.

**Parking:** Conference Hotel: \$12 per day.

West End Community Centre, 870 Denman (entrance off Haro) \$4.50 - \$5.00 per day (\$1 coins accepted)

### Registration

You may register online at [www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca), by telephone or fax using a credit card for payment, or by mail with a cheque or credit card payment. Please see registration form for further details. Pre-registration **prior to August 29, 2010** is strongly recommended to ensure you receive all conference materials. **Charge-by-phone/fax:** To charge by phone (Mastercard and Visa only), please call: Toll free within BC 1-877-328-7744, Other callers: 604-827-3112; or fax your completed registration form to: 604-822-4835.

### Tuition Fees

See Registration Form for more details. The tuition fee includes conference materials, refreshment breaks, one lunch, and the reception.

### Bursary Available

A limited number of bursaries to partially cover tuition fees are available for family members with 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 (604) 822-4835. Application deadline is July 15, 2010 and notification letters will be sent out in the first week of August. Priority will be given to family members with relatives with DD who demonstrate financial need and "front line" workers.

### Refund and Cancellation Policy

Refunds will be made (less a \$50 processing fee) if written notice of withdrawal is received by August 30, 2010. No refunds will be granted for withdrawal after that date.

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.

### Exhibitors

Health associations and/or community organizations wanting to exhibit at this conference, please contact the organizers at (604) 822-7524 or by email: [ipad@interchange.ubc.ca](mailto:ipad@interchange.ubc.ca)

### Professional Credits/ Certificate of Attendance

A Certificate of Attendance will be prepared for all participants listing hour for hour instruction. All participants attending will be given a certificate of attendance stating that the conference involves 19 hours of educational instruction.

This program meets the accreditation criteria of The College of Family Physicians of Canada and has been accredited by the BC Chapter for up to 18.5 Mainpro-M1 credits. This event is an accredited group learning activity (section I) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by the Canadian Psychiatric Association. This program meets the accreditation criteria of The Canadian Counselling and Psychotherapy Association (CCPA). NBCC-UBC Interprofessional Continuing Education is approved by the National Board of Certified Counselors (Approved Continuing Education Provider #6252). This conference has been endorsed by the Canadian Association of Occupational Therapists.

### Contact Information

For questions regarding the conference program, registration or other matters, please contact Interprofessional Continuing Education at (604) 827-3112, Fax: (604) 822-4835 or email: [ipinfo@interchange.ubc.ca](mailto:ipinfo@interchange.ubc.ca)

# Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities: *Autism, Intellectual Disabilities and Other Neurodevelopmental Disorders*

## 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 on the format and learning objectives of each session.

**HMH:** Health: Mental Health

**HGH:** Health: General Health

**APA:** Administrative, Policy & Advocacy

**RE:** Rehabilitation & Education

## WEDNESDAY SEPTEMBER 29<sup>TH</sup>, 2010 PRE-CONFERENCE

8:00am – 9:00 am Registration Open

9:00am – 12:30pm

### AM1) The ASD Comorbidity Algorithm: Psychiatric Assessment and Treatment in Autism Spectrum Disorders HMH

*Vikram Dua, MD FRCP(C), Associate Clinical Professor, Faculty of Medicine, University of British Columbia; Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC*

Individuals with Autism Spectrum Disorder have a very high risk of psychiatric co-morbidity. The use of psychopharmacologic agents in the treatment of children and youth with ASD is common, and frequently beneficial. However, far too frequently psychopharmacologic agents are prescribed either empirically for "autistic symptoms" or for "behavioural" control. The ASD Comorbidity Algorithm is structured, evidence-based and developmentally sensitive for assessment, diagnosis, and treatment planning of children and youth with ASD (or other developmental disabilities) and a psychiatric syndrome.

Learning Objectives:

- To review the epidemiology of psychiatric disorders in ASD
- To learn an approach to psychiatric assessment of individuals with ASD
- To review psychiatric treatment approaches for individuals with ASD

### AM2) Positive Behavior Support for Individuals with Developmental Disabilities: The Challenge and the Promise RE

*Pat Mirenda, Ph.D., BCBA-D; Professor, Dept. of Educational and Counselling Psychology and Special Education, University of British Columbia; Director, Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA), UBC, Vancouver, BC*

This session will provide an overview of both the state of the science and the state of the practice of positive behaviour support (PBS) for individuals with developmental disabilities across the lifespan. Examples of PBS interventions from the research literature will be used to illustrate the key components of this approach to enhance the lives of individuals with significant problem behavior.

Learning Objectives:

- Participants will be able to explain the relationship between PBS and applied behavior analysis
- Participants will be able to identify four key components of PBS and give examples of each
- Participants will be able to explain the key elements of functional behavior assessment and how they are related to the design of effective behavior support plans.

12:30pm – 1:30pm Lunch on your own (exhibits open)

1:30 pm – 5:00pm

### PM1) Autism and Sexuality—What Should I Do Now?? HGH

*Susan Baer, MD, FRCPC; Neuropsychiatry Clinic, BC Children's Hospital, Clinical Assistant Professor, Department of Psychiatry, University of British Columbia*

*Margaret Newbury Jones, MEd; Sexuality Educator, SHADE (Sexual Health and Disability Education) Consulting Ltd.*

*Peter Johnson, Ph.D., Founding Board Member, Down Syndrome Research Foundation, Burnaby, BC*

Folks diagnosed with autism spectrum disorders have difficulty with social cues and interactions. Understanding their own sexuality and sexual social cues and interactions is no different. Join us to look at typical sexual development, issues that may be unique to those diagnosed with autism spectrum disorders, a literature review, and case studies with suggestions and dialogue about treatment for problematic sexual behaviours and educational approaches around sexual issues. (Resource recommendations will be provided).

