

# Claiming Full Citizenship

Self Determination • Personalization • Individualized Funding

## 2015 International Conference

October 15 - October 17, 2015  
The Hyatt Regency, Vancouver, BC



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Presented by



**CENTRE FOR INCLUSION AND CITIZENSHIP**

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# General Information

## Description

With the passage of the UN Convention on the Rights of Persons with Disabilities, self-determination, personalization and individualized funding initiatives have a new foundation upon which to build. In countries all over the world, these initiatives are transforming the lives of people with disabilities. Like the shift from institutions to community services, these initiatives are a momentous step forward in assisting people with disabilities and seniors achieve meaningful and rewarding lives as full citizens. In October of 2015, **UBC Centre for Inclusion and Citizenship** is hosting: ***Claiming Full Citizenship: an International Conference on Self Determination, Personalization, and Individualized Funding***. We invite you to join us and share in the excitement and fellowship of this important event.

15 years after “The Seattle 2000 Declaration on Self-determination & Individualized Funding”, an international gathering of researchers, policy makers, government representatives, service providers, agency administrators, as well as advocates and allies from the community living, independent living, and seniors sectors, will be coming together to:

- Hear stories of the transformative power that these initiatives have had on the lives of people with disabilities
- Share current research on the efficacy, cost, and outcomes
- Reflect on past mistakes, oversights, and learnings
- Examine viable policies and implementation strategies
- Discuss the successful models of planning, facilitation, and supported decision making implementation and management

This is a rare opportunity to:

- Meet new like-minded leaders from all over the world
- Gain an overview of a range of models and practices
- Learn how support agencies have changed their practices to find innovative means to incorporate these new ways of supporting people
- Hear about the pragmatics of planning, support and administration
- Learn how governments have responded to the policy and administrative challenges and opportunities
- Hear the latest research on self-determination, personalization, individualized funding and supported decision making initiatives

## Learning Objectives

- Evaluate the progress in achieving the vision set out in the Seattle 2000 Declaration on Self-Determination and Individualized Funding
- Share lessons learned on the implementation of self-determination, personalization, individualized funding and supported decision making
- Promote cross national, cross cultural and cross sector dialogue
- Share best practices
- Support the realization of the UN Convention of the Rights of Persons with Disabilities through promoting the effective global implementation of self-determination, personalization and individualized funding
- Create a roadmap for the effective implementation of self-determination, personalization, individualized funding and supported decision making
- Foster cooperative networks across jurisdictions, sectors and interests that will continue after the conference

## Who Should Attend

The conference is intended to bring together a broad range of people from around the world and from different constituencies and sectors to share experiences and dialogue to support the effective implementation of self-determination, personalization and individualized funding and ultimately to promote the full and effective citizenship of those who rely on formal and informal supports to participate to their full capacity.

To this end we invite:

- Persons with intellectual, physical and other disabilities
- Seniors
- Families, advocates and allies
- Disability and seniors organizations
- Researchers and educators
- Service and support providers
- Health and human service professionals and students
- Human service and health policy and program analysts
- Decision makers in government and the community sectors

## Location & Accommodations

The conference hotel and accommodation will be provided by The Hyatt Regency Hotel located at 655 Burrard Street, Vancouver, BC, V6C 2R7. We have secured a room block for delegates and speakers attending this conference. Rooms will be available for a nightly rate of \$180 (+tax). It is suggested to book accommodations now as the rooms are anticipated to fill up quickly. To reserve a room, please call 1-402-592-6464 or toll free 1-888-421-1442 and specify that it is a booking under the Claiming Full Citizenship Conference room block.

## Public Transportation

The Hyatt Regency is conveniently located a couple of blocks from the “Vancouver City Center” Canada Line Skytrain stop. The Canada Line travels directly from the YVR Airport, and it takes roughly 25 minutes to get to “Vancouver City Center.” The hotel is also only one block from the Burrard Skytrain Station stop. Alternatively, for those taking buses, many buses stop on Burrard Street across from the hotel.

## Parking

We encourage you to take public transportation, as parking rates at the hotel are expensive. Below are the parking fees for the Hyatt (subject to change):

### Weekday Rate (Mon 6:00am -Sat 6:00 am)

Each 20 minutes or portion thereof: \$3.00

Hourly Rate: \$9.00

Daily Rate: \$25.00 maximum between 6:00 am and 6:00 pm

Evening Rate: \$11.00 maximum between 6:00 pm and 6:00 am (next day)

Early Bird (6 - 7:55am entry - 6:00pm): \$20.00 max

### Weekend / Holiday Rate (Sat 6:00am - Mon 6:00am)

Hourly or portion thereof: \$2.00

Daily Rate: \$8.00 maximum between 6:00 am and 6:00 pm

Evening Rate: \$4.00 maximum between 6:00 pm and 6:00 am (next day)



## General Information, cont.

### Registration Fees

Please see the registration form (back of brochure) for details. To receive the reduced early-bird rates, you must register by **September 7, 2015**. The registration fee for the conference includes conference materials, certificate of attendance, refreshment breaks, one breakfast and one lunch.

### Registration

**ONLINE:** Secure, fast, online registration is available for Visa/MasterCard holders on our website at [www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca)

**BY FAX:** Fax completed registration form to 604-822-4835

**CHARGE-BY-PHONE** (please have Mastercard or Visa ready): Toll free within North America: 855-827-3112; Other callers: 604-827-3112

**MAIL:** Send the registration form with cheque to: IN 9578 REGISTRATION, Interprofessional Continuing Education, The University of British Columbia, Room 105-2194 Health Sciences Mall, Vancouver, BC, V6T 1Z3, Canada.

Participants paying by credit card outside of North America: Please inform your credit card company of the transaction as some banks put a block on credit card payments made outside your country.

### Refund and Cancellation Policy

Refunds will be made (less a \$50 processing fee) if a written notice of withdrawal is received by **September 7, 2015**. No refunds will be granted for withdrawal after that date. The Conference Committee reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund will be issued.

### Exhibitors

Organizations wanting to exhibit at this conference, please contact Amy Sissons, Program Assistant, at 604-822-7524 or at [amy.ipce@ubc.ca](mailto:amy.ipce@ubc.ca).

### Professional Credits & Conference Updates

For updates regarding credits and other conference updates, visit our website at [www.interprofessional.ubc.ca](http://www.interprofessional.ubc.ca).

### Scholarships for Self Advocates and Families from BC

**All scholarship funding has now been allocated.** Thank you to the **Family Support Institute (FSI)** and **Inclusion BC** for supporting self-advocates and families from BC to attend this conference.



## Program-at-a-glance

### Thursday, October 15, 2015

8:30 Registration Open  
9:30 Welcome, Opening Remarks & Prayer  
10:00 Opening Plenary  
10:30 Plenary  
10:50 Break - Exhibit & Poster Viewing  
11:10 Plenary  
11:40 Plenary  
12:00 Plenary  
12:30 Lunch (*provided*)  
1:30 Concurrent Sessions A  
3:00 Break  
3:30 Concurrent Sessions B  
5:00 Welcome Reception

### Friday, October 16, 2015

8:30 Registration Open & Breakfast (*provided*)  
9:30 Plenary  
11:00 Break - Exhibit & Poster Viewing  
11:30 Concurrent Sessions C  
1:00 Lunch  
2:00 Concurrent Sessions D  
3:30 Break  
4:00 Plenary  
6:00 Gala

### Saturday, October 17, 2015

9:00 Registration Open  
9:30 Concurrent Sessions E  
11:00 Break - Exhibit & Poster Viewing  
11:30 Keynote  
12:30 Closing Remarks

*This conference is aptly named for persons living with dementia as more and more of us are challenging boundaries and finding our voice. We are 'claiming full citizenship' - speaking up and speaking out, and assuming our place at the table as capable and active participants. I look forward to this opportunity to share and learn from others' experiences. - Jim Mann, Advocate, living with Alzheimer's*

## Planning Committee

**Tim Stainton (Conference Chair)**, PhD, MSW, BSW, Professor and Director, School of Social Work and Director Centre for Inclusion and Citizenship, University of British Columbia, Vancouver, BC, Canada

**Michael Bach**, Executive Vice-President, Canadian Association for Community Living, Toronto, ON, Canada

**Faith Bodnar**, Executive Director, Inclusion BC, Vancouver, BC, Canada

**Cindy Chapman**, Coordinator, Centre for Inclusion and Citizenship, University of British Columbia, Vancouver, BC, Canada

**Ross Chilton**, MA, Executive Director, Community Living Society, Burnaby, BC, Canada

**Katia Despot**, Acting Associate Director, Interprofessional Continuing Education, University of British Columbia, Vancouver, BC, Canada

**Paul Gauthier**, Network Coordinator, BC Personal Supports Network – EATI; Paralympic Boccia Athlete, New Westminster, BC, Canada

**Rachelle Hole**, PhD, MSW, BSW, BA, Co-Director of the Centre for Inclusion and

Citizenship, The University of British Columbia, Vancouver, BC; and Associate Professor, School of Social Work, The University of British Columbia, Kelowna, BC, Canada

**Catrina Johnson**, MS, Instructor, Camosun College and Family Member, Victoria, BC, Canada

**Norman Kunc**, MSc, Co-Director, Broadreach Training & Resources, New Westminster, BC, Canada

**Jim Mann**, Alzheimer's Advocate - living with Alzheimer's, Surrey, BC

**Jeff Moulins**, Self-Advocate, Communications Committee for Vela, has a microboard for 25 years, Surrey, BC

**Deborah O'Connor**, Director, Centre for Research on Personhood in Dementia, University of British Columbia, Vancouver, BC

**Linda Perry**, Executive Director, Vela Microboard Association, Board Member Lower Fraser Valley Aboriginal Society, Surrey, BC, Canada

## International Engagement Committee

**Linda Perry (Chair)**, Executive Director, Vela Canada, Lower Fraser Valley Aboriginal Society, Surrey, BC, Canada

**Ruth Bartlett**, Associate Professor and Programme Lead (DClinP), Centre for Innovation and Leadership in Health Sciences, Faculty of Health Sciences, University of Southampton, Southampton, UK

**Eddie Bartnik**, Strategic Adviser, National Disability Insurance Agency (Australia), Australian Capital Territory, Australia

**Michael Bleasdale**, CEO, Home Modifications Australia, Surry Hills, NSW Australia

**Michelle Browning**, La Trobe University, Consultant, Melbourne, Australia

**Patti Chiappetta**, Executive Director, Innovative LIFE Options, Inc., Winnipeg, Manitoba, Canada

**Simon Duffy**, Director, The Centre for Welfare Reform, Sheffield, South Yorkshire, England

**Don Gallant**, Director, National Project Director, Ready Willing and Able, Canadian Association for Community Living, Torbay, NL, Canada

**Judy Hannah**, Director of Strategic Initiatives, SACL, Saskatoon, SK, Canada

**Linda Jordan**, Lead - Disabled Children, National Development Team for Inclusion, long term involvement in the movement for inclusion, rights, citizenship, self-determination and personalisation, teacher, civil servant, local government officer, parent of a disabled daughter and politician, London, UK

**John Lord**, Partner, Facilitation Leadership Group; Founder, Centre for Community Based Research, Author of several books on inclusion, including *Pathways to Inclusion: Building a New Story with People and Communities* and *Facilitating an Everyday Life*, Waterloo, Ontario, Canada

**Marsha Marshall**, Chief Executive Officer, Manawanui InCharge, Individualised Funding Host, Auckland, New Zealand

**Valerie McCarthy**, Director of her daughter's Microboard. Sits on focus groups in N. Ireland regarding individualized funding and future planning for personal budgets, Hillsborough, County Antrim, Northern Ireland

**Chas Moseley**, EdD, Consultant, Charlotte, Vermont, USA

**Ann-Charlotte Nedlund**, Post doc, Centre for Dementia Research (CEDER), Department of Social and Welfare Studies, Linköping University, Norrköping, Sweden

**Margaret Rodgers**, Director, Community Resource Unit, South Brisbane, Queensland, Australia

**Michael Smull**, Support Development Associates, LLC, Annapolis, MD, USA

**Sue Swenson**, Political Appointee, Obama Administration, Former US Commissioner for Developmental Disabilities, Bethesda, MD, USA

**Jane Wardlaw**, Director, Wardlaw & Brown Consulting, Launceston, Tasmania, Australia

## Acknowledgements

We would like to acknowledge with great appreciation the financial support towards this conference provided (in part) by:

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OF CANADA**



**PERSONNES  
D'ABORD  
DU CANADA**

People First of Canada is a national non-profit organization for men and women labelled with an intellectual disability supporting each other to reclaim our right to be recognized as full citizens.

### Goals and Objectives

Promote equality for all people who have been labeled  
Speak for ourselves and make our own decisions  
Educate the community about our movement and our issues

### Our Vision

A Canada that values diversity; and honors, respects and includes all its citizens.

*Nothing About Us – Without Us*



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8:30am - 9:30am Registration Open

9:30am - 10:00am **Welcome & Opening Remarks**  
*Tim Stainton (Conference Chair), PhD, MSW, BSW, Professor and Director, School of Social Work and Director Centre for Inclusion and Citizenship, University of British Columbia, Vancouver, BC, Canada*  
*Klaus Lachwitz, President, Inclusion International, London, UK*

Opening Prayer

10:00am - 10:30am **Opening Plenary | Claiming Full Citizenship: Self Determination in the era of the CRPD**  
*Michael Bach, Executive Vice-President, Canadian Association for Community Living, Toronto, ON, Canada*

Self-determination, supported decision making and individualized funding initiatives have been breaking new ground for over forty years. The UN Convention on the Rights of Persons with Disabilities embeds a platform in international law for significantly advancing these innovations into domestic law, policy and community practice. With such potential on the horizon for expanding their scope, the presentation will reflect on some key lessons learned from this now global movement, and the prospects ahead.

10:30am - 10:50am **Plenary | "What's the Story, Morning Glory"**  
*Linda Jordan, Ellen Goodey*

Presented by People First of Canada

10:50am - 11:10am Break - Exhibit & Poster Viewing

11:10am - 11:40am **Plenary | Australia's National Disability Insurance Scheme: Its Design, Progress, Campaign Lessons, Challenges and Opportunities**  
*Bruce Bonyhady, Chairman, National Disability Insurance Scheme, Australia*

Australia's National Disability Insurance Scheme (NDIS or Scheme) reframes disability supports as insurance not welfare, tailors supports based on functional needs and facilitates individual control and choice. The Scheme commenced operations on 1 July, 2013 and is currently being trialled in seven trial sites, across Australia. When the scheme is fully implemented in 2019-20 there will be around 460,000 participants and government spending on disability will have doubled to around \$22 billion (1.0% of GDP). Remarkably, the impetus for the NDIS came from outside government yet quickly won unanimous support. There are many challenges and especially enormous opportunities ahead, including sharing our experiences and incorporating international best-practice into the Scheme.