Learning Objectives:

- Participants will learn about current literature regarding autism spectrum disorders and sexuality.
- Participants will learn about educational and behavioural approaches to deal with sexual issues in clients diagnosed with autism spectrum disorders.
- Participants will learn about possible pharmacological approaches to assist in dealing with sexual difficulties in those with autism spectrum disorders.

### PM2) Sensory Processing: Self-injury RE

*Kim Barthel, OTR; Occupational Therapist, Labyrinth Journeys, Victoria, BC*

Self Injury is a serious and common behavioural challenge experienced by those with developmental disabilities. This session will explore the neurobiology and sensory contributions to self-injurious behaviour. An introduction to treatment strategies from a sensory perspective will be provided.

Learning Objectives:

- The learner will understand neurobiological contributors to self-injurious behaviour
- The learner will begin to understand sensory contributors to self-injurious behaviour
- The learner will develop a preliminary appreciation for sensory strategies as a treatment intervention for self-injury

# THURSDAY SEPTEMBER 30<sup>TH</sup>

## MAIN CONFERENCE

**8:00am – 8:30 am Registration Open**

**8:30am – 9:00am Welcome Remarks**

**Robin Friedlander** (Conference Co-Chair); Psychiatrist; Clinical Director, DDDMHS-Fraser and Vancouver; Clinical Associate Professor, UBC, BC Children's Hospital, Neuropsychiatry; Vancouver, BC

**Opening Prayer**

**Rose Point, Elder, Musqueam Band**

**Opening Remarks**

**Trevor Young, MD, PhD, FRCPC, CAHS, Professor and Head, Department of Psychiatry, The University of British Columbia, Vancouver, BC**

**9:00am – 9:45am Plenary and Q&A:  
Are We There Yet? Influencing National Policy**

**Susan Morris, Clinical Director, Dual Diagnosis Program, Centre for Addiction and Mental Health, Toronto, ON**

**9:45am – 10:30am Plenary and Q&A:  
The Impact of Crisis on Caregivers and Ways We Can Better Support Caregivers Prior to and After Crisis**

**Yona Lunsky, Associate Professor, Department of Psychiatry, University of Toronto, Research Section Head, Dual Diagnosis Program, Centre for Addiction and Mental Health, Toronto, ON**

**10:30am – 11:00 am Break - Exhibits open  
Poster Viewing**

**11:00 AM – 12:30 PM CONCURRENT  
SESSIONS A**

**A1 The Value of a Genetic Diagnosis in Individuals with Intellectual Disability (ID): New Technology that Informs Function  
HGH**

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

Intellectual disability (ID) is defined as a significant limitation in intellectual functioning and limitations in conceptual, social and adaptive skills. Our goal is to optimize the individual's personal functioning, the environment and health so that there is maximal participation in life. The International Classification of Function (ICF) was developed by the World Health Organization and provides a standard framework for the description of health-related domains that accommodates changes in body functions and structure by identifying specific impairments, activity limitations and participation restrictions for a specific health condition. It is within this framework that the Medical Geneticists and genetic investigations play an increasingly key role. Case reports of individuals with undiagnosed ID will be presented to illustrate how genetic investigations led to a definitive diagnosis pivotal to generating and translating knowledge and provide recognition of related behavioural phenotypes that informed the ICF template and optimized the function of each individual.

Learning Objectives:

- Review new genetic technology used for the investigation of ID
- Recognize the medical and functional models of care and their integration into the International Classification of Function (ICF)
- Identify the value of a genetic diagnosis in regards to functional skills in individuals with ID

**A2 Predictors of Language Development in Autism Over 4-5 years: Implications for Intervention  
RE**

**Karen D. Bopp, Senior Behaviour Consultant, Ministry of Children and Family Development, Victoria BC**

Identifying predictor variables and understanding the process of language development in autism and the factors that influence outcomes are critical in order to improve treatment efficiency. This presentation will review new longitudinal research that examines the relationship between behaviours and outcomes in language and adaptive skill development in children with autism. This research has implications for intervention regardless of age.

Learning Objectives:

- Understanding variability in autism outcomes
- Identify target skills for intervention
- Identify predictors of language development

**A3 The Impact of Aggression on Direct Support Staff:  
How Can We Better Address Needs of Staff?  
APA**

**Yona Lunsky, Associate Professor, Department of Psychiatry, University of Toronto, Research Section Head, Dual Diagnosis Program, Centre for Addiction and Mental Health, Toronto, ON**

Although not often discussed in this way, client aggression is a form of violence in the workplace that impacts staff health and well being, indirectly impacting client outcomes. This workshop will review findings from an Ontario based study examining the impact of aggression on staff in developmental services and explore ways that staff can be better supported to manage aggression and manage their own responses to their experience.

Learning Objectives:

- Identify risk factors for burnout in staff
- Understand how staff stress can impact client outcomes
- Introduce mindfulness and acceptance based models to supporting staff managing client aggression

**A4 Chronic Pain in a Child With a Developmental Disability: What to do When Everything You Have Done Fails  
HGH**

**Tim Oberlander, MD, FRCPC; Clinician, Complex Pain Service, BCCCH, Professor, Division of Developmental Pediatrics, Department of Pediatrics, University of British Columbia**

This session will review common sources of chronic pain in a child with a developmental disability (DD), available assessment tools and how to manage complex pain, especially when everything appears to fail.

Learning Objectives:

- Understand how a DD influences chronic pain during childhood
- Understand common and uncommon causes of chronic pain in a child with a developmental disability
- Develop approaches to managing chronic pain that avoid therapeutic "dead ends"

**12:30pm – 1:45 pm Lunch on your own - Exhibits open**

1:45PM — 3:15 PM

CONCURRENT  
SESSIONS

B

**B1 Services—Advocacy and Conflict Resolution Approaches**  
**APA**

**Kathy Berggren Clive**, Director Advocacy, Integrated Quality Assurance, Ministry of Children and Family Development (MCFD)

**Paula Grant**, Director, Quality Assurance, Community Living British Columbia (CLBC)

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

**Colin Tisshaw**, Executive Director, The Laurel Foundation and President of Coriel Services inc.

The session will detail steps for individuals and families to take as well as approaches and guides to follow when a conflict occurs with MCFD or CLBC. The presentation will clarify internal and external advocacy roles, each organization's responsibilities and specific conflict resolution procedures and the support available from the ASQ in reaching resolution. Information resources including contact information will be provided to attendees.

Learning Objectives:

- Individuals and families will understand how to obtain services, deal with conflicts involving CLBC or MCFD, and determine how and when to use the dispute resolution and review mechanisms.
- Participants will have lists of key personnel empowered to deal with challenging conflicts.

**B2 Recognizing Mental Illness in Persons with Developmental Disabilities**  
**HMH**

**Anne Halas**, Education Coordinator and Instructor, Developmental Disabilities Mental Health Services, Fraser Health Authority and Vancouver Coastal Health Authority, Port Coquitlam, BC

**Paula Bentley**, Instructor and Behaviour Therapist, Developmental Disabilities Mental Health Services, Fraser Health Authority and Vancouver Coastal Health Authority, Port Coquitlam, BC

**Raena Zapp**, RPN, Community Mental Health Nurse, Developmental Disabilities Mental Health Services, Fraser Health Authority

**Sylvie Duthie**, Psychiatric Nurse, Developmental Disabilities Mental Health Services, Fraser Health Authority, Port Coquitlam, BC

Often we assume that people with developmental disabilities are acting in an unusual way simply because of their intellectual deficits. How might we recognize when a person with a developmental disability actually has a mental illness as well, and how might that be manifesting differently than in a person without a developmental disability?

Learning Objectives:

- Learn how a mental illness might seem to manifest itself differently in someone with different disabilities.
- Learn many symptoms and signs that would indicate the need for psychiatric care.
- Learn to differentiate between signs of mental illnesses and the symptoms of a person's developmental disability.

**B3 Proper Use Of Medical And Mental Health PRN Medications—WHO, WHEN, WHY, HOW**  
**HGH/HMH**

**Augustus E. Kops**, RN, Nurse Consultant & Director of Services (Bernard C. Vinge & Associates (HCS) Ltd.), Burnaby, BC

This presentation discusses the essentials in PRN medication administration in community living. Who should receive PRN medications? When a PRN may be prescribed and when it is appropriate to give a supported individual a PRN medication. Why are we giving an individual a PRN medication (reason)? How a PRN should be given and what should be in place to assure that PRN medications are properly monitored and evaluated for frequency of use, efficacy, and safety (side-effects and/or side effects).

Learning Objectives:

- Session participants will know the Who, When, Why and How of PRN's by the end of this presentation
- Session participants will learn about where PRN's did not work well for the persons served
- Session participants will review examples of effective PRN monitoring tools

**B4 Pediatric and Adolescent Traumatic Brain Injury: The Most Common Cause of Acquired Childhood Disability**  
**RE**

**Jacqueline Purtzki**, MD, FRCPC, Consulting Physician to the Acute Rehab/ Brain Injury Rehabilitation Program at Sunny Hill Health Centre for Children; Psychiatrist on the Adolescent and Young Adult Service Outpatient Program, GF Strong Rehab Centre, VCH; Clinical Assistant Professor, Division of Physical Medicine & Rehabilitation and Division of Developmental Pediatrics, University of British Columbia, Vancouver, BC

**Kathy Wong**, BSR, Occupational Therapist, Adolescent/Young Adult Service Outpatient Program, GF Strong Rehab Centre Occupational Therapist, Northeast Mental Health Team, Vancouver, BC

**Eileen Fogarty-Ellis**, Provincial Resource Teacher- Brain Injury, Vancouver School Board, Vancouver, BC

**Kellie Duckworth**, BTR, Recreation Therapist, Acute Rehab, Sunny Hill Health Centre for Children, Vancouver, BC

**Mary Erb**, Social Worker, GF Strong Adolescent and Young Adult Program, Vancouver, BC

**Robyn Littleford**, Provincial Resource Teacher, VSB, Adolescent/Young Adult Service Outpatient Program, GF Strong Rehab Centre, Vancouver, BC

This session will provide an overview of medical information relevant to understanding pediatric TBI for the clinician, therapist and family. The panel of participating presenters will provide information and strategies for community integration and rehabilitation pertinent to their field. Commonly encountered symptoms and difficulties will be discussed. The session will focus on transition to community services after inpatient rehabilitation, long term support and transition into adulthood. Questions and audience participation are encouraged.

Learning Objectives:

- To review basic medical information regarding pediatric traumatic brain injury
- To understand pediatric TBI as a changing disability with life-long consequences.
- To learn about current rehabilitation strategies and the role of the interdisciplinary team members in maximizing functional outcomes.