Learning Objectives:

1. Gain an understanding of the design and implementation of the Australian National Disability Insurance Scheme (NDIS)
2. Gain an appreciation of the campaign to establish the Scheme and the key implementation opportunities and challenges ahead

11:40am - 12:00pm **Plenary | "What's the Story, Morning Glory"**  
*Jim Mann*

12:00pm - 12:30pm **Plenary | Transforming the HealthCare Terrain from Biomedical to Citizenship Discourses**

*Ruth Bartlett, Associate Professor, Programme Lead MSc Complex Care in Older People, Faculty of Health Sciences, University of Southampton, UK*

We are entering a new era of healthcare, where ideas associated with citizenship (e.g. increasing patient power, upholding rights) are becoming more vital and visible. Biomedical discourses still pervade within healthcare (e.g. finding a cure, managing symptoms), but the idea of citizenship is taking hold and challenging some of the goals of biomedicine. This talk explains how ideas associated with citizenship have the potential to transform the healthcare terrain, using dementia care as an example. It is not suggested that citizenship is the 'answer', in fact, it can create other dilemmas, but it is argued that citizenship provides an empowering language and alternative discourse for healthcare. A summary of resources on citizenship in healthcare will be disseminated.

Learning Objectives:

1. Gain a critical awareness of current thinking about citizenship in the context of healthcare and persons with dementia
2. Develop an understanding of the transformative potential and parameters of citizenship
3. Reflect on the meaning of citizenship in the context of healthcare

12:30pm - 1:30pm Lunch (provided) - Exhibit & Poster Viewing

1:30pm - 3:00pm Concurrent Sessions A

## A1 3 30-minute sessions

### A1i What IS a Microboard?

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

This session is for people that may not be familiar with Microboards. We will define the term "Microboard" as it is applied in the context of support models and explain through examples, the broad variety of options and yet customized application for support and in many cases, for paid services.

Learning Objectives:

1. Provide a definition, context and history of Microboard development. With practical stories of individuals with Microboards, the intention, person centered foundation, philosophy and focus will be made clear.
2. Help those not clear on the concept of Microboards gain a better understanding of the intention behind Microboards, an overview of how they are developed and an appreciation for their successful broad, yet customized application.

### A1ii Siblings Speak About Microboards

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

Siblings play a key role in the lives of individuals with disabilities. They are often the people that provide primary support once parents are no longer able to do so. This workshop will look at sibling concerns and how a Microboard can assist them in supporting their brothers and sisters.

Learning Objectives:

1. Gain understanding of some of the key issues and concerns faced by siblings and how a Microboard can support them to address their worries. It will show how siblings are active and influential members of Microboards but they can rely on the other board members to step in and assist so that they are not solely responsible for their brother or sister's support needs.



### A1iii The Microboard Model for Self Directed Supports: In Our Own Words

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

*Jeff Moulins, Board Member, Microboard Jeff Moulins Support Society, Vancouver, BC, Canada*

*Laura Laidlaw, Self Advocate, Member of her own Microboard, Vela, Mission, BC, Canada*

This workshop will allow for active conversation on how several self-advocates have used their individual Microboards to support them in achieving their goals. They will provide examples of how they are in charge but work with collaborative support from their trusted Microboard members.

#### Learning Objectives:

1. Provide the opportunity for several self-advocates to offer a synopsis of how they are using Microboards to assist them in achieving their goals, their way. Each will demonstrate that they are very much in charge of the decision making, while working in collaboration with a few trusted family and friends that are members of their Microboards.
2. Allow for a great deal of audience participation to ensure there is clarity in the means used and what has been accomplished in each person's situation. The discussion will assist the audience to develop a broad perspective on the ways that the Microboard model can be a useful support tool for a wide range of self-advocates.

## A2 3 30-minute sessions

### A2i Rhetoric and Reality in Active Citizenship and Community Living in Europe

*Julie Beadle-Brown, MA, PhD, Reader in Intellectual and Developmental Disabilities, Tizard Centre, University of Kent, Canterbury, Kent, UK*

DISCIT aims to produce new knowledge enabling Member States, affiliated European countries and the European Union to achieve full and effective participation of persons with disabilities in society and the economy. In investigating the social and political conditions for making such participation a reality, the project adopts a multifaceted understanding of Active Citizenship to operationalize the notion of "full and effective participation" in the UN Convention on the Rights of Persons with Disabilities. This session will present findings from the DISCIT project about the realisation of active citizenship through community living and will draw together information on policy and on the experience of people with disabilities across 9 European countries. It will present recommendations about what is needed to narrow the implementation gap between policy and practice.

#### Learning Objectives:

1. Share the learning from a large project in 9 European Countries on making active citizenship a reality for people with disabilities
2. Focus on the issue of community living and support

### A2ii Self-directed Support: A Way Forward in Finland

*Aarne Rajalahti, Director of Development Activities, Kehitysvammaisten Palvelusäätiö (KVPS), Service Foundation for Persons with Intellectual Disabilities, Tampere, Finland*

There is a big legislative aim for meeting the requirements of UNCRPD in Finland. However, the way of publicly procuring daily services for persons with disabilities as well as elderly people has been harmful to inclusion. With the model of self-directed support, more flexible support and services have been reached.

#### Learning Objectives:

1. Explain how the rigid way of publicly procuring daily services for persons with disabilities as well as elderly people has been harmful in the aim towards inclusion. With the model of self-directed support, more flexible support and services have been reached.
2. The Finnish political debate of big municipal and structural social reforms forgets the persons which the services and support are aimed to. Therefore raising people's own voice and freedom of choice can be fundamental in shaping better services for all.

### A2iii The Impact of an Innovative Community-Government Partnership: Promoting Self-Determination and Inclusion for People with Intellectual Disabilities

*Judy Hannah, Director of Strategic Initiatives, Saskatchewan Association for Community Living, Saskatoon, SK, Canada*

*Joel Kilbride, Director of Disability Services, Program Design and Operational Policy, Ministry of Social Services, Government of Saskatchewan, Saskatoon, SK, Canada*

This presentation describes a unique experience of social innovation through the "disruption of the institutional patterns" (Nilsson & Paddock 2014) in the field of intellectual disability. Speaking to the themes of community-government engagement, policy innovation, and promotion of self-determination, we focus on embedding community-government engagement in the development of public policy.

#### Learning Objectives:

1. Share the lessons we learned from our experience with a collaborative approach to development of operational policy and business processes for a self-directed funding option
2. Engage the listeners in discussion on challenges and opportunities of community-government partnerships

## A3 1 90-minute session

### A3 Independent but Not Alone: Supporting People with Intellectual Disabilities to Make Decisions around the World

*Anna MacQuarrie, Director, Human Rights, Policy and Global Initiatives, Inclusion International, Toronto, ON, Canada*

*Klaus Lachwitz, President, Inclusion International, Toronto, ON, Canada*

*Connie Laurin-Bowie, Executive Director, Inclusion International, Toronto, ON, Canada*

This session will share stories and examples of supported decision making in practice from around the world. The session will explore practical challenges and innovative solutions for moving forward with implementing CRPD Article 12 and supporting people with intellectual disabilities to make their own decisions.

#### Learning Objectives:

1. Enhance knowledge on the status and implementation challenges of CRPD Article 12
2. Increase knowledge about the role of families, organizations and governments in advancing the right of people with intellectual disability to make decisions

## A4 1 90-minute session

### A4 Taking Control of Our Lives: The Process of Program Development and Engagement of People with Dementia using Theories of Social Citizenship

*Lisa Loiselle, M.A., Murray Alzheimer Research and Education Program (MAREP), University of Waterloo, Waterloo, ON, Canada*

*Deborah O'Connor, PhD, Centre for Research on Personhood and Dementia (CRPD), University of British Columbia, Vancouver, BC, Canada*  
*Jim Mann, Self-advocate, Surrey, BC, Canada*  
*Bill Heibin, Self-advocate, Kakaebecka Falls, ON, Canada*

Through the lens of social citizenship we will provide an understanding of best practices for a collaborative planning process with researchers and knowledge users, and share the experiences of various knowledge user groups in participating in a PAR process through the development of a self-management program for people living with dementia.

**Learning Objectives:**

1. Provide an understanding of best practices for a collaborative planning process with researchers and other knowledge users, to ensure that the needs and voices of people living with dementia are heard, respected, and incorporated
2. Share the experiences of various knowledge user groups in participating in a PAR process through the development of a self-management program for people living with dementia

**A5 3 30-minute sessions**

**A5i A Plain Language Guide to Supported Decision Making for Self-Advocates**

*Kim A Bucholtz, Manager of Quality Assurance, Langley Association for Community Living, Langley, BC, Canada*  
*Adam Schatz, Self-Advocate, Langley Association for Community Living, Langley, BC, Canada*  
*Rosemerri Stafford, Self-Advocate, Langley Association for Community Living, Langley, BC, Canada*  
*James Schell, Self-Advocate, Langley Association for Community Living, Langley, BC, Canada*  
*David Cairns, Self-Advocate, Langley Association for Community Living, Langley, BC, Canada*

Four Self-Advocates will share their experiences in the development of the plain language guide on Supported Decision Making. Each person will speak for 5 minutes each, with 10 minutes left at the end of the session for questions. Each Self-Advocate will be provided with support to develop a professional presentation.

**Learning Objectives:**

1. Understand the purpose of the guide for Self-Advocates
2. Understand the process of developing the guide by Self-Advocates
3. Receive the guide on Supported Decision Making in plain language

**A5ii Citizenship for Young People with Dementia**

*Anne Therese Lotherington, Professor and Head of Department, Center for Women's and Gender Research, UiT, The Arctic University of Norway, Norway*

Care is an object of public concern, central to our daily life and way of working. The presentation will explore care enactments in various situations involving collaboration between professionals, the person in need of care, and their families. A new way of understanding citizenship will be introduced, an understanding that goes beyond citizenship as pertaining to the individual. The presentation gives attention to how technology, gender and citizenship enter into and shape the practices.

**Learning Objectives:**

1. Develop an understanding of citizenship within a relational perspective
2. Reflect on how gender and technology perform citizenship
3. Discuss how material semiotic provides a new understanding of citizenship

**A5iii Now We Can! Working with Self-Advocates in Systems Change**

*Yoshiko Kardell, MSW, Policy Associate, Human Services Research Institute, Tualatin, OR, USA*  
*John Agosta, PhD, Vice President, Human Services Research Institute, Tualatin, OR, USA*  
*Risa Rojas, BA, Policy Assistant, Human Services Research Institute, Tualatin, OR, USA*

In an effort to address the informational and advocacy needs of people with intellectual or other developmental disabilities, The Riot! at Human Services Research Institute has worked with self-advocate leaders over the years to develop a number of resources and tools for self-advocates including newsletters, toolkits, and discovery and planning games. During this session, these resources will be presented along with options for use with a range of audiences including self-advocates, their families, self-advocacy groups, and individuals who provide support to people receiving services.

**Learning Objectives:**

1. Learn how to engage individuals with intellectual and other developmental disabilities in advocacy activities using materials developed by The Riot! including newsletters, toolkits, and activities
2. Identify at least two ways to build or strengthen advocacy efforts among people with intellectual and other developmental disabilities in this area

**A6 1 90-minute session**

**A6 Sustainable Person Directed Service Models in Today's Political, Economic and Social Systems: Exploring Provider Practices, Outcomes and National Trends**

*Caitlin Bailey, PhD, Director of Research and Evaluation, National Leadership Consortium at the University of Delaware, Newark, DE, USA*  
*Julie Bershadsky, PhD, Senior Research Analyst, Human Services Research Institute, Boston, MA, USA*  
*Marian Saulino, MS, Executive Director, Values Into Action, Media, PA, USA*  
*Gail Godwin, MS, Executive Director, Shared Support Maryland, Inc., Baltimore, MD, USA*  
*Kristen Loomis, Program Coordinator, National Leadership Consortium at the University of Delaware, Newark, DE, USA*

This collaboration between two organizations providing entirely person-directed services and researchers from National Leadership Consortium and Human Services Research Institute explores organizational practices that ensure quality individualized services, systems barriers faced and how practices and outcomes relate to national research about people using supports and obstacles identified across disabilities services.

**Learning Objectives:**

1. Learn about best practices in providing services, the effect these practices have on outcomes, and how these outcomes compare to national level data and research

**A7 3 30-minute sessions**

**A7i How our Model of Self-Direction has Changed Lives (Bespoke Lifestyles – Queensland, Australia)**

*Dianne Mandeville, BMus, BA, Senior Consultant in Self-Directed Funding, Bespoke Lifestyles, Queensland, Australia*

Dianne Mandeville from Bespoke Lifestyles in Australia will share how their organization has supported people throughout the state of Queensland to live inclusive and productive lives through a model of self-management where families and people with disabilities take control of their own lives. Dianne will also share inspiring stories of how people's lives have been transformed.

Learning Objectives:

1. Share an innovative, successful model and its essential elements
2. Inspire delegates about what can be achieved by people with disabilities given the right opportunities and mindset
3. Promote cross national exchange of ideas on best practice

**A7ii The Role(s) of Case Managers in Self-Direction: Supportive Separations**

*Gerianne Prom, Vice President, Long Term Care Services & Supports, Milwaukee Center for Independence, Milwaukee, WI, USA*  
*Danielle Skenadore, Human Services Manager, Milwaukee Center for Independence, Milwaukee, WI, USA*

Self-Directed programs provide essential services to vulnerable populations across the country, facilitating choice and self-determination where rigid systems stood before. It is time to discuss the paradigm shift shaping the role of case managers in self-directed service programs.

Learning Objectives:

Through the examination of case studies, professionals will identify common challenges that arise in self-directed programs and develop the skills to manage these situations.

1. Self-Determination Theory
2. Person Centered Planning Methods
3. Identify, Develop and Implement Self Directed Supports

**A7iii A Journey towards Person Centered Supports**

*Angie N Conrad, BCR, Program Manager, New Directions for Children, Youth, Adults, and Families, Winnipeg, MB, Canada*

This is the story of transformation of one large Canadian social service agency offering residential and day supports for people with intellectual disabilities. The journey includes increased awareness about choices, possibilities for influencing where and how people reside in communities. Personal stories of success from people who need some supports to be fully engaged in community will be illustrated.