3:15 pm – 3:45 pm Break - Exhibits open  
Poster Viewing

3:45 PM – 5:15 PM CONCURRENT SESSIONS C

**C1 Primary Care Guidelines and Tools for Adults with Developmental Disabilities**  
HMH

*Yona Lunsky, Associate Professor, Department of Psychiatry, University of Toronto, Research Section Head, Dual Diagnosis Program, Centre for Addiction and Mental Health, Toronto, ON*

*David Joyce, MD, CCFP, Family Physician, Pender Community Health Centre; Clinical Investigator, Department of Family Practice, Faculty of Medicine, University of British Columbia, Vancouver, BC*

*Marjolaine Limbos, PhD, Registered Psychologist, Complex Developmental and Behavior Conditions Team, Sunny Hill Health Centre for Children / BC Children's Hospital Vancouver, BC*

This session will introduce the revised Canadian primary care guidelines for adults with developmental disabilities along with training modules and tools that have been developed to assist primary care providers in following these guidelines.

Learning Objectives:

- Be familiar with the primary care guidelines
- Gain awareness of tools for primary care providers and caregivers that promote health
- Identify barriers and solutions to primary care access by people with developmental disabilities

**C2 A HSCL Team Approach to Health**  
APA

*Shelley Guy, RN, Registered Nurse, Health Service for Community Living, Fraser Health Authority*

*Peter Lam, RD, CFE, Dietitian Consultant, Health Services for Community Living – Fraser Health; Clinical Instructor, Food, Nutrition & Health, Faculty of Land and Food Systems, University of British Columbia*

*Marilyn Blondahl, Dip DH, BDSc, Registered Dental Hygienist, Health Services for Community Living, Fraser Health Authority*

*Gillian Tregidgo, OT, Health Services for Community Living, Fraser Health Authority*

Health Services for Community Living is a team of specialized health professionals that supports, educates, and provides healthcare advocacy for Adults with Developmental Disabilities. HSCL works in partnership with Community Living BC, home share, care agencies, and other health programs to promote independence in healthcare and community living.

Learning Objectives:

- The participant will gain an awareness of the roles within HSCL and how the team supports adults with developmental disabilities living in the community.
- The participant will gain an understanding of how HSCL provides health care advocacy within the health care system.
- The learner will recognize the importance of a multidisciplinary team approach within HSCL.

**C3 The Mu, the D2 and the Blinded Eye: A Proposed Opiate-dopamine Theory of Self-injurious Behaviour in Developmentally Disabled Children**  
HMH/HGH

*Yasser Ad-Dab'bagh, MD, DPM, FRCP(C), Assistant Professor, Department of Psychiatry, University of Ottawa; Child & Adolescent Psychiatrist, Dual Diagnosis Service, Children's Hospital of Eastern Ontario (CHEO), Ottawa, ON*

Severe, high frequency and intense self-injurious behaviour (SIB) is among the most challenging and debilitating clinical symptoms often seen in severe developmental disabilities. I will propose a neuro-endocrinological hypothesis as the mechanism that drives this behaviour and through which it interacts with the environmental factors that precipitate or maintain it. A clinical case example will be used to illustrate how this conceptualization can guide successful treatment of intractable, treatment-resistant SIB.

Learning Objectives:

- To become more familiar with the basic biology of endogenous opioids as it relates to the physiology of pain, stress and reward systems.
- To develop a better understanding of the intricate linkages between the dopaminergic reward systems and both the HPA-Axis and endogenous opioids;
- To be able to apply the proposed theory to clinical treatment of severe self-injurious behaviours and aggression in developmentally disabled children.

**C4 Working with Persons with Developmental Disabilities in the Aboriginal Community**  
RE

*Gladys Evoy, FASD Coordinator, YWCA Crabtree Corner, Vancouver, BC*

*Christine Loock, MD, FRCPC, Associate Professor, Developmental Pediatrician, Department of Pediatrics, University of British Columbia; BC Children's Hospital, Sunny Hill Health Centre for Children, Vancouver, BC*

*Rhoda Julian, Social Work Candidate, Native Education College, Vancouver, BC*

This session is open to people who work with all families who care for individuals with developmental differences, but with special focus on working in aboriginal settings. The objectives will be approaching our aboriginal community members with respect, understanding and tolerance, how to come from a non-judgmental loving place, and how individuals with disabilities are included in traditional aboriginal communities. We will go over what practices have and still do work on a daily basis and why peer-support is so vital.

5:15pm Poster Session / Networking  
Wine and Cheese Reception

6:15pm Adjourn

7:30 PM FREE PUBLIC EVENING SESSION:

**Developmental Disabilities/Autism:  
Helping Professionals and Caregivers Respond to  
the Real Needs of This Child/Adult and Their Family**

*Joan B. Beasley Ph.D., Director, Center for START Services,  
University of New Hampshire Institute on Disability, Chestnut Hill, MA*

# FRIDAY OCTOBER 1<sup>ST</sup>

## MAIN CONFERENCE

**8:00am – 8:30am Registration Open**

**8:30am – 8:45am Welcome Remarks**

*Randi Mjolsness, Executive Director, Child, Youth & Family Policy Branch, Ministry of Children and Family Development*

*Paula Grant, Director, Quality Assurance, Community Living British Columbia*

**8:45am – 9:30am Plenary and Q & A:  
Family-Caregiver Collaboration**

*Joan B. Beasley, Ph.D., Director, Center for START Services, University of New Hampshire Institute on Disability, Chestnut Hill, MA*

**9:30am – 10:15am Plenary and Q & A: Fragile X  
Syndrome: An Overview and Future Treatment**

*Carlo Paribello, MSM, MD, President, Medical Director, Fragile X Research Foundation of Canada; Medical Director of the Fragile X Clinic at Surrey Place Centre, Toronto, ON*

**10:15am – 10:45am Break - Exhibits open  
Poster Viewing**

**10:45 AM – 12:15 PM CONCURRENT  
SESSIONS D**

**D1i How to Get the Most from Your GP Appointment  
- 45 Minutes  
HMH/HGH**

*Gidon Frame, MBBCh, CCFP, ABAAM, Clinical Assistant Professor, Department of Family Practice, Faculty of Medicine, University of British Columbia*

Family physicians are in short supply, overloaded and easy to panic ... especially when you arrive with long lists and complex problems. Learn how to help your family doctor work for you, your family and your client. Be an effective advocate for your loved one or client. Tips and traps to avoid being "fired" (or neglected) by your GP.

**D1ii Assisting Adults with Autistic Spectrum Disorder  
- 45 Minutes**

*Keith Marriage, MB, BS, FRANZCP, FRCPC; Clinical Professor UBC, Director of Post Graduate Child Psychiatry Training, BC Children's Hospital*

The presentation includes an overview of outcomes for Adults who have been diagnosed with ASD, then a discussion of some of the challenges they may face, emphasizing the diversity of their experiences and needs.

Learning Objectives:

- Become more aware of the diversity of outcomes for adults with ASD
- Exchange information about agencies working with these individuals

**D2 Mental Health and Mental Health Disorders in People  
with Down Syndrome  
HMH**

*Peter Johnson, Ph.D., Founding Board Member, Down Syndrome Research Foundation, Burnaby, BC*

*Robin Friedlander, MB, FRCPC, Psychiatrist; Clinical Director, DDDMH,*

*Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program; Department of Psychiatry, University of British Columbia*

This session begins with practical pointers on the prevention of mental health disorders, goes on to discuss four different ways of conceptualizing these kinds of illnesses and finishes with a recovery-based focus on treatment for a person with Down Syndrome.

Learning Objectives:

- To outline a mental health plan for self
- To conceptualize four perspectives on mental health disorders
- To recognize three major types of recovery-based treatments

**D3 START (Systemic Therapeutic, Assessment, Respite  
and Treatment) for Persons with ID/DD and Behavioral  
Health Needs: A Cross Systems Linkage Approach  
APA**

*Joan B. Beasley, Ph.D., Director, Center for START Services, University of New Hampshire Institute on Disability, Chestnut Hill, MA*

A comprehensive, evidenced-based practice model is urgently needed to assure that dual diagnosed (ID/DD/MH) clients can access a full range of therapeutic care, supports and services to promote individual and family success within their community. This presentation discusses the importance of community linkages, key service elements, ongoing training, respite services, cross system crisis prevention & intervention, and the development of a unique program model designed to fit the needs of this population. Outcomes associated with the model in various venues in the US will be discussed.

Learning Objectives:

- Participants will learn about the service linkage approach to community
- Participants will learn how to define and measure service effectiveness
- Participants will learn about the service elements needed to support individuals with ID/MI in the community

**D4 Specialized Community-Based Mental Health  
Assessments – Three Approaches  
HMH**

*Susan Morris, Susan Morris, Clinical Director, Dual Diagnosis Program, Centre for Addiction and Mental Health, Toronto, ON*

*Patricia Frew, DDMHS, Psychiatrist, BC Children's Hospital, Vancouver, BC*  
*Yasser Ad-Dab'bagh, MD, DPM, FRCP(C), Assistant Professor, Department of Psychiatry, University of Ottawa; Child & Adolescent Psychiatrist, Dual Diagnosis Service, Children's Hospital of Eastern Ontario (CHEO), Ottawa, ON*

Three models of community-based mental health assessment, from three different Canadian dual diagnosis clinical services, will be showcased in order to generate a rich discussion of assessment and models of clinical care. Ms. Morris will describe the assessment and care delivery model in her program, followed by Dr. Frew and lastly Dr. Ad-Dab'bagh.

Learning Objectives:

- Understand the differences and similarities in approach to assessment between 3 community based multidisciplinary specialized teams
- Understand the inter-professional roles of team members regarding dual diagnosis assessment
- Discuss the applicability, practicality and advantages of the presented models of assessment and care delivery in different settings

**12:15pm – 1:30 pm Lunch Provided -  
Exhibits open & Poster Session**

1:30 PM – 3:00 PM

CONCURRENT  
SESSIONS

E

**E1 Fragile X: My Journey as a Parent and an Advocate**  
HGH

**Carlo Paribello, MSM, MD, President, Medical Director, Fragile X Research Foundation of Canada; Medical Director of the Fragile X Clinic at Surrey Place Centre, Toronto, ON**

In this session, Dr. Paribello will review the advances made in the area of fragile X research through the sharing of a chronological description of his personal journey as a parent of a newly diagnosed child with fragile X syndrome, to co-founding the Fragile X Research Foundation of Canada, and establishing the first dedicated Fragile X clinic in Canada.

Learning Objectives:

- Provide caregivers with guidelines for the medical management of patients with Fragile X.
- To give a family friendly presentation of "state of the art" Fragile X research. Explain what this research has taught us and how it will help us find a specific treatment/cure for Fragile X.
- To provide information on Fragile X from a dual perspective; from a father's point of view, and a physician's.
- Provide hope to families impacted by Fragile X.