Learning Objectives:

1. Describe the transformation process of offering person centered supports at a large social service agency
2. Outline organizational changes in staff training, recruitment, written documentation, job descriptions and titles, and organizational structure
3. Outline the skills required to strengthen social networks and the challenges of balancing risks and benefits with greater independence

**A8 1 90-minute session**

**A8 An International Perspective on Local Area Coordination: Making Disability Supports and Services more Personal, Local and Accountable**

*Eddie Bartnik, Strategic Adviser, National Disability Insurance Agency, Australia*  
*Ron Chalmers, Director General, Disability Services Commission, Western Australia*  
*Ralph Broad, Director, Inclusive Neighbourhoods, UK*

An international, long term perspective on the development and implementation of the innovative Local Area Coordination (LAC) program, covering: a long term case study of LAC in Western Australia since 1988; national implementation as part of the National Disability Insurance Scheme in Australia; and England and Wales implementation including a national network to support implementation and evaluation.

Learning Objectives:

1. Gain an understanding of Local Area Coordination design and implementation in an international context, linked to system reforms

2. Gain an appreciation of the evidence base for LAC and critical links to program fidelity

**A9 3 30-minute sessions**

**A9i Toronto's Unfolding Story... Where Do We Go From Here?**

*Frances MacNeil, BA Community Living Toronto, Developmental Services Toronto (DSTO) Service Provider Committee, Toronto, ON, Canada*  
*Barry Isaacs, PhD, Surrey Place Centre, Toronto, ON, Canada*

Direct funding started 37 Toronto developmental service providers on a journey. This presentation will share service gaps they uncovered, the Fee-For Service Resource Package they developed and results from a review of Direct and Individualized Funding models that started a new conversation between service providers, government, self-advocates and community members.

Learning Objectives:

1. Sharing the Toronto story to generate further discussion and share lessons learned
2. Knowledge transfer and access to tools that can be mutually beneficial for all
3. Expand networks with those who are experiencing the same journey

**A9ii Individualized Funding: The Experiences, Barriers and Facilitators Associated With Implementing Four Pilot Initiatives in Ireland**

*Padraic Fleming, BA, MSc, Population Health and Health Services Researcher, Department of Psychology, Maynooth University, Maynooth, Kildare, Ireland*

Mixed methods research to evaluate the development and implementation of individualized funding to ascertain if it is: effective for improving health and social care outcomes; feasible within the Irish context; and, an appropriate mechanism for supporting people with disabilities to gain independence and self-determined lives, fully integrated within the community.

Learning Objectives:

1. Systematically review the experience internationally of implementing personal budgets for people with a disability
2. Explore the facilitative and prohibitive factors associated with the implementation of individualized funding in Ireland
3. Describe the successes and challenges in the development and roll-out of four individualized pilot initiatives
4. Capture the perceived impact, to date, of individualized funding on individuals with a disability and their advocates

**A9iii From Grassroots to Policy Change: The Ontario Experience with Direct Funding and Independent Facilitation**

*John Lord, Founder, Centre for Community Based Research in Kitchener; Chair, New Story Group of Waterloo Region; Partner, Facilitation Leadership Group, Waterloo, ON, Canada*  
*Dave DeVidi, Professor of Philosophy, Chair, Facilitation Wellington Dufferin, Independent Supports for Person Directed Planning, Department of Philosophy, University of Waterloo, Waterloo, ON, Canada*

This workshop will illustrate how grassroots efforts and community development have been significant in the development of Direct Funding and Independent Facilitation policy in the province of Ontario. Session participants will learn how local advocacy, social innovation, and



demonstration projects have played a key role in significant policy changes that have occurred over the last thirty years.

Learning Objectives:

1. Illustrate the power and importance of community development and grass roots efforts in provincial policy change
2. Share lessons on key implementation milestones that impacted local and provincial change
3. Share stories that illustrate best practices and community change
4. Outline lessons learned in regard to creating change toward a New Story for people with disabilities and families

**A10 1 90-minute session**

**A10 Working Together to Reclaim Citizenship: A Story of People Labelled 'Too Challenging' or 'Too Complex' Regaining their Place in our Community**

*Margaret Rodgers, CEO, Community Resource Unit, Queensland, Australia*

*Leanne Burke, Staffing Options, Queensland, Australia*

*June Arthy, Kalpana Collective, Queensland, Australia*

*Bronwyn Moloney, Kalpana Collective, Queensland, Australia*

This presentation will focus on a variety of initiatives in Queensland that have assisted people labelled too challenging or too complex to regain their place in their community and to direct their own support with the help of family and friends. Through the stories of four people, the presentation will describe how these different initiatives work in practice.

It will also explore the benefits gained from different organisations working together. Community Resource Unit has invested in change and leadership development across the state for over 25 years. The advocacy group, Speaking Up for You (SUFY) has called for a different response and has partnered with others to find another way. Staffing Options is a for-profit staffing agency which has responded to the needs of individuals who required a more flexible response than most organisations were willing to provide and now enables over 100 people to direct and manage their own supports. The Kalpana collective is hosted by Staffing Options and is the story of people who were 'infamous' in the system ten years ago and who are now quietly living their lives, contributing to their communities.

Learning Objectives:

1. Hear individual stories of the way people have been supported to reclaim their place in their community
2. Draw from these experiences the benefits of people and their families directing their own lives and their own supports, both individually and collectively
3. Identify the benefits of negotiating for each individual situation, the roles of each party, in particular what is delegated to people who are paid to be there
4. Compare and contrast the benefits of these models with the impact of one-size-fits-all service delivery, particularly on those considered to be challenging or complex
5. Appreciate that it is possible for all people to direct their own support, regardless of their label
6. Understand how different organisations can work together to create a better response to the people who challenge the system

**3:00pm - 3:30pm Break - Exhibit & Poster Viewing**

**3:30pm - 5:00pm Concurrent Sessions B**

**B1 3 30-minute sessions**

**B1i Microboards and their Role in High Quality Support**  
*Ellen M Walker, BSW (Hons), PhD Candidate, Social Work and Social Policy Researcher, Curtin University, Lakelands, WA, Australia*

Microboards can support someone with high support needs to have a good life. This presentation looks at how they are used to ensure the focus person has high quality support.

Learning Objectives:

1. Have a deepened understanding of how Microboards can influence quality support
2. Hear what is involved in maintaining a stable but innovative support team

**B1ii Three Examples of Different Ways Microboards can be used to Provide Support**

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

*Terry Robertson, Facilitator/Mother, Vela, Prince George, BC, Canada*

*Bree Robertson, Self-advocate, Prince George, BC, Canada*

Microboards can be used in a variety of ways to meet individual need. Not all Microboards receive funds to provide supports. Many have chosen not to do this. This workshop will look at three examples of differing uses of Microboards to meet individual needs with and without government funding.

Learning Objectives:

1. Learn about the flexibility of the Microboard model
2. Hear about three different applications of the model and how these were created to meet a specific individual's need
3. Hear stories that demonstrate how each person's individual choice and usage of a Microboard has addressed their support needs in a successful, individually directed way

**B1iii Three Microboard Support Agencies Telling Stories of Humble Beginnings**

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

*Valerie McCarthy, Mom, Original Facilitator for Vela Microboards NI, Annahilt, County Down, Northern Ireland, UK*

*Joanne Nunn, President of Youniverse, Western Australia*

This conversation will provide insights into the common themes and philosophies related to Microboards, regardless of where they are located. It will also demonstrate the flexibility of the model in adapting to local culture and expectations, while staying true to those themes and philosophies.

Learning Objectives:

1. Demonstrate some of the key foundational components required when considering Microboards as a support option
2. Demonstrate how there are many ways that location, culture and government can influence some of the decisions made by Microboards, allowing for a local take on many areas of the work
3. Ensure a great deal of interaction with those attending for exploring ways in which the model may be utilized in other jurisdictions and what hurdles they can expect, how some have common solutions and others will require a unique approach

**B2 3 30-minute sessions**

**B2i Why Citizenship Matters**

*Simon J Duffy, DMS, PhD, Director, The Centre for Welfare Reform, Sheffield, UK*

Dr. Simon Duffy describes the keys to citizenship and explains how citizenship is central to the task of building a society that can recognise the value that comes from the full inclusion of every individual - in all their diversity. Citizenship is the starting point for a new kind of politics.

**Learning Objectives:**

1. Understand the meaning of citizenship
2. Evaluate different policies with regard to their impact on citizenship
3. Develop innovations that promote citizenship for all

**B2ii Citizenship and Social Inclusion for People with Dementia: A Register Study in a Swedish Context on the Distribution of Social - Care Services**

*Elzana Odzakovic, RN, PhD-student, Center for Dementia Research/ISV, Linköping University, Norrköping, Sweden*  
*Ann-Charlotte Nedlund, PhD, Senior Lecturer, Center for Dementia Research, Linköping University, Norrköping, Sweden*  
*Annika Taghizadeh Larsson, PhD, Senior Lecturer, Center for Dementia Research, Linköping University, Norrköping, Sweden*

In Sweden, every citizen has equal right to social-care. The purpose of this session is to investigate how social support is distributed for people with dementia and to compare this distribution in an ethnicity perspective. A statistical analysis will be presented based on data in progress.

**Learning Objectives:**

1. Share lessons learned on the implementation of self-determination, personalization, individualized funding and supported decision making
2. Promote cross national, cross cultural and cross sector dialogue
3. Foster cooperative networks across jurisdictions, sectors and interests that will continue after the conference

**B2iii Being a Full Citizen with Cognitive Impairment: How Supported Decision-Making Is Managed For People with Dementia in Sweden**

*Ann-Charlotte Nedlund, PhD, Senior Lecturer, Center for Dementia Research, Linköping University, Norrköping, Sweden*  
*Annika Taghizadeh Larsson, PhD, Senior Lecturer, Center for Dementia Research, Linköping University, Norrköping, Sweden*

The presentation sheds light on the challenges inherent with claiming full citizenship in cases of need of support for exercising one's citizenship. It problematizes the right to self-determination from a Swedish setting where the right to self-determination for adults cannot be legally taken away as compared to many other countries.

**Learning Objectives:**

1. Evaluate the progress in achieving the vision set out in the Seattle 2000 Declaration on Self Determination and Individualized Funding
2. Share lessons learned on the implementation of self-determination, personalization, individualized funding and supported decision making
3. Promote cross national, cross cultural and cross sector dialogue
4. Support the realization of the UN Convention of the Rights of Persons with Disabilities through promoting the effective global implementation of self-determination, personalization and individualized funding
5. Foster cooperative networks across jurisdictions, sectors and interests that will continue after the conference

**B3 3 30-minute sessions**

**B3i What does Supported Decision Making look like in Practice?**

*Michelle Browning, Living with Disability Research Centre, School of Allied Health, La Trobe University, Richmond, Victoria, Australia*

This presentation shares the findings of an in-depth qualitative study exploring the supported decision making approaches of seven people with intellectual disabilities and their supporters in British Columbia and Ontario. The presentation will explain what supported decision making looked like for people in the study, outline important elements of the support relationship and explore some of the complexities of providing decision support.

**Learning Objectives:**

1. Learn what supported decision making looked like for the people in the study
2. Discover the foundational elements of the support relationship
3. Explore some of the complexities of providing decision support

**B3ii Supported Decision Making Demonstration Project: A Collaborative Approach**

*Robert D Fleischer, JD, Assistant Director/Expert Mental Disability Law, Center for Public Representation, Northampton, MA, USA*  
*Elizabeth Pell, MSW, Independent Evaluation/Disability Service Quality, Human Services Research Institute, Cambridge, MA, USA*

A public interest law firm and a provider agency partnered in Massachusetts to offer Supported Decision Making to 10 individuals with intellectual and/or developmental disabilities. Supported Decision Making is an alternative to guardianship that aims to preserve the autonomy of individuals with disabilities and their human right to make decisions about their own lives. Panelists will share their experiences and lessons learned to date from this demonstration project. Panelists will include legal advocacy representatives, and staff from the organization conducting an independent evaluation of this demonstration pilot.

**Learning Objectives:**

1. Learn about a partnership between a public interest law firm and a shared living provider to implement a supported decision making demonstration project in Massachusetts
2. Learn how project is structured with an Advisory Group
3. Learn how supporters were selected and Representation Agreements designed and executed
4. Learn what difference supported decision making made in both legal status and quality of life for participants
5. Learn about the ongoing independent evaluation to collect and report on lessons learned for replication, including the experience of community members

**B3iii Shaping Up Decision Making: The Role of Active Support**

*Julie Beadle-Brown, MA, PhD, Reader in Intellectual and Developmental Disabilities, Tizard Centre, University of Kent, Canterbury, Kent, UK*

This session will provide participants with a basic understanding of active support and how it can be used to support people with intellectual and developmental disabilities to make decisions.

**Learning Objectives:**

1. Bring together both the research around active support and illustrate how active support can facilitate the implementation of supported decision making on a day-to-day basis through the enabling relationship between someone providing support and the person receiving the support
2. Consider the importance of doing so in particular for people with severe

and profound intellectual disability both as a way of skilling up their own decision making skills but also as a way to support those who may be in the position of ultimately having to make a decision based on their knowledge of the individuals likes, dislikes, preference and previous experiences

3. Make use of video footage to demonstrate how the four essentials of active support - Every moment has potential, Little and often, Graded assistance to ensure success and maximising choice and control – can be used to facilitate communication and decision making

## B4 3 30-minute sessions

### B4i Using Fiscal Intermediary Services in Michigan: Self-Directing One's Services and Supports

*Angela Martin, MSW, Community Support Specialist, Developmental Disabilities Institute, Wayne State University, Detroit, MI, USA*  
*Patricia Carver, BA, President, Community Drive, Inc., Brighton, MI, USA*

Fiscal Intermediaries assist people with disabilities to direct their Medicaid funded community-based services and supports. Data on Fiscal Intermediary utilization is an indicator on the status of Self-Determination in a state. Michigan Partners for Freedom (MPF) is using this data to advocate for and to advance Self-Determination in Michigan.

#### Learning Objectives:

1. Define the role and responsibilities of Fiscal Intermediary providers in Michigan
2. Understand the Fiscal Intermediary service data for Michigan's citizens with intellectual and developmental disabilities
3. Learn how Michigan Partners for Freedom is using Fiscal Intermediary data to advocate for and to advance Self-Determination in Michigan

### B4ii The Participant Voice: The Strategy of Redesign and Improvement Initiatives in Self-Directed Programs

*Amanda Cavanagh, Director, Research and Development, Centers for Independence, Glendale, WI, USA*

As more Managed Care Organizations (MCO) and state Long Term Services and Support programs adopt participant-directed service models, service excellence plans are an increasingly essential component of innovative program design and delivery. Session attendees will learn how to use participant and caregiver feedback to guide service improvements, respond to program growth and reform, and strengthen their commitment to the participant experience.

#### Learning Objectives:

1. Learn how service providers can give staff an active role in their community
2. Discuss best practice and how to enhance service excellence
3. Explore how to control costs
4. Engage on how to employ responsive program evaluation measures that elevate the voice of the participant

### B4iii Who Stands By Me to Make My Voice Heard?

*Samantha Jenkinson, BSW, Executive Director, People with Disabilities WA Inc, Nedlands, Western Australia, Australia*

Explore how the role of paid advocacy can assist in building the self-advocacy skills of people with disabilities as well as providing amplification for their voice. Using case studies and the principles of advocacy and self-determination, participants will work through ways to build the capacity of people with disabilities.

#### Learning Objectives:

1. Explain the role of paid individual advocacy
2. Identify the capacity building role of advocacy
3. Describe how paid advocacy and self-advocacy increase self determination

## B5 1 90-minute session

### B5 Measuring the Impact of Self-Direction at the State and National Level

*Julie Bershadsky, PhD, Sr Research Specialist, Human Services Research Institute, Cambridge, MA, USA*

*Valerie Bradley, MA, President, Human Services Research Institute, Cambridge, MA, USA*

*Marc Fenton, MA, President, Public Partnerships, LLC, Boston, MA, USA*

*Erica Hendricks, JD, Policy Associate, Human Services Research Institute, Cambridge, MA, USA*

This presentation examines 1) how National Core Indicators can be used to evaluate outcomes of self-direction programs, 2) how prospective budgets can be used to enhance self-direction in service planning and 3) trends in individual spending in MA and how spending and service trends can influence programming and policy.

#### Learning Objectives:

1. Gain an understanding of the National Core Indicators projects (NCI and NCI-AD) including background, history, methodology, scope and aims
2. Gain an understanding of how National Core Indicators data (NCI and NCI-AD) can be used to evaluate outcomes of self-direction programs for different populations
3. Learn how prospective budgets can be used to enhance self-direction in service planning at the state level
4. Observe the spending and service trends of individuals with IDD in MA who are self directing, and how these patterns can influence policy and program design

## B6 1 90-minute session

### B6 Improving Individualized Funding for End Users: An Example from British Columbia, Canada

*Zainum Bahadshah, Manager, Organizational Support, Community Living BC, Vancouver, BC, Canada*

*Catriona Johnson, Parent Lead, InclusionWorks! Saanich, Victoria, BC, Canada*

*Jessica Humphrey, Self-Advocate Advisor, Community Living BC, Vancouver, BC, Canada*

*Jerry Laidlaw, Self-Advocate Advisor, MSA Society, Vancouver, BC, Canada*

*Maggie Vilvang, Principle, Community Living Innovation Venture, Vancouver, BC, Canada*

*Sylvie Zebroff, Family Partnership Advisor, Community Living BC, Vancouver, BC, Canada*

Six diverse panelists reflect on Community Living BC's work to improve its original Individualized Funding policies and practices. Learn about the collaborative research design, the compelling patterns emerging from the research findings; the "missing voice of self-advocates"; future directions; and the use of process to improve IF that involves end-users at all stages.

#### Learning Objectives:

1. Learn about the collaborative research design and its effectiveness
2. Hear first-hand from members of a multi-stakeholder team directly involved in the work on their experiences of the research design/process
3. Learn about the qualitative research findings that surfaced through reflections guided by a multi-stakeholder team with like-stakeholders across British Columbia
4. Learn about a special portion of the research designed to be led and capture qualitative findings directly from self advocates



**B7** 1 90-minute session

**B7** **What the Policy and Practice of Individualized Supports Cannot Alone Do: A Panel Discussion**

*Michael J Kendrick, Kendrick Consulting International, Holyoke, MA, USA*

Individualization as an approach to enabling good lives for people has had many beneficial aspects to its credit. Nonetheless, it is by no means a simplistic panacea, as it requires the presence of other supports to optimize its impact and many of these exist “outside” of the formal systems that fund and regulate individualized supports. This session will assess from the vantage point of the overarching aims of full citizenship, self-determination and personal well-being what should be the best mix of law, policy, practice and community and natural supports in configuring the next generation of individualized approaches.

**Learning Objectives:**

1. Gain an understanding of the limits of laws, policy and practice approaches in the realization of full citizenship and good and valued lives
2. Develop a greater understanding of what is required beyond law, policy and practices to achieve full citizenship and good and valued lives

**B8** 3 30-minute sessions

**B8i** **Shifting Towards a Person Centered System: IF and Other Initiatives**

*Jack Styan, BEd, MSW, VP Strategic Initiatives, Community Living BC, Vancouver, BC, Canada*

*Andrea Baker, MA, Manager, Quality Service Initiatives, Community Living BC, Vancouver, BC*

Five key initiatives are fueling CLBC’s shift from system to person-centered practice: individualized funding, individual and family preference policy, shared living residential options, employment and the quality of life framework. Join a panel of CLBC’s managers in exploring the objectives, challenges and successes of key initiatives.

**Learning Objectives:**

1. Understand what it means to shift from system centred to person centred practice
2. Be introduced to five levers that CLBC is using to power this shift and get a sense of successes and challenges
3. Understand next steps in advancing this shift

**B8ii** **Systematizing Self-Determination: The Rationalities of Individualized Funding**

*Michael Bleasdale, CEO, Home Modifications Australia, Treasurer, Australian Council of Social Service, Sydney, NSW, Australia*

Self-determination and individualised funding, as principles of service practice for people with disability, are not new, and have been implemented with varying degrees of success in different parts of the world over the past 40 years. As “progressive” approaches they continue a tradition which started with the push for the closure of institutions. Correctly the focus has been upon human rights, but understanding the rationalities which formalised support for people with disability, firstly in institutions and then in the community, helps to explain how the current dominance of individualised funding has come about. This can help us to better understand what is expected of individuals to now “manage themselves”, using the supports provided, and so more clearly articulate what types of activities and interventions are likely to more successful than others. This understanding will also assist the advocacy provided to make available to people with disability the opportunities for participation in community activities, which are beyond the control of the service system.

**Learning Objectives:**

1. Understand the rationalities which underpin service systems, from the development of the institution up until the development of individualized funding arrangements
2. Identify the techniques by which individuals in modern societies are effectively required to manage their lives and govern their behaviours, to ensure stability and harmony within the community
3. Understand the dynamics which enable paradigmatic change, such as the implementation of individualized funding arrangements system wide, to better target advocacy and lobbying and so ensure continuous improvement

**B8iii** **How to Let Data Help You: How to Access, Understand, and Use Nationally Recognized Data on Individuals with I/DD to Increase Self-Determination Across The United States Of America**

*Faythe Aiken, BA, Research Analyst, Human Services Research Institute, Tualatin, OR, USA*

*Josh Engler, Policy Associate, Cambridge, MA, USA*

*Benjamin Miller, Self-advocate, Portland, OR, USA*

This presentation and discussion will focus on how to access, understand, and utilize nationally recognized data available for self-advocates and family advocates around outcomes such as self-determination, choice and decision making, and rights and respect. This will include self-advocates and researchers conducting hands-on training of how to find the data needed and how to interpret the results. The data discussed will be from the Family Information Systems Project (FISP) and National Core Indicators (NCI) national datasets.

**Learning Objectives:**

1. Learn where and how to access important national outcomes data on adults with intellectual and developmental disabilities
2. Learn how to interpret the results of outcomes data from two nationally recognized public datasets
3. Gain a practical understanding of how to utilize data available for self-advocates and family advocates

**B9** 3 30-minute sessions

**B9i** **The Four Capitals: A New Framework to Assist Planning, Decisions, and Measuring Outcomes**

*Robbi Williams, BA(Hons) MA, CEO, JFA Purple Orange, Unley BC, SA, Australia*

This presentation introduces participants to the Four Capitals, a life chances framework used to assist planning, decision-making and outcome measurement. This includes how the framework has been translated into a 7-workshop program for people living with disabilities and their families.

**Learning Objectives:**

1. Learn about a new approach for thinking about life chances: gain an additional tool to use when thinking about a person’s life chances and where the issues or imperatives lie
2. Learn about a new approach for planning and decision-making: have an additional tool to use when thinking about developing a plan (and decisions) that genuinely focuses on growing life chances (not service responses)
3. Learn about a new approach for measuring outcomes: have an additional tool for thinking about outcomes and their measurement

### **B9ii Transition Age Youth Achieving Independence**

*Gerianne Prom, Vice President, Long Term Care Services & Supports, Milwaukee Center for Independence, Milwaukee, WI, USA*

As individuals with developmental disabilities make the passage from adolescence to adulthood, they are faced with unique challenges. This session will address these challenges, provide solutions, and share best practice to support success in transition.

#### Learning Objectives:

1. Review the rights afforded to young people with intellectual and/or developmental disabilities at age 18
2. Renew their understanding of person-centered planning and self-determination
3. Develop skills to identify the socio-ecological factors that affect an individual's ability to self-direct
4. Gain knowledge of current best practices unique to the delivery of services for transition-age youth on the path to independent living

### **B9iii Partners for Planning; Supporting Families with Online Strategies**

*Susan Beayni, BSc, BEd, Independent Facilitator, Teacher, Consultant, Partners for Planning, Toronto, ON, Canada*

Created by Partners for Planning, the Resource Network is a new, dynamic, online hub designed to provide families caring for a relative with a disability, the tools, strategies, and resources that will build their capacity to create a good life and secure future for their loved ones.

#### Learning Objectives:

1. Use digital resources to maximize their knowledge and skills to create and implement a plan for a meaningful life for their loved one
2. Increase awareness of how to plan effectively and hear many success stories of others who are living a good life

## **B10 1 30-minute session, 1 90-minute session**

### **B10i British Columbia Aboriginal Network on Disability**

*Neil Belanger, (Maluu'm Amxsiwaa), Executive Director, British Columbia Aboriginal Network on Disability, Victoria, BC, Canada*

Aboriginal persons in British Columbia and across Canada continue to deal with the generational effects that European colonization has had on all aspects of our lives. It is well documented that the health and disability status of Aboriginal people in British Columbia and Canada is significantly lower than that of our non-Aboriginal population.

At BCANDS we believe that all Aboriginal persons living with a disability have the right to enjoy their life to it's fullest potential and the right to have the support necessary to access information, programs and services to assist in making that happen.

This session will provide an overview of current policy, program and service provision initiatives impacting Aboriginal and First Nations persons with disabilities in BC and include discussion about efforts being undertaken to improve their meaningful participation in community.

#### Learning Objectives:

1. Increase awareness of the specific issues impacting Aboriginal and First Nations persons with disabilities in BC
2. Promote exchange of ideas around best practice

### **B10ii Jamie's Story: "What's wrong with dreaming about fishing all day?"**

*Jamie Barisoff & Lynne Barisoff*

In the session Jamie and Lynne share their story about how individualized funding is the vehicle Jamie uses to tell his family what he wants in his life, how it has helped Jamie to become an essential part of his community, and why flexibility is key to success. Not being part of a block funded program, "if something doesn't work, we just change it".

#### Learning Objective:

1. Demonstrate how Individualized Funding allows for choice, control and flexibility

**5:00pm - 6:30pm**

**Welcome Reception Hosted by the Centre for Inclusion and Citizenship**

*Self-directed support, in its many international forms, continues to help people transform their own lives for the better - all over the world. However, resistance continues and progress has often been painfully slow. It is therefore very exciting that the global community can meet together in Vancouver in 2015. We must use this opportunity to build a stronger movement to challenge injustice and develop the kinds of communities that genuinely welcome all citizens.  
- Simon Duffy, Director, Centre for Welfare Reform, South Yorkshire, England*

8:30am - 9:30am Registration Open & Breakfast (provided)

9:30am - 11:00am **Plenary | State of the Nations**  
*John Lord, Founder, Centre for Community Based Research in Kitchener; Chair, New Story Group of Waterloo Region; Partner, Facilitation Leadership Group, Waterloo, ON, Canada*  
*Eddie Bartnik, Strategic Adviser, National Disability Insurance Agency, Australia*  
*Linda Jordan, Lead, Disabled Children, National Development Team for Inclusion; long term involvement in the movement for inclusion, rights, citizenship, self-determination and personalization; Teacher; Civil Servant; Local Government Officer; parent of a disabled daughter; Politician, London, UK*  
*Marsha Marshall, MSN (Hons), CEO, Manawanui InCharge, Auckland, New Zealand*  
*Tom Nerney, Director of the Institute for Health Quality and Ethics, Founder of the self determination movement in the US, Author of the Threshold of Freedom, Wakefield, RI, USA*

This session will provide conference goers an opportunity to hear about where efforts towards full citizenship and self determination are at in countries which have been at the forefront of the movement. This session will consider progress that has been made, challenges and future directions with key leaders from the respective countries.

Learning Objectives:

1. Provide participants with a basic understanding of how self determination and personalization has progressed in key countries around the world
2. Provide ideas and insights which participants can apply to their own region or country in moving forward with the citizenship agenda

11:00am - 11:30am Break - Exhibit & Poster Viewing

11:30am - 1:00pm Concurrent Sessions C

**C1 2 45-minute sessions**

**C1i Microboards in BC and Western Australia**  
*Ellen M Walker, BSW (Hons), PhD Candidate, Curtin University, Lakelands, WA, Australia*  
*Susan D Stanford, B.AppSc(Physio) GradDipEd, Catalyst, Youniverse, Kingsley, WA, Australia*  
*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

The family context for Microboard development, in BC and Western Australia, and the evidence of how Microboards work will be presented. The panel will also describe the support required for Microboard development, from the point of introduction of the model in a new jurisdiction, and over a person's life.

Learning Objectives:

1. Have a deepened understanding of how Microboards are used
2. Hear information that can be transferred to the participant's own circumstances
3. Learn where to get assistance to establish a Microboard

**C1ii Self-Determining 'My Life to the Max' Based On Complex Adaptive Systems Theory**  
*Leighton Jay, PhD, MCom(HRD), BSc, Consultant & Parent, Sotica Pty Ltd, Hilton, WA, Australia*  
*Susan D Stanford, B.AppSc(Physio) GradDipEd, Catalyst, Youniverse, Kingsley, WA, Australia*

Life is complex and rarely unfolds in simple linear ways. This experiential learning session will assist participants to recognise and use elements of 'complex adaptive systems' theory in ways that benefit people whose needs are often complex and require above average support.