**E2 Emerging Concepts in the Classification of Developmental Disorders and the Impact on Inter-disciplinary Teams for Assessment and Treatment**  
HMH

**Bruce Pipher, MD, FRCP(C), Clinical Director Interior Health Children's Assessment Network (IHCAN) and Development Disability Mental Health (DDMH) Team for the Interior Health Authority of BC, Kelowna, BC; Associate Clinical Professor University of British Columbia, Department of Psychiatry**

**Tammy Gilmour, M.Ed, Leader IHCAN and Children's Services for DDMH for the Interior Health Authority of BC, Kelowna, BC**

**Randy James, Director, Developmental Disability Mental Health Services and Children's Assessment Network, Interior Health Authority, Kelowna, BC**

The concept of Developmental Disorders is an evolving field requiring a solid understanding of certain core elements to help clarify what it means to have a Developmental Disability. In BC, the Interior Health Authority has established a network of assessment and treatment clinics covering a vast geographic region focusing on identification and treatment of developmental disorders across the lifespan. Over 2500 clients have been assessed resulting in a significant impact on clinicians' understanding of the complexities of care. Data about this impact will be presented including the challenges to ensure coordination of services.

Learning Objectives:

- Review emerging concepts, definitions and classification system for Developmental Disorders.
- Present data on the impact of Inter-disciplinary Teams on clinicians' understanding and ability to provide care for their clients with Developmental Disorders.
- Findings regarding the importance of a dynamic aftercare model will be further outlined.

**E3 Why (How) Do We Treat Patients with Seizures (Epilepsy)?**  
HGH

**Michael Jones, MC, FRCP, Neurologist, Epileptologist, Associate Professor, University of British Columbia, Vancouver, BC**

This presentation will define "seizures", classify them, and discuss common etiologies. Although one would think intuitively, "seizures can't be good for you", some of the evidence will be reviewed that they are not necessarily bad, progressive, and detrimental as a generalization. The consequences of poorly treated seizures will be illustrated and lastly, some comments on contemporary treatment will be discussed.

Learning Objectives:

- Causes and type of seizures
- Consequences of seizures
- Treatment of Epilepsy

**E4 From Self Harm to Self Actualization: Ashley's Story**  
RE

**Ashley, self-advocate**

**R. Douglas McKibbin, MD, FRCP(C), Psychiatrist, Developmental Disabilities Mental Health Services, Fraser Health Authority**

**Raena Zapp, RPN, Community Mental Health Nurse, Developmental Disabilities Mental Health Services, Fraser Health Authority**

After a chaotic and traumatic adolescence and early adulthood, Ashley was referred to Developmental Disabilities Mental Health Services (DDMHS) in late 2005. At that time she was living in a transition home and experiencing significant anxiety, insomnia and self harm. As well, she was medication seeking and using substances. With Community Living B.C. placement in a skilled family care home and a team focus on holistic recovery with supportive substance recovery and DDMHS, she is now psychiatrically stable and substance free, including nicotine. Ashley has now started college, reconnected with her family and community and is focusing on self actualization.

Learning Objectives:

- To hear the first hand experience of an individual with a developmental disability and complex mental health issues.
- To understand how biological, psychological and social interventions work together to promote mental wellness in individuals with developmental disabilities and complex mental health issues.

3:00pm – 3:30pm

**Break - Exhibits open  
Poster Viewing**

3:30pm – 4:15pm

**Closing Plenary:  
A Life Through Images**

**Riia Talve, Self Advocate and Artist**

4:15pm – 4:30pm

**Presentation of the Health &  
Wellbeing in Developmental Disabilities Outstanding  
Contribution Award****Closing Remarks and Evaluation**

**Caron Byrne, BA, MSc, MD, Psychiatrist, Clinical Assistant Professor, Department of Psychiatry, University of British Columbia; Senior Consultant Psychiatrist, Developmental Disability Mental Health Team, Vancouver Island Health Authority, Qualicum Beach, BC**

4:30pm

**RAP GROUP: 604 Click**

4:45pm

**Adjourn**



## POSTER PRESENTATIONS

### **Physical Activity Healthy Living (PAHL) Project**

*Janet McKeown, MBA, MA, Healthy Living Specialist, Physical Activity Healthy Living (PAHL) Project, Special Olympics Ontario, Toronto, ON*

### **Planning for Two Lifetimes: Health Work in Families with Young Children with Special Needs**

*Jennifer Baumbusch, RN, PhD, Assistant Professor, UBC School of Nursing, University of British Columbia, Vancouver, BC*

### **Exploring Factors Associated with Readiness to Change During the Acquisition of Motor Abilities in Young Children with Cerebral Palsy**

*Karen Sauve, PT MSc (Candidate), Rehabilitation Sciences, University of British Columbia, Sunny Hill Health Centre for Children, Vancouver, BC*

*L. Holsti, OT(R), PhD, Rehabilitation Sciences, University of British Columbia, Child and Family Research Institute, Vancouver, BC*

### **Hypermobile Joints in Children with Developmental Disabilities**

*Marnie J. Eastman, Physiotherapy Department, Sunny Hill Health Centre for Children, Vancouver, BC*

### **Severe Behavioral Students with Autism; Where Do They Go When There's No Place To Go?**

*Greg Richardson, BEd, MEd, Teacher, Aspen Program, Edmonton Public Schools, Edmonton, AB*

### **Community Development of a Sexual Health Education Program for Persons with Intellectual Disabilities: A Case Study**

*Elizabeth D. Moore, BHSc., M.Sc. (C), Graduate Student, University of Western Ontario, Toronto, ON*

### **Case Report: The Use of the Goal Attainment Scale (GAS) for a Child with a Brain Injury and Complex Behavioural Issues**

*Sandy Jagday, MOT, Sunny Hill Health Centre for Children, Vancouver, BC*

*Tanya St. John, MScPT, Sunny Hill Health Centre for Children, Vancouver, BC*

*Kellie Duckworth, T.R.T., Sunny Hill Health Centre for Children, Vancouver, BC*

### **Caregivers' Experiences of an Interdisciplinary Team Assessment Process for their Child with Feeding and/or Swallowing Disorders**