Learning Objectives:

1. Identify at least three features of complex adaptive systems
2. Describe how feedback loops or tipping points might apply to their life and/or the life of a person who has complex needs
3. Demonstrate how to apply one or more tools to benefit a person with complex needs

**C2 One 3-hour session (split into 2 90-minute sessions)**

**C/D2 The Importance of Language**  
*Kory Earle, President, People First of Canada, Winnipeg, MB, Canada*  
*Calvin Wood, 1st Vice President, Executive Committee, People First of Canada, NS, Canada*  
*Dewlyn Lobo, 2nd Vice President, Executive Committee, People First of Canada, Ottawa, ON, Canada*  
*Harold Barnes, Treasurer, Executive Committee, People First of Canada, AB, Canada*  
*Shane Haddad, Past President, Executive Committee, People First of Canada, SK, Canada*

Please join People First of Canada for a two-part workshop focusing on disability rights and the importance of language. The first portion of this workshop is an introduction to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) highlighting the 5 Articles that are the top priority for Canadians labelled with an intellectual disability. The second portion of this workshop highlights the important of language and how language plays a critical role in everyday life for people with intellectual disabilities. We will share with you a project that has been created by our members and is currently being taught to middle-year students across the country.

Learning Objectives:

1. Increase awareness of Articles 8, 12, 19, 24, and 27 of the UNCRPD
2. Showcase work being done in Canada by PFC members
3. Increase audiences awareness on "The Importance of Language"

**C3 3 30-minute sessions**

**C3i Dementia-Friendly Communities for Care Partners: A Social Citizenship Perspective**  
*Marjorie Silverman, PhD, Assistant Professor, School of Social Work, University of Ottawa, Ottawa, ON, Canada*

This presentation addresses the importance of dementia-friendly communities from a care partner perspective. It explores what is being done internationally, as well as some of the theory behind the extension of dementia-friendly community models to care partners.

Learning Objectives:

1. Understand why dementia-friendly communities are important to care partners
2. Understand some of the initiatives around dementia-friendly communities that are occurring internationally
3. Brainstorm ways that dementia-friendly community models might be applied to a Canadian context



### C3ii Dilemmas in Care-Managing: Citizens with Dementia Encountering the Welfare-State

*Ann-Charlotte Nedlund, PhD, Center for Dementia Research, Department of Social and Welfare Studies, National Institute for Aging and Later Life, Linköping University, Norrköping, Sweden*

The presentation will consist of empirical findings from our interview study with care managers. We present the dilemmas that they face in their line of work and in their meetings with persons applying for social services, in other words, present the experience of difficulties that care managers have in their profession and how they manage them. We also plan to present the implications that these dilemmas and solutions have on the possibilities for citizens, and more specifically people with dementia, to claim their rights as citizens and further how this affects the rights that citizens have i.e. what we call the content of citizenship.

#### Learning Objectives:

1. Share the experience of the care managers when citizens (in this case people with dementia) meet the welfare state, the dilemmas that care managers experience and possible solutions to those
2. Promote dialogue between different actors such as researchers, academical disciplines, professions and the citizens themselves
3. Promote networks for cooperation of research between researchers, disciplines, universities and countries

### C3iii Voice: An Analytical Framework for Exploring Citizenship in Dementia Research

*Ann-Charlotte Nedlund, PhD, Center for Dementia Research, Department of Social and Welfare Studies, National Institute for Aging and Later Life, Linköping University, Norrköping, Sweden*  
*Annika Taghizadeh Larsson, PhD, Senior Lecturer, Center for Dementia Research, Linköping University, Norrköping, Sweden*  
*Linda Örvulv, Researcher, Center for Dementia Research, Linköping University, Norrköping, Sweden*  
*Johannes H Österholm, PhD Candidate, Center for Dementia Research, Linköping University, Norrköping, Sweden*

We will present voice as an analytical framework to enhance the problematization and investigation of citizenship for people living with dementia. We will also discuss the strengths and the potential of using such a framework when doing research on citizenship in general, and more specifically, for people living with dementia. The analytical framework that we will propose focuses on the multiple accounts of voice in use. Thus, the framework does not only embrace the issue of "whose voices?", but also the various ways voice has been conceptualised, framed and understood in different theoretical and empirical contexts as well as how these together in different ways have the potential to shed light on the possibility for people with dementia to remain participative actors in their neighbourhood, in society and furthermore, to have the opportunity to claim full citizenship.

#### Learning Objectives:

1. Promote cross national, cross cultural and cross sector dialogue
2. Support the realization of the UN Convention of the Rights of Persons with Disabilities through promoting the effective global implementation of self-determination, personalization and individualized funding
3. Create a roadmap for the effective implementation of self-determination, personalization, individualized funding and supported decision making

## C4 1 90-minute session

### C4 Self-Determination, Presumption of Capability, and Least Intrusive/Most Effective Responses: Perspectives on the Continuum of Decision Making in BC's Adult Guardianship Legislative Framework

*Leanne Dospital, BA, MA, Manager, Assessment and Investigation Services and Health Care Decisions, Public Guardian and Trustee (PGT), Vancouver, BC, Canada*

*Krista James, BA, LLB, National Director, Canadian Centre for Elder Law*  
*Barbara Lindsay, LLB, Director of Advocacy and Education, Alzheimer Society of BC*

*Faith Bodnar, BA Special Education, Executive Director, Inclusion BC*

BC's adult guardianship legislation is an integrated set of six acts governed by the guiding principles of self-determination, the presumption of capability, and the provision of the least intrusive and most effective forms of support. As a package, the legislation represents a continuum of how financial, legal, personal and health care decisions will be made for adults in BC who may become mentally incapable. The continuum runs from an adult deciding for themselves, an adult deciding who will help or make decisions for them if they ever cannot, a safety net if there are no plans in place or they have fallen through, and as a last resort, private individuals or the Public Guardian and Trustee making decisions as guardian for an adult with the duty to foster the independence of the adult and involve them in decision making. Panelists will cover specific initiatives that speak to various points on the continuum.

#### Learning Objectives:

1. Outline BC's adult guardianship legislative framework
2. Share a few BC perspectives associated with this legislative framework as it relates to the conference themes of support, facilitation and planning (sub-themes - user/family led organizations, person centred planning), and decision making (sub-themes - supported decision making, policy and legal frameworks, implementation challenges)

## C5 3 30-minute sessions

### C5i Individualized Funding in New Zealand: A Purist Approach

*Marsha Marshall, MSN (Hons), CEO, Manawanui InCharge, Auckland, New Zealand*

Manawanui InCharge is New Zealand's expert Individualized Funding Host provider, currently supporting nearly 2000 people to be self-directed and independently manage their government funding. The model takes a purist approach wherein all decision making belongs to the person with the funding, who can design and direct all aspects of the delivery of their own supports. This purist model has underpinned the transformational outcomes for people, and the success of the programme in New Zealand.

#### Learning Objectives:

1. Learn about what IF looks like in New Zealand, how it is implemented, what a purist approach looks like
2. Hear stories of transformation based on this approach
3. Be inspired to take action where models of support are not empowering for people, and be able to use the model as a tangible and real example of successful implementation

## **C5ii Shared Management: A Partnership That Builds Capacity between People, Families and Support Providers**

*Kate Fulton, DipSW, Development Consultant, Perth Home Care Services, Perth, WA, Australia*

Shared Management is an initiative that has supported partnerships between people, families and providers in Western Australia for the last 10 years. It is a practical approach enabling all people to direct their supports with the aim of building individual's capacity and authority in their lives. Shared Management is based on genuine partnerships that honor people's contribution whilst acknowledging the need for flexibility, change and shared responsibility.

### Learning Objectives:

1. Share the model of Shared Management including the principles, features and practice
2. Share and understand the benefits and outcomes for people, families and providers of a shared managed approach
3. Explore some of the potential economic benefits from Shared Management
4. Explore what it takes for an organization to develop effective shared management

## **C5iii Life is Good In the Company of Friends - An Innovative Model**

*Patti Chiappetta, BHEc, BA, CIM, Executive Director, Innovative LIFE Options Inc., Winnipeg, MB, Canada*

*Laurie Miller, Senior Resource Coordinator, Innovative LIFE Options Inc., Winnipeg, MB, Canada*

This session will be a presentation of an innovative model that focuses on self-management. It will include short videos, power point presentations and personal testimony from individuals who receive self-managed dollars through ICOF and will focus on where the model came from, how it has evolved and the many day to day issues that arise as people take charge of their lives in their communities and within the company of their family and friends.

### Learning Objectives:

1. Share an innovative, successful model and its essential elements
2. Discussion that will inspire new thinking regarding supported decision making - self-managed vs family managed
3. Clarification of identifying and positioning alongside traditional services.
4. Discuss and develop strategic plan around supporters, support networks, support network burn-out, sustainability - connections and relationships, family issues

## **C6 3 30-minute sessions**

### **C6i Transformational Change: Implementing the National Disability Insurance Scheme in Western Australia**

*Ron F Chalmers, PhD, Masters of Education, Director General, Disability Services Commission, Western Australia, Perth, WA, Australia*

The Western world is watching the implementation of the National Disability Insurance Scheme in Australia. This entitlement based system aims to provide "reasonable and necessary" supports and services for up to 450,000 people with disability via individualized funding packages. People with disability in Western Australia are eager to ensure that the NDIS builds upon the positive features of the existing system that is founded on individualized, personalized supports and the early signs are good. This presentation will provide an overview of the key features of the NDIS and the challenges of implementation. Early findings, including feedback from people with disability will also be provided.

### Learning Objectives:

1. Gain an understanding of the parameters of a national entitlement based disability support system based on contemporary principles
2. Gain an appreciation of the challenges and risks associated with implementing a national entitlement based support scheme
3. Early findings from the introduction of the scheme including feedback from people with disability and their families/carers

### **C6ii Implementation of the National Disability Insurance Scheme in the Perth Hills Trial Site in Western Australia**

*Marita Walker, Trial Site Manager, Perth Hills, National Disability Insurance Agency, Midland, Western Australia, Australia*

The introduction of the National Disability Insurance Scheme in Australia commenced in trial sites in July 2013 and will transition to Full Scheme in July 2016. This is a major social and economic reform that presents great opportunities and significant challenges for everyone.

### Learning Objectives:

1. Describe the insurance approach as a pillar of the National Disability Insurance Scheme
2. Identify key challenges and opportunities for individuals and families in the new system
3. Identify key challenges and opportunities for providers of disability supports

### **C6iii Campaign for a National Disability Insurance Scheme. A Successful Change to Social Policy?**

*Samantha Jenkinson, BSW, Executive Director, People with Disabilities WA Inc, Nedlands, WA, Australia*

Follow the journey of the campaign for a National Disability Insurance Scheme in Australia, and the challenges in building a campaign and a system based on self-determination, choice and control by people with disabilities.

### Learning Objectives:

1. Identify how people with disabilities can be involved and engaged in campaigns
2. Identify the challenges and competing interests when bringing together service providers, family carers and people with disabilities around self determination
3. Identify challenges and strategies in putting vision into practice

## **C7 3 30-minute sessions**

### **C7i Understanding Families' Experiences of Self-Direction: Learnings from Queensland Families**

*Lesley Chenoweth, BSW, MSW, PhD, Professor of Social Work, Griffith University, Meadowbrook, Queensland, Australia*

Three separate studies of families' experiences of different self direction approaches are analysed. What supports and what hinders families in their planning and managing of individualised supports are explored.

### Learning Objectives:

1. Share insights about how families can best be supported in self direction
2. Share how families' experiences can inform and teach other families

### **C7ii Models of Family- and Person-Directed Respite in Canada: A Cross-National Comparative Analyses**

*Paula S Hutchinson, PhD, Research Associate, Dalhousie University, Halifax, NS, Canada*

*Catharine Shanahan, MSW, RSW, Executive Director, Family Respite Services Windsor Essex, Windsor, ON, Canada*

The Canadian Respite Network (CRN) was formed to better understand the landscape of respite services and share best practices. Our presentation will highlight a study of respite services (n=96) in ten provinces and two territories and a cross-national comparative analysis of funding, services, criteria, and funding sources. Personalized and individualized respite will be linked to best-practice models to support our future decision-making about Canadian respite services.

### Learning Objectives:

1. Describe models of respite (e.g., services, criteria for persons served, and funding sources)
2. Compare models of respite
3. Rank models of respite based on consumer uptake and/or potential consumer uptake

### C7iii Family Vision as a Force for Inclusion: The Role of IF Funding

*E Anne Hughson, PhD, Director and Associate Professor, Community Rehabilitation & Disability Studies, Community Health Sciences, Cumming School of Medicine, University of Calgary, Calgary, AB, Canada*

*Bruce Uditsky, MEd, CEO/Adjunct Professor, Alberta Association for Community Living, Edmonton, AB, Canada*

The Family Managed Resource Centre was created to assist families in creating a vision of an inclusive life and implementing their plans utilizing individualized funding. The Centre supports hundreds of families in from obtaining individualized funding to recruiting and training staff to facilitating meaningful inclusion.

### Learning Objectives:

1. Compare what's at stake for families and individuals to stay on a normative pathway with what's at stake for policy makers, staff and community members when using IF
2. Explore if policy trends that favor IF options can affect the social construction of disability, personal values, strength of community networks, and professional practices
3. Explore if any funding mechanism can actually influence/constrain the power of vision, the limits of traditional community service programs, community connections and sustain structural supports that matter

## C8 1 90-minute session

### C8 International Examples of Self Determination, Personalisation and Individualised Funding in a Mental Health Context

*Eddie Bartnik, Strategic Adviser, National Disability Insurance Agency, Australia*

*Nick Dixon, Commissioning Manager, Mental Health and Substance Misuse Services, Stockport Council, Stockport, UK*

*Gerry Naughtin, BA, BSW (Hons), PhD, Chief Executive Officer, Mind Australia, Heidelberg, Australia*

Momentum is growing in mental health and disability reform and three contemporary working examples are provided: personalisation and personal budgets in Stockport, England; choice and control for people with psychosocial disability as part of the National Disability Insurance Scheme in Australia; and Mind Australia's initiatives including research on choice making within personal budgets and use of a learning and educational approach through their Recovery College.