*Rochelle H. Stokes, BSc. OT; MSc. Candidate, Occupational Therapist, Sunny Hill Health Centre for Children, Vancouver, BC*

### **Crossing the Bridge Together: Partnering to Connect Children with Special Needs and their Families to Supportive Services**

*Terri Allen, M.S., LMHC, Children's Village, Yakima, WA*

*Cindy Myers, M.Ed. LMHC, Children's Village, Yakima, WA*

### **Developmental Disabilities & Sleep – A Needs Assessment Survey**

*Osman S. Ipsiroglu, MD, PhD, Paediatrician, BCCH/SHHCC, University of British Columbia, Vancouver, BC*

*Dorothee Veer, Fellow, Division of Pediatrics, Sunny Hill Health Centre for Children, Vancouver, BC*

### **Towards Meeting the Needs of Children with Visual Impairment, Social-Emotional Wellbeing in Children with Visual Impairment: A Preliminary Study, Comparison of Social and Communication Skills Among Children with Visual Impairment and Autism: Implications for Intervention**

*Roberta Heaven, Team Leader, Visual Impairment Program, Sunny Hill Health Centre for Children, Vancouver, BC*



## COMMITTEE MEMBERS

**Robin Friedlander, MB, FRCPC, Conference Chair**

Psychiatrist; Clinical Director, DDDMHS- Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program, Department of Psychiatry, University of British Columbia

**Caron Byrne, BA MSC MDFRCPC**

Consultant Senior Psychiatrist, Developmental Disability Mental Health Team – VIHA; Clinical Assistant Professor, Department of Psychiatry, Faculty of Medicine, University of British Columbia

**Eva Cheng**

Coordinator, STEPS Co-op

**Tina Donnelly, RPN, BSPN**

Manager Health Services, Developmental Disabilities Mental Health Services, Fraser Health Authority

**Gidon Frame, BSc, MBBCh, CCFP, CAFCI, ABAAM**

Director, Old Orchard Medical Clinic, Burnaby, Medical Director, Anti-Aging Medical & Laser Clinic, Kerrisdale, Clinical Assistant Professor, Dept of Family Practice, University of British Columbia, Vancouver, BC

**Paula Grant**

Director, Quality Assurance, Community Living British Columbia (CLBC)

**Theresa M. Grech, MC, CCC, CPRP**

Youth Team, Counselor/Educator, Developmental Disabilities Mental Health Services, Fraser Health Authority

**Kristina Hiemstra, BA**

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**Augustus E Kops RN,**

Nurse Consultant and Director of Services, Vinge & Associates

**Elena Lopez, MD, MSc., FRCPC, FCCMG**

Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Center for Children

**Bruce Pipher - MD, FRCP (C)**

Clinical Director, Interior Health Child Assessment Network (IHCAN); Developmental Disabilities Mental Health Support Team (DDMHS), Interior Health Authority

**Regan Rankin**

Developmental Skills Program Teacher, Vancouver Technical Secondary School

**Virge Silveira, MSc.**

Aboriginal CYMH, Ministry of Children and Family Development; Department of Aboriginal CYC, Douglas College

**Riia Talve**

Self Advocate and Artist

**Colin Tisshaw**

Executive Director, The Laurel Foundation and President of Coriel Services inc.

## ACKNOWLEDGEMENTS

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by Riia Talve

Program Design & Layout



# CONFERENCE AT-A-GLANCE

## THURSDAY, SEPTEMBER 30

8:00am – 8:30 am	Registration Open
8:30am – 9:00am	Welcome Remarks
9:00am – 9:45am	Plenary and Q&A: Are We There Yet? Influencing National Policy
9:45am – 10:30am	Plenary and Q&A: The Impact of Crisis on Caregivers and Ways We Can Better Support Caregivers ...
10:30am – 11:00am	Break - Exhibits open / Poster Viewing
11:00am – 12:30pm	<b>Concurrent Sessions A</b>
	A1 The Value of a Genetic Diagnosis in Individuals with Intellectual Disability ...
	A2 Predictors of Language Development in Autism Over 4-5 years: Implications for Intervention
	A3 The Impact of Aggression on Direct Support Staff: How Can We Better Address Needs of Staff?
	A4 Chronic Pain in a Child With a Developmental Disability ...
12:30pm – 1:45pm	Lunch on your own exhibits open
1:45pm – 3:15pm	<b>Concurrent Sessions B</b>
	B1 Services—Advocacy and Conflict Resolution Approaches
	B2 Recognizing Mental Illness in Persons with Developmental Disabilities
	B3 Proper Use Of Medical And Mental Health PRN Medications—WHO, WHEN, WHY, HOW
	B4 Pediatric and Adolescent Traumatic Brain Injury ...
3:15pm – 3:45pm	Break - Exhibits open / Poster Viewing
3:45pm – 5:15pm	<b>Concurrent Sessions C</b>
	C1 Primary Care Guidelines and Tools for Adults with Developmental Disabilities
	C2 A HSCL Team Approach to Health
	C3 The Mu, the D2 and the Blinded Eye: A Proposed Opiate-dopamine Theory of Self-injurious Behaviour ...
	C4 Working with Persons with Developmental Disabilities in the Aboriginal Community
5:15pm	Poster Session / Networking Wine and Cheese Reception
6:15pm	Adjourn