### Learning Objectives:

1. Gain an understanding of various working approaches to self determination, personalisation and individualised funding in a mental health context, including results so far at an individual and systemic level
2. Gain an appreciation of the key challenges related to initiating and

delivering these reforms in a mental health context

## C9 3 30-minute sessions

### C9i A Place to Call Home: Housing as Critical to the Success of Individualized Funding

*Michael Bleasdale, CEO, Home Modifications Australia, Treasurer, Australian Council of Social Service, Sydney, NSW, Australia*

The gradual rollout of the NDIS in Australia demonstrates how a national implementation of individualised funding of disability support throws into sharp relief the preparedness of the community to enable participation. A particular challenge in Australia has been the availability of suitable housing, with expensive and poorly designed properties providing a barrier to NDIS participants' aspirations to participate in their communities. New housing stock offers promise for the future, but what is required is a more sophisticated strategy of procurement and modification, which, if successful will help to drive the market and ensure that accessible housing becomes the norm rather than the exception.

### Learning Objectives:

1. Understand how to identify and address systems issues which are not directly under the jurisdiction of the department or organisation charged with implementing individualised funding
2. Explore the fundamental role of the home in the project of self-determination, and the importance of housing being fit for purpose
3. Develop strategies to address systemic issues of housing shortage, affordability and accessibility

### C9ii What is Suitable Housing when Individualised Funding is Involved: A Provider and Policy Perspective?

*Catherine E Bridge, PhD, Associate Professor, University of New South Wales, Australia, Kensington, NSW, Australia*

This panel will report on housing policy and practice in Australia, North America and Britain as it relates to personalised funding models. The panel will involve four mini presentations and question and answer with the audience and in doing so will seek to answer the following key questions: One, what is the nature of the person-centered housing provision in a range of developed nations? Two, what factors have influenced the provision of particular types of housing products? Three, what factors are shaping the market growth of particular types of housing solutions?

### Learning Objectives:

1. Enable the sharing of best practices in housing policy and practice
2. Support the effective global implementation of self-determination, personalization and individualized funding as it relates to housing choices
3. Create a roadmap for better supported decision making in regard to housing

### C9iii Creating the Future: Practices and Impact of Alternative Options for Housing and Supports

*Caitlin Bailey, PhD, Director of Research and Evaluation, National Leadership Consortium on Developmental Disabilities, University of Delaware, Newark, DE, USA*

*Marian Saulino, MS, Executive Director, Values Into Action, Media, PA, USA*

This presentation will describe agency policies, structures, supports models, practices and evaluation methods that ensure community membership and choice and control for service users. Presenters will explicitly link people's outcomes to best practice strategies. Attendees will gain strategies to make changes within existing provider organizations and IDD support systems.

### Learning Objectives:

1. Gain examples of best practices supports models, including the



organizational policies, structures, practices and evaluation methods that ensure that services are completely person-directed

2. Learn strategies to make changes within existing provider organizations and IDD support systems to improve the quality of services and move towards true community supports and membership

1:00pm - 2:00pm Lunch - Exhibit & Poster Viewing

2:00pm - 3:30pm Concurrent Sessions D

### D1 3 30-minute sessions

#### D1i Citizenship as Practice: Handling Communication Problems in Encounters between Persons with Dementia and Social Workers

*Johannes H Österholm, PhD Student, Center for Dementia Research (CEDER), Linköping University, Norrköping, Sweden*

The participation of persons with dementia in assessment meetings varies and communication problems with various consequences occur. Social workers can facilitate for them to overcome communication problems. If the person has great problems in participating, social workers can find different strategies to at least involve them in the conversation.

Learning Objectives:

1. Increase awareness of troublesome communication in assessment meetings
2. Present strategies to overcome communication problems

#### D1ii Re-Claiming Citizenship through the Arts

*Sherry L Dupuis, PhD, Professor and Co-Principal Investigator, Partnerships in Dementia Care (PiDC) Alliance, Department of Recreation and Leisure Studies, University of Waterloo, Waterloo, ON, Canada*

*Pia C Kontos, PhD, Senior Scientist, Toronto Rehabilitation Institute, University Health Network; Adjunct Scientist, Rotman Research Institute, Baycrest Centre for Geriatric Care; Associate Professor, Dalla Lana School of Public Health, University of Toronto, Toronto, ON, Canada*

In this interactive session, participants will have an opportunity to: engage with visual and poetic expressions of experiences of dementia, critically reflect on dominant discourses of dementia and implications of these for citizenship; and examine the arts as a transformative space for constructing alternative discourses of dementia and reclaiming citizenship.

Learning Objectives:

1. Engage with visual and poetic expressions of experiences of dementia
2. Critically reflect on dominant discourses of dementia and implications of these for citizenship
3. Examine the possibilities of the arts as a transformative space for constructing alternative discourses of dementia and reclaiming citizenship

#### D1iii Citizenship in Action: Examining the Lived Experiences of Citizens with Dementia Who Campaign For Social Change

*Ruth Bartlett, Associate Professor, Centre for Innovation and Leadership in Health Sciences, Faculty of Health Sciences, University of Southampton; Executive Committee member, British Society of Gerontology, Southampton, UK*

This presentation is about the psycho-emotional effects of claiming full citizenship in the context of living well with dementia. Specifically, it explores the lived experiences of citizens with dementia who campaign

for social change, with a particular focus on the effects of campaigning on citizenry identity and psycho-emotional well-being. It is based on a piece of completed and published empirical research conducted in the UK. In diary-interviews, 16 people with dementia recorded and described their experiences of campaigning. Findings revealed that although campaigning can be energizing and reaffirming of citizen identity, because it (re) located a person within the realm of work, individuals may experience dementia-related fatigue and oppression linked to normative expectations about what someone with dementia 'should' be like. The discussion is linked to critical debates within disability studies about the psycho-emotional aspects of impairment and disability, and it is argued that the struggle for citizenship has only just begun for people with dementia.

Learning Objectives:

1. Gain a critical awareness of how campaigning affects the citizenry identity and psycho-emotional well-being of men and women with dementia
2. Discuss the lived experience of claiming full citizenship from the perspective of men and women with dementia
3. Understand key debates within disability studies concerning the psycho-emotional aspects of impairment and disability

### D2 1 3-hour session (split into 2 90-minute sessions)

#### D/C2 The Importance of Language

*Kory Earle, President, People First of Canada, Winnipeg, MB, Canada*

*Calvin Wood, 1st Vice President, Executive Committee, People First of Canada, NS, Canada*

*Dewlyn Lobo, 2nd Vice President, Executive Committee, People First of Canada, Ottawa, ON, Canada*

*Harold Barnes, Treasurer, Executive Committee, People First of Canada, AB, Canada*

*Shane Haddad, Past President, Executive Committee, People First of Canada, SK, Canada*

Please join People First of Canada for the second half of a two-part workshop focusing on disability rights and the importance of language. The first portion of this workshop (C/D2) is an introduction to the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) highlighting the 5 Articles that are the top priority for Canadians labelled with an intellectual disability. This portion of this workshop highlights the important of language and how language plays a critical role in everyday life for people with intellectual disabilities. We will share with you a project that has been created by our members and is currently being taught to middle-year students across the country.

Learning Objectives:

1. Increase awareness of Articles 8, 12, 19, 24, and 27 of the UNCRPD
2. Showcase work being done in Canada by PFC members
3. Increase audiences awareness on "The Importance of Language"
4. Give audiences the opportunity to see PFC members deliver this three hour presentation

### D3 3 30-minute sessions

#### D3i Standing Alongside People as they Change

*Judith McGill, MES, Executive Director, Families for a Secure Future, Toronto, ON, Canada*

As independent facilitators and planners of any kind, we can lose our way if we want to be seen as the instrument of change. Change does not operate that way. Change is grueling. It takes initiative. It takes deliberate action. It requires something of us on a daily basis. It entails pushing past our fears and engaging our will. Moving forward.

Learning Objectives:

1. Consider how change occurs for individuals and their families

### 2. Grapple with the role of Independent Facilitators in the change process

#### **D3ii Citizen-Centered Leadership: Everyone is Born 'In'**

*Carol Blessing, Faculty, ILR School/Employment & Disability Institute, Cornell University, Ithaca, NY, USA*

*Niki Stevenson, Program Manager, Extend-A-Family Waterloo Region, Kitchener, ON, Canada*

*Joanie Parker, Director of Vocational Services, Heritage Christian Services, East Rochester, NY, USA*

Are we standing on what we are trying to lift? This session will challenge participants to explore and commit to change the common perceptions and practices, within the system and within themselves, that keep people living with impairment marginalized from the experience of real community inclusion and contribution.

#### Learning Objectives:

1. Understand and apply a universal concept of citizenship as it relates to social justice and equal access to opportunities and experience through which to explore, discover and find expression for meaningful contribution in typical settings
2. Learn to recognize and explore the "integrity gap" - the space between what we intend to do and what we actually do on behalf of and with people living with an impairment and identify the conditions, including cultural ones, that create this gap
3. Understand person-centered planning as a vehicle (rather than an end unto its self) to supporting people toward a self-determined life and the impact this has on resource allocation
4. Be equipped with a practical toolkit to initiate a citizen-centered leadership community of practice at the local level

#### **D3iii Building a Movement to Advance Self-Determination: Michigan Partners for Freedom Local Leaders**

*Patricia Carver, BA, President, Community Drive, Inc., Brighton, MI, USA*

*Angela Martin, MSW, Community Support Specialist, Developmental Disabilities Institute, Wayne State University, Detroit, MI, USA*

Michigan Partners for Freedom (MPF) Local Leaders are building demand for Self-Determination and strengthening the self-advocacy movement. MPF Local Leaders collaborate with a statewide network of people with disabilities, family members, advocates, and service providers to advance Self-Determination and redesign the state's service system based on the principles of Self-Determination.

#### Learning Objectives:

1. Define the role and responsibilities of Michigan Partners for Freedom Local Leaders
2. Acquire tools and resources to build knowledge about Self-Determination
3. Learn about Michigan's Self-Determination Policy and its technical assistance guidelines for the state disability service system

### **D4 3 30-minute sessions**

#### **D4i Effective Advocacy: Can We Talk to Each Other About Hard Topics?**

*David DeVidi, PhD, Professor and Department Chair, Department of Philosophy, University of Waterloo, Waterloo, ON, Canada*

Advocates sometimes shame people who raise questions, rather than working to persuade them, which merely hushes people who might otherwise be made allies. But to persuade people, we need to have clear answers to questions that are hard to discuss (without someone being denounced), even among those of us "on the same side." This session will discuss how to have real discussions of hard questions that respect and involve people who have an interest in the answers, so we can arrive at

answers that help persuade those not yet onside.

#### Learning Objectives:

1. Evaluate interactions involving advocacy strategically by identifying the assumptions, goals and knowledge of others involved
2. Frame difficult questions in ways that facilitate open discussion
3. Communicate to others that it is a sign of respect for them as persons that you are willing to engage in a discussion that might involve disagreeing with them

#### **D4ii World Café: An Exploration of Models of Self Direction, Outcomes and Implementation Challenges**

*Marsha Marshall, MSN (Hons), CEO, Manawanui InCharge, Auckland, New Zealand*

*Richard Buchanan, M Tourism Management, Manager, Provider Relationships, Enabling Good Lives, Auckland, New Zealand*

This workshop will enable participants to hear about several models of self direction currently being implemented in New Zealand, and to compare, contrast and discuss how these relate to what is going on in their own areas. The opportunity to share learnings from the challenges of implementation will be a key focus area.

#### Learning Objectives:

1. Hear about several models of self direction currently being implemented in New Zealand
2. Compare, contrast and discuss how these relate to what is going on in their own areas
3. Share learnings from the challenges of implementation will be a key focus area

#### **D4iii The Potential of Family Group Conferencing for Older Adults: The Results of a Multiple Case Study**

*Rosalie N Metze, MSc, Researcher/Lecturer, Amsterdam University of Applied Sciences, Amsterdam, Noord Holland, The Netherlands*

Family Group Conferencing (FGC) has been implemented for older adults in the Netherlands. This presentation reports on the results of eight FGCs for older adults, and identifies some critical factors which increase the probability of a positive or negative outcome.

#### Learning Objectives:

1. Learn about the decision-making model Family Group Conferencing
2. Gain insight in critical factors which increase the probability of positive or negative outcomes of Family Group Conferencing for older adults

### **D5 3 30-minute sessions**

#### **D5i Individualized Funding in New Zealand: A Study of Financial Impact and Potential Cost Savings**

*Adrian Field, MA (Hons) PhD, Director, Dovetail, Grey Lynn, Auckland, New Zealand*

This presentation explores findings on the financial impact of IF in New Zealand, to understand the patterns of IF use in New Zealand, and costs and spending over time; and to explore the potential cost savings that IF may offer compared to non-IF situations, including formal support services and programmes.

#### Learning Objectives:

1. Gain opportunity of existing datasets to explore patterns of uptake of disability support services
2. Learn the systems that support IF management in New Zealand
3. Examine potential areas for further investigation to build on the learnings of this study

**D5ii Peer Supports and Self-Managed Funding: Developing Local Peer Networks Across Australia**

*Robbi Williams, BA(Hons) MA, CEO, JFA Purple Orange, Unley BC, SA, Australia*

This presentation talks about work building peer support networks across Australia. The project helps different communities (called Communities of Practice) talk and learn from each other's stories. The project gave information to help people talk about their decisions. The presenters talk about what happened and if people said it helped them.

**Learning Objectives:**

1. Consider the extent of participants' own practice/involvement in peer support networks
2. Learn about what happened in the first year of an initiative to build a nationwide network of peer support networks
3. Learn what elements of community development best supported the emergence and sustainability of peer support networks
4. Examine the extent to which nationally coordinated communities of practice helped same
5. Examine the extent to which peer support networks developed in these ways can help people with their decisions about Individualised Funding, including taking up self-management options

**D5iii Establishing Individualized Support Budgets for People with Intellectual and Other Developmental Disabilities**

*John Agosta, PhD, Vice President, Human Services Research Institute, Tualatin, OR, USA*

*Jami Petner-Arrey, PhD, Policy Associate, Human Services Research Institute, Tualatin, OR, USA*

*Alena M. Vazquez, JD, MSW, Policy Analyst, Human Services Research Institute, Tualatin, OR, USA*

In the United States policy makers are seeking to redesign service systems. At the core of such re-design are efforts to establish individualized "supports budgets" for service participants that are based on a standardized assessment of individual support needs. During this session, information is presented pertaining to how such budgets are formed.

**Learning Objectives:**

1. Identify challenges facing policy makers and prompting system redesign
2. Define the primary elements used to establish supports budgets
3. Describe primary advantages to establishing and applying supports budgets from the perspective of individuals with IDD and policy makers
4. Describe the essential steps that must be taken to establish supports budgets, including complementing factors that must be taken into account
5. Describe three issues commonly encountered with system redesign involving support budgets and how they might be overcome

**D6 3 30-minute sessions**

**D6i Intensive Individual Wrap Around Services: "One Child at a Time"**

*Jenny Hoskin-Wyber, Masters in Health Science, CCS Disability Action, Wellington, New Zealand*

Intensive Individualized Wrap Around Service – One Child at a Time, is all about the child/young person. This presentation will discuss the development and implementation of the Intensive Individualized Wrap around Service. It will identify CCS Disability Actions learning's and successes over the past 5 years as it worked in partnership with children, young people and their family/whanau to deliver individualized supports.

**Learning Objectives:**

1. Explore the role of children, young people, families and whanau in

- creating child centred goals and outcomes
2. Understand the role of the provider within the family/whanau context
3. Explore the issues of implementing child rights and develop strategies to address the issues in our day to day practise

**D6ii We Are Better Together: Celebrating the Creativity, Capacity, and Diversity of Young Adults with Complex Physical DisAbilities!**

*Brenda MacLauchlan, BASc, MDiv, MEEC, The Big Sky Centre for Learning & Being Astonished, University of Regina, Regina, SK, Canada*  
*Rhea Boesen, Astonished Interim Manager, The Big Sky Centre for Learning and Being Astonished, University of Regina, Regina, SK, Canada*

Inclusion is person specific but it begins with the dreams and hopes of the individual. By identifying the strengths, dreams, and needs of adults with complex physical disAbilities, the user-led Big Sky Centre for Learning and Being Astonished is creating inclusive community through the self-determined initiatives of its core members.

**Learning Objectives:**

1. Inform participants on how we developed as/maintain our promise to be a user-led organization
2. Inform participants on how we infuse inclusive community throughout an academic institution
3. Inform participants on how we situate ourselves as active participants in research, and use person-centered planning to guide everything we do

**D6iii Self-determination and Positive Psychology: A Model for Guidance of Practice**

*Lisa Woudzia, PhD, BA, MA, Associate Executive Director, Reach Child and Youth Development Society, Delta, BC, Canada*

This talk will integrate work from positive psychology with disability rights and introduce a heuristic for decision making in daily activities and planning.

**Learning Objectives:**

1. Understand the elements of a life of well being
2. Understand the logic of using the elements of well-being as a heuristic in decision making
3. Understand the process of using the elements of well-being in decision making

**D7 1 90-minute session**

**D7 Achieving the Good Life in Ireland: Person and Family-Led Initiatives for Self-Directed Support**

*Eilionóir Flynn, LLB, PhD, Deputy Director, Centre for Disability Law and Policy National University of Ireland, Galway, Ireland*  
*Gabe Hickey, Self-directed living exemplar, Ireland*  
*Fionn Crombie Angus, Fionnathan Productions, Ireland*  
*Jonathan Angus, Fionnathan Productions, Ireland*  
*Owen Collumb, Board Member, Áiseanna Tacaíochta (ÁT), Greater Dublin Independent Living (GDIL), Cheshire Ireland and Lucan Disability Action Group (LDAG), Ireland*  
*Rachel Cassen, Director, LEAP Ireland, Ireland*

This presentation will showcase the work of some of Ireland's leading disability activists, advocates, family-led initiatives, service providers and academic researchers in their efforts to build a civil society movement for personisation and self-directed support in Ireland.

**Learning Objectives:**

1. Understand research methods to help realise self-directed support
2. Understand Irish challenges (and contributions) in achieving self-directed support and claiming full citizenship
3. Demonstrate disability and family leadership
4. Understand the importance of friendships, relationships and informal



networks

5. Understand family leadership development
6. Identify mechanisms for effective community inclusion and social participation

**D8 1 90-minute session**

**D8 Design Principles for a Global Movement**

*Simon J Duffy, DMS, PhD, Director, The Centre for Welfare Reform, Sheffield, UK*

The workshop is designed to explore some of the general lessons being learned around the world about the development of individualised funding. It will enable participants to share their own experiences in order to help develop a common language and empirical framework for future innovation and global collaboration.

Learning Objectives:

1. Aware of the range of possible design principles for self-directed support
2. Define some of the competing goals of self-directed support
3. Agree on the best language or clarified language options for system design
4. Clarify some of the competing design principles for a good system
5. Aware of the role of innovation principles in the design process

**D9 3 30-minute sessions**

**D9i The Power of Flexible Supports and the Self-Determination Spectrum**

*Renay Eade, BBA, Manager, Self Directed Services, Ability Centre (formerly The Centre for Cerebral Palsy), Coolbinia, Western Australia, Australia*

Individualised funding for individuals with complex support needs, in particular those with profound disabilities, enables life-changing outcomes for individuals. Case studies of individuals and families utilising direct funding in flexible and innovative ways across the self-determination spectrum will be discussed with a focus on outcomes and lessons learned so far.

Learning Objectives:

1. Impact individual and flexible supports can make to a person/family's life
2. Discuss how other regions are trialing various innovative funding models
3. Foster self-determination for individuals with complex support needs

**D9ii Building an Interactive Coaching Tool to Facilitate the Transition to Individualized Funding**

*Annick Janson, PhD, Research Associate, Victoria University Wellington, Hamilton, New Zealand*

Manawanui InCharge utilizes a 'Coaching' model to facilitate self-direction/individualized funding. This flexible tool can be introduced in conversation and thereafter emailed to people who wish to pursue learning via peer story-sharing. We adopt Collaborative Consumption models to describe how knowledge spreads through social media, via the ever-increasing adoption of mobile devices.

Learning Objectives:

1. Address the challenge of informing families
2. Develop Collaborative Learning Models
3. Train professionals to use stories to engage families

**D9iii Supporting People in Remote Communities: IF Works!**

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

Individualized Funding can help create supports for people living in remote

communities. Through these supports they are able to successfully remain in their home communities, ensuring their natural supports are maintained. This workshop will explore several examples of success and how they were able to establish their uniquely creative supports.

Learning Objectives:

1. Learn about some of the unique challenges faced when living in remote communities
2. See how individualized funding has helped to address those challenges in ways that are customized
3. Hear of examples of individuals being able to remain in, or return to their communities with the support of IF funding

**3:30pm - 4:00pm Break - Exhibit & Poster Viewing**

**4:00pm - 5:00pm Plenary | What Hasn't Worked? What have we Learned about the Limits, Constraints and Unintended Consequences of Self-determination Based Approaches?**

*Michael J Kendrick, Kendrick Consulting International, Holyoke, MA, USA*  
*Tim Stainton (Conference Chair), PhD, MSW, BSW, Professor and Director, School of Social Work and Director Centre for Inclusion and Citizenship, University of British Columbia, Vancouver, BC, Canada*  
*Simon J Duffy, DMS, PhD, Director, The Centre for Welfare Reform, Sheffield, UK*

The key ingredients of self-determination, personalization and individualized funding have now been with us in various forms for at least thirty years. Though proponents of these approaches do not always highlight the mixed nature of the various impacts of these approaches, there is great value in critically examining these retrospectively from the viewpoint of evolving better policy and implementation. This session will offer critical perspectives on the experience to date across various jurisdictions and their long term experience with both what has added value to people's lives and what may be lacking and what might need to be done to improve outcomes.

Learning Objectives:

1. Gain a deeper understanding of the challenges faced in key jurisdictions in trying to implement individualized funding, support brokerage, supported decision making and other key drivers of citizenship
2. Develop a more critical understanding of what to do and not do when trying to implement individualized funding, support brokerage, supported decision making and other key drivers of citizenship

**6:00pm Gala Cruise**  
*Pre-registration required, see registration form*

**6:15pm Boarding**  
**6:45pm Sailing**  
**9:45pm Return**



9:00am - 9:30am Registration Open

9:30am - 11:00am Concurrent Sessions E

**E1 3 30-minute sessions**

**E1i Developing Authentic Partnerships with Persons with Dementia: A Researcher's Reflections**

*Sherry L Dupuis, PhD, Professor and Co-Principal Investigator, Partnerships in Dementia Care (PiDC) Alliance, Department of Recreation and Leisure Studies, University of Waterloo, Waterloo, ON, Canada*

This presentation draws on over 12 years' experience developing authentic partnerships with persons with dementia. Examples of authentic partnerships in research and knowledge translation initiatives are provided, the challenges and possibilities of authentic partnerships are explored, and strategies to enable authentic partnerships with persons with dementia are identified.

**Learning Objectives:**

1. Examine examples of authentic partnerships in action
2. Explore the challenges and possibilities of authentic partnerships
3. Develop strategies to enable authentic partnerships in their own work

**E1ii Relational Citizenship and Residents of Long-Term Dementia Care: A New Ethic of Practice**

*Pia C. Kontos, PhD, Senior Scientist, Toronto Rehabilitation Institute-University Health Network; Associate Professor, Dalla Lana School of Public Health, University of Toronto, Toronto, ON, Canada*

The classic model of citizenship rests on the ideal type of the cognitively fit and healthy and thereby deepens the social devaluation of those with significant cognitive impairment living in long-term care. In this presentation, we draw on findings from an evaluation study of elder-clowning in long-term care to argue that this novel arts-based practice, which involves affective, non-verbal, and imaginative engagement, supports the relational citizenship of individuals with dementia.

**Learning Objectives:**

1. Explore what relational citizenship is
2. Determine how the novel practices of elder-clowning support the relational citizenship of individuals with dementia
3. Explore how family care partners and staff of long-term care settings can use and interpret embodied communication to support the relational citizenship entitlements of individuals with more advanced dementia

**E1iii Relationship Based Approach to Support: Another Way of Doing Business**

*Leanne Peipman, MASocEc, BASocSc, Assoc Dip SocWel, Manager, Homelife Association Inc., Caboolture, Queensland, Australia*  
*Margaret Vermeij-Irvin, Service Coordinator, AssocDSocSc(ACU), Queensland, Australia*

A relationship based approach when providing support to people with a disability is far more than completing tasks. We deal in relationships. Matching the person and the workers, developing a good relationship with clear boundaries and accepting when the relationship has run its course are significant in the relationship based approach. It is a journey of empowerment from being a passive recipient of one's life to being an active participant whose choices, control and consequences are significant in the process of claiming full citizenship. Communication and language are pivotal in the implementation of a relationship based approach. This will be shared using two case studies.

**Learning Objectives:**

1. Provide an understanding of a relationship based approach
2. Discuss the importance of language and communication in implementing a relationship based approach
3. Learn about outcomes for people receiving support from a relationship based approach: two case studies

**E2 3 30-minute sessions**

**E2i The Importance of a Resource Centre**

*Paul Gauthier, Executive Director, Individualized Funding Resource Centre, Paralympic Athlete, played crucial role in the development of the CSIL program, BC, Canada*  
*Chris Hofley, Community Advocate, Founding Board Member, Individualized Funding Resource Centre, BC, Canada*

This session will be led by individuals that personally have experience with individualized funding, and we will be discussing the importance of utilizing peer support, concerning the education, navigation through peers that have really shown success, we will also describe the method that enables people to negotiate for funding with government partners.

**Learning Objectives:**

1. Learn how to involve people with disabilities in the education of how to be successful in the process of individualized Funding
2. Attain specific skills on how to negotiate attendance support hours
3. Develop peer networks throughout multiple regions

**E2ii Implementing the Right to Legal Capacity, Challenges from a European Perspective**

*Camille Latimier, PhD student, Tizard Centre, University of Kent, Canterbury, Kent, UK*

This session will look at the situation with regards to legal capacity in Europe. In the first part of the presentation, a comparative policy framework around supported decision making will describe and make an attempt to categorise the very diverse situation of countries with different social and legal traditions. Through this analysis and a brief overview of existing laws and practices, we will demonstrate the low level of compliance with Article 12 of the United Nations Convention on the Rights of Persons with Disabilities in those countries. The second part of the presentation will then highlight the current reform efforts and the advocacy work, happening notably through pilot projects, around capacity laws in selected countries as well as the role played by regional bodies (Council of Europe and European Union) in this process. It will provide participants with an overview of the progress, the challenges as well as the developments which have brought the issue of legal capacity high on the political agenda.

**Learning Objectives:**

1. Propose a comparative analysis of the situation of legal capacity in Europe
2. Critically analyse the implementation of Article 12 in different jurisdictions
3. Share experiences in implementing the UN Convention on the Rights of Persons with Disabilities
4. Share interesting practices
5. Exchange about advocacy work
6. Share a regional policy approach

**E2iii The Right to Choice: Supported Decision Making as a Tool for Advancing Self Determination**

*Tina M Campanella, BS, MA, CEO, Principle Investigator, National Resource Center on Supported Decision-Making, Quality Trust for Individuals with Disabilities, Washington, DC, USA*

Supported Decision-Making (SDM); using help from friends, family

members, or others to make decisions; can increase self-determination. This presentation will introduce the newly created US National Resource Center for SDM and the strategies being explored to advance SDM as a preferred support for decision making in practice.

**Learning Objectives:**

1. Contrast substituted decision making with supported decision making
2. Describe the essential elements of a supported decision-making approach
3. Identify the emerging research that supports expansion of supported decision making for people with disabilities

**E3 3 30-minute sessions**

**E3i Making sure that Article 12 is, truly, for all of us!**

*Audrey Cole, O.Ont., Distinguished Associate, Canadian Association for Community Living; and Associate, Institute for Research on Inclusion and Society, Smith Falls, ON, Canada*

A personal reflection on over 30 years of effort towards equality in decision making. As envisaged from the beginning, what we now call supported decision making is for all of us. The law alone can only provide the legal ramps. Are we falling behind on providing the social ramps?

**E3ii Self-Determination: Adults with Intellectual Disability and the Support of Family**

*Bernadette Curryer, MHLthSc (DD), HDR Student, Centre for Disability Policy & Research, Faculty Health Sciences, The University of Sydney, NSW, Australia*

This study analyzed the lived experiences of adults with intellectual disability as they attempted aspects of self-determination, such as goal-setting, choice and decision-making, with a focus on the support given by family.

**Learning Objectives:**

1. Improve understanding of the literature, the ability to identify at least two of the main barriers to self-determination from the perspective of adults with intellectual disability, as well as two of the main barriers to self-determination from the perspective of the family
2. Awareness of the lived experience of adults with intellectual disability as they attempt aspects of self-determination such as goal-setting, choice and decision-making, and be able to identify several themes relating to this experience

**E3iii Are We There Yet?**

*Ann M Greer, Manager, Community Connection Inc, Townsville, Queensland, Australia*

This session will demonstrate through stories and experiences, the ways that people with disabilities, their families and services can work together to ensure a good life for all. It will draw on the experiences of the presenter in her own family and that of Community Connection - a family driven service that has been running for over 21 years.