## FRIDAY, OCTOBER 1

8:00am – 8:30am	Registration Open
8:30am – 8:45am	Welcome Remarks
8:45am – 9:30am	Plenary and Q&A: Family-Caregiver Collaboration
9:30am – 10:15am	Plenary and Q&A: Fragile X Syndrome: An Overview and Future Treatment
10:15am – 10:45am	Break - Exhibits open / Poster Viewing
10:45am – 12:15pm	<b>Concurrent Sessions D</b>
	D1i How to Get the Most from Your GP Appointment
	D1ii Assisting Adults with Autistic Spectrum Disorder
	D2 Mental Health and Mental Health Disorders in People with Down Syndrome
	D3 START for Persons with ID/DD and Behavioral Health Needs ...
	D4 Specialized Community-Based Mental Health Assessments – Three Approaches
12:15pm – 1:30pm	Lunch Provided - Exhibits open & Poster Session
1:30pm – 3:00pm	<b>Concurrent Sessions E</b>
	E1 Fragile X: My Journey as a Parent and an Advocate
	E2 Emerging Concepts in the Classification of Developmental Disorders ...
	E3 Why (How) Do We Treat Patients with Seizures (Epilepsy)?
	E4 From Self Harm to Self Actualization: Ashley's Story
3:00pm – 3:30pm	Break - Exhibits open / Poster Viewing
3:30pm – 4:15pm	Closing Plenary: A Life Through Images
4:15pm – 4:30pm	Closing Remarks & Evaluation
4:30pm	RAP GROUP: 604 Click
4:45pm	Adjourn

# REGISTRATION FORM IN9562

## Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities: Autism, Intellectual Disabilities and Other Neurodevelopmental Disorders

Pre-Conference Workshops: September 29th, 2010  
Main Conference: September 30th to October 1st, 2010

**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

\_\_\_\_\_  
Organization Name/Mailing Address

\_\_\_\_\_  
Mailing Address

\_\_\_\_\_  
City    Prov / State                                      Postal Code

\_\_\_\_\_  
Daytime Telephone Number / Local      Fax Number

\_\_\_\_\_  
E-Mail

### Affiliation/Profession:

Please indicate which Affiliation/Profession best describes you:

- |  |   |
|--|---|
| <input type="checkbox"/> Administrator               | <input type="checkbox"/> Occupational Therapist     |
| <input type="checkbox"/> Behaviour Therapist         | <input type="checkbox"/> Physical Therapist         |
| <input type="checkbox"/> Caregiver                   | <input type="checkbox"/> Physician                  |
| <input type="checkbox"/> Case Manager/Planner        | <input type="checkbox"/> Psychiatrist               |
| <input type="checkbox"/> Counselor                   | <input type="checkbox"/> Psychologist               |
| <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"/> Interdisciplinary team      | <input type="checkbox"/> Student in Health Sciences |
| <input type="checkbox"/> Mental Health Therapist     | <input type="checkbox"/> University/College Program |
| <input type="checkbox"/> Nurse                       |   |
| <input type="checkbox"/> Other: _____                |   |

Please visit our website for updates and to register online:

**www.interprofessional.ubc.ca**

### Method of Payment

**We are unable to register anyone without one of the following:**

1. Payment by Visa, MasterCard or Cheque received at the time of the registration
2. Signed purchase order (original or photocopy)
3. Letter of Authorization 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
4. Signed cheque requisition form

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Please make your cheque payable to the **University of British Columbia** and send to: Interprofessional Continuing Education, The University of British Columbia, Room 105 – 2194 Health Sciences Mall, Vancouver, BC V6T 1Z3

**Charge by phone/fax:**

Local/International: (604) 827-3112;  
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### Tuition Fees:

The registration fee includes conference material, one lunch, refreshment breaks, reception, and a certificate of attendance. Please inform us of any dietary requirements.

**EARLY BIRD RATE, BEFORE AUGUST 25, 2010**

**Pre-Conference: Wednesday, Sept. 29th, 2010**

- AM Session:** AM1  or AM2   \$140  
**PM Session:** PM1  or PM2   \$140  
**Full Day:** AM1  or AM2   \$250  
 PM1  or PM2

**Main Conference: Sept. 30th and Oct. 1st, 2010**

Thursday & Friday  \$475

**RATE AFTER AUGUST 25, 2010:**

**Pre-Conference: Wednesday, Sept. 29th, 2010**

- AM Session:** AM1  or AM2   \$160  
**PM Session:** PM1  or PM2   \$160  
**Full Day:** AM1  or AM2   \$280  
 PM1  or PM2

**Main Conference: Sept. 30th and Oct. 1st, 2010**

Thursday & Friday  \$525

**Individual Day Rates**

Thursday only  \$295  
Friday only  \$295

**STUDENT RATE** (limited number available)  \$250

Student rates are available for the main conference only. Must be paid in full before **August 25th, 2010**. A copy of valid student photo ID must be sent with registration.

Pre-Conference Fee = \_\_\_\_\_  
Main Conference Fee = \_\_\_\_\_

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

Registration prior to **August 25th** is strongly recommended to ensure you receive all conference materials. All rates are quoted in \$CAD and the tuition fee includes HST.

### Concurrent Sessions:

Please refer to the program for session descriptions.

**You MUST enter your 2 choices or YOU WILL NOT BE REGISTERED**

	1ST CHOICE	2ND CHOICE
<b>Example:</b>	<u>    A1    </u>	<u>    A6    </u>
<b>Session A:</b>	_____	_____
<b>Session B:</b>	_____	_____
<b>Session C:</b>	_____	_____
<b>Session D:</b>	_____	_____
<b>Session E:</b>	_____	_____

**Please fill out this section if you are paying with a credit card:**



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Credit Card Number                                      Expiry Date

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Name of Cardholder

Please note: A \$25 processing fee will be charged for the re-issue of lost tax receipts. PLEASE SEE GENERAL INFORMATION PAGE FOR CANCELLATION POLICY