**Learning Objectives:**

1. Demonstrate that services, individuals and families can work together to create the best life for everyone
2. Demonstrate the part that community plays in the lives of people with disabilities and their families
3. Maximise the message that a good life is possible for everyone - regardless of the level of disability or behavioural challenge

**E4 3 30-minute sessions**

**E4i Beyond Public Sector Funding: Accessing the Community to Support Individuals with IDD**

*John Agosta, PhD, Vice President, Human Services Research Institute, Tualatin, OR, USA*

*Faythe Aiken, Research Assistant, Human Services Research Institute, Tualatin, OR, USA*

Building sustainable systems requires that public resources be utilized effectively, but other means as well. After all, one of the strongest assets in any community is its people. Presenters offer examples of supports outside the public sector, including: (a) peer support, (b) supports offered by assets within a community, and (c) organized human services cooperatives.

**Learning Objectives:**

1. Identify three external sources of support that may be used to complement public sector funding
2. Compile a "community assets map" of their home neighborhood to identify potential sources of support
3. Utilize a self-advocacy planning tool called "Jabbers" to help self-advocates recognize what support they may offer others
4. Identify the primary components of a Human Services Cooperative and list the advantages of such an organization

**E4ii A Seven-Step Process for Self-Direction of Service**

*Margaret L Ward, PhD, Research Fellow, Griffith University, Logan Campus, Meadowbrook, Queensland, Australia*

Dr. Margaret Ward presents a seven-step process for directing service which was identified by participants of a small research project in urban and regional Queensland, Australia. The presentation also outlines the identified systemic barriers and enablers of this process. She concludes with possible future research projects that would be useful.

**Learning Objectives:**

1. Share a seven-step process that has guided people with disability and their families when they direct their own service
2. Promote cross national, cross cultural and cross sector dialogue

**E4iii Building Alignment around a Vision: End To End, Top To Bottom and Back To the Top**

*Terry Kilmister, Corporate Governance Consultant, Director, Manawanui InCharge, Auckland, New Zealand*

*Marsha Marshall, MSN (Hons), CEO, Manawanui InCharge, Auckland, New Zealand*

This presentation will discuss the valuable and productive outcomes of a solid partnership between governance and management, and provide an example of the success of this through a brief biography of these principles in action with Manawanui InCharge in New Zealand. Discussion will focus on getting the right mix of skills on the governance body, supporting a partnership approach with the CEO and senior management and holding the vision for outcomes as the ultimate organisational and strategic priority.

**Learning Objectives:**

1. Understand the distinct roles of management and governance and how they interrelate
2. Understand the role of governance as it relates to management
3. Consider impact of the management/governance partnership on the outcomes they seek for their own organisations
4. Gain a unique perspective on the utilisation of commercial approaches to governance in not-for-profit organisations
5. Gain insight into how governance effects organisational culture



**E5 3 30-minute sessions**

**E5i NCI-AD: Expanding the National Core Indicators for Aging and Disability Services**

*Julie Bershadsky, PhD, Senior Research Specialist, Human Services Research Institute, Cambridge, MA, USA*  
*Kelsey Walter, Associate, NASUAD, Washington, DC, USA*

This panel will introduce National Core Indicators – Aging and Disabilities, describe its impetus and development process, present results from a large pilot in three states, and update on national U.S. rollout and planned utilization by the enrolling states.

**Learning Objectives:**

1. Understand the goals and structure of the NCI-AD survey and process by which it was developed
2. Understand its role in assessing quality and the tool's utility to state aging and disabilities agencies, policy-makers and advocates

**E5ii Measuring, Insuring, and Supporting True Community Inclusion: Provider Practices and Research Perspectives**

*Caitlin Bailey, PhD, Director of Research and Evaluation, National Leadership Consortium on Developmental Disabilities at the University of Delaware, Newark, DE, USA*  
*Julie Bershadsky, PhD, Senior Research Analyst, Human Services Research Institute, HSRI, Boston, MA, USA*  
*Marian Saulino, MS, Executive Director, Values Into Action, Media, PA, USA*  
*Kristen Loomis, BS, Program Coordinator, National Leadership Consortium at the University of Delaware, Newark, DE, USA*

This collaboration between two organizations providing entirely person-directed services and researchers from National Leadership Consortium and Human Services Research Institute explores the meaning of true community participation, the best practices of ensuring true community inclusion, and frames it in a national context.

**Learning Objectives:**

1. Learn how community inclusion is commonly operationalized, the resulting limitations, how leading organizations approach community inclusion, and how their outcomes compare to national data and research

**E5iii The System of the Future: The Origin and Creation of Self-Determination in the United States Including Its History, Setbacks and Victories**

*Tom Nerney, Director of the Institute for Health Quality and Ethics, Founder of the self determination movement in the US, Author of the Threshold of Freedom, Wakefield, RI, USA*  
*Patricia Carver, BA, President, Community Drive, Inc, Brighton, MI, USA*  
*James W Conroy, PhD, Center for Outcome Analysis, Institute for Health Quality and Ethics, Havertown, PA, USA*

In the United States, self-determination was the dominant model and theme of supports for people with intellectual and developmental disabilities during the 1990s, yet the challenges of performing individual budgeting and conflict-free individual planning have been immense. The U.S. system of funding is basically inimical to self-determination models. Nevertheless, certain triumphs have been achieved, and steps for future progress will be discussed with the attendees.

**Learning Objectives:**

1. Share lessons learned on implementation
2. Promote cross-national dialogue
3. Share best practices

4. Create a roadmap for future advances
5. Foster cooperative networks

**E6 1 90-minute session**

**E6 Hope is Not a Plan (film)**

*Film introduced and discussion facilitated by Paul Caune*

This film is about you and everybody you know...

Hope Is Not A Plan is the story of civil rights in Canada. On July 26, 1990. The American with Disabilities Act was signed and put into effect. It gave American citizens unprecedented legal power over their lives. Canadian citizens. Everyday. Have their civil rights ruthlessly violated by their government. There needs to be change, because Hope Is Not A Plan.

**E7 3 30-minute sessions**

**E7i Spectrum Society's Journey of Agency Transformation In Support of Personalized Options**

*Ernie Baatz, Executive Director, Spectrum Society for Community Living, Vancouver, BC, Canada*  
*Susan Stanfield, Director, Communications and Quality Assurance, Spectrum Society for Community Living, Vancouver, BC, Canada*

Spectrum Society for Community Living has been working to transform its services to ever more personalized options. Using small projects as a vehicle for agency transformation, partnering with individuals and families in new ways, and individualizing budgets are among the strategies we've been exploring. This session will share some of our successes and challenges as we continue this journey.

**Learning Objectives:**

1. Hear the story of one agency's journey from traditional to personalized services
2. Hear examples of partnership agreements defined between the service provider, individuals and their networks

**E7ii Three Different British Columbian Models of IF Create Individual Successes through Collaboration and Partnerships**

*Linda M Perry, BEd, Sociology, Executive Director, Vela, Surrey, BC, Canada*

Collaborative and caring partnerships between individuals/networks, community mentors and government can lead to very innovative and individualized supports. With three examples of three different IF options currently in use in British Columbia we will look at how these successes are created.

**Learning Objectives:**

1. Explain the models of support under CLBC's IF funding
2. Provide examples of how individuals and those closest to them choose a model to fit their circumstances
3. Show how barriers to collaboration and understanding can be overcome to create positive working partnerships between individuals and their networks, formalized mentors and government funders
4. Demonstrate how successful partnerships can lead to creative and innovative outcomes that are truly personalized to meet the individual's needs

**E7iii Together is Better: Collective Family-Governed Use of IF in Policy and Practice**

*Catriona Johnson, MSc, College Instructor, Graduate Student, InclusionWorks!, Victoria, BC, Canada*

*Arlene Zuckernick, MA, Consultant, InclusionWorks!, Victoria, BC, Canada*

*Tamara Kulusic, Manager of Policy and Program Development, Community Living British Columbia, Vancouver, BC, Canada*

Collective Family Governance is an emerging model of support in which self-advocates and their families pool participant-directed resources to support individual goals and community inclusion. Learn how this interdependent model can foster self-determination, give self-advocates and families control, and leverage resources in new ways, while also considering the potentialities and challenges associated with creating a policy framework for collective family-governance.

**Learning Objectives:**

1. Become knowledgeable about models of collective family governance
2. Consider policy approaches to collective family governance
3. Examine the practices of family-governed groups using the example of InclusionWorks!
4. Evaluate the potential of family-governed models to address the challenges of Individualized Funding

**E8 3 30-minute sessions**

**E8i Individualized Funding in Canada: a Pan-Canadian Review of Emerging Policy and Program Implementation**

*Gordon Kyle, Group Director of Policy, Community Living Ontario, Member of National Individual Funding Discussion, Toronto, ON, Canada*

*Patti Chiappetta, Executive Director Innovative LIFE Options Inc., Member of National Individual Funding Discussion, Winnipeg, MB, Canada*

*Judy Hannah, Director of Strategic Initiatives, Saskatchewan Association for Community Living, Member of National Individual Funding Discussion, Saskatoon, SK, Canada*

Individualized funding policy and practice has evolved in Canada over the past many years. This session will provide an overview of the current state of IF in Canada. Participants will hear of the Canadian experience with IF and what has been learned with respect to the elements for successful policy and practice. Individualized funding across Canada takes on many forms. The National Individualized Funding Discussion group created a framework that outlines what we believe is the foundation for a strong Individualized Funding program.

**Learning Objectives:**

1. Elements of an effective individualized funding policy (based on comparisons of practices and outcomes from various Canadian jurisdictions)
2. Core principles that lead to successful outcomes when using individualized funding
3. An analysis of factors that have contributed to individualized funding being widely adopted as a funding choice or not widely adopted as a choice

**E8ii Unsafe Societies, Group Pressure and Demanding Friends Reduce People with Intellectual Disabilities' Freedom and Self-Determination**

*Karl Elling Ellingsen, National Institute on Intellectual Disability and Community, NAKU, Trondheim, Norway*

Interviews of people with intellectual disabilities shows that many seek to avoid what they themselves or others view as risky and unsafe. Lack of police intervention, crime prevention and other efforts from the justice system, brings uncertainty, bullying, hate crime that results in a disciplining conformity, self-restraint and decreased self-determination.

**Learning Objectives:**

1. Understanding of the importance of caring and protection of each other as cause for self-awareness and self-determination
2. Reflect over how what is seemed as "special" overshadows what we all have in common, and how that may leads to discrimination and lack of crime prevention
3. Knowledge about what persons with intellectual disabilities in Norway says is of impotence for them in relation to self-determination

**E8iii Is a Diagnosis of Mild Cognitive Impairment a Blessing or a Curse?**

*Arlene J Astell, PhD, BSc, Professor of Health Services Research, School of Health and Related Research (ScHARR), University of Sheffield, Sheffield, UK; Research Chair in Community Management of Dementia, Ontario Shores Centre for Mental Health Sciences; Research Chair in Community Management of Dementia, Ontario Shores Centre for Mental Health Sciences, Whitby, ON, Canada*

*Amy Hwang, BSc, PhD student, Toronto Rehab, IATSL, Toronto, ON, Canada*

People who are told they have Mild Cognitive Impairment (MCI) face uncertainty due to lack of agreement about what it is and what it means. People with MCI may progress to dementia or they make a full recovery and we will examine the implications and ethics of this for those diagnosed.

**Learning Objectives:**

1. Become familiar with the term Mild Cognitive Impairment (MCI) and be able to describe the current problems related to diagnosis
2. Gain insight into – or share their own experiences of – the challenges faced by people who are told they have MCI and be able to describe these challenges
3. Collectively create an agenda for taking forward discussion about the continued use of the term MCI in their geographical centres

**E9 3 30-minute sessions**

**E9i Together, One Dream**

*Nancy Wallace-Gero, Executive Director, Community Living Essex County, Essex, ON, Canada*

*Marilyn Godard, BA, Bed, Member, Advisory Council, Essex, ON, Canada*

*Raymond Renaud, Self-Advocate, New Day, Essex, ON, Canada*

Together, One Dream is a powerful partnership model that shares perspectives to influence the challenges faced by people with an intellectual disability and families. Through the collaboration of families, people with disabilities and the service provider, networking is enhanced, problems solved, best practices developed and quality of life promoted.

**Learning Objectives:**

1. Showcase this unique partnership model
2. Bring to life the benefits and challenges of this collaborative relationship
3. Understand the tools and the accessibility features important to success
4. Involve participants in exploring this model for their community

**E9ii Much More to Life than Services: Strengths-Based Practice Unpacked**

*Bob Rhodes, MA, Social Entrepreneur, Practitioner & Writer, LivesthroughFriends Community Interest Company, Cinderford, Gloucestershire, UK*

For more than 20 years LivesthroughFriends' Associates have 'action researched' helping folk say what really matters to them and how they want to live. They have also learned about helping folk realize their vision instead of recasting wishes according to what money will buy. Come and hear about it.

Learning Objectives:

1. Actively engage in consideration of the changing relationship between the State and its Institutions, and Citizens and their Associations
2. Opportunity to wrestle with 'Good Life'/'what really matters?' concepts
3. Engage in thinking and debating a 'purpose defined' perspective of the role of (institutions and) helping professionals in relation to self-direction and individual budgets
4. Experience the power of 'possibilities thinking' in helping folk to realize what really matters to them

**E9iii Empowering Self Advocates to Take Action: A BC Cooperative**

*James White, Co-op Member, Vancouver, BC, Canada*

*Michael McLellan, Self Advocate, Empowering Self Advocates to Take Action, Courtenay, BC, Canada*

*Ryan Groth, Self Advocate, Empowering Self Advocates to Take Action, Vancouver, BC, Canada*

*Barb Goode, Self Advocate, Empowering Self Advocates to Take Action, Vancouver, BC, Canada*

*Tanya Norman, Self Advocate, Empowering Self Advocates to Take Action, Powell River, BC, Canada*

Empowering Self Advocates to Take Action (ESATTA) is a cooperative made up of 6 members who support other self advocates to find their voices through workshops and training. Members believe, "Self advocates are more receptive when we plan together because we aren't professionals or textbooks." Join us to learn how we became our own bosses and are helping others to make their own decisions and break down barriers in their lives.

Learning Objectives:

1. Identify principles needed to enable and support a successful self advocate directed cooperative
2. Demonstrate why self advocate leadership is essential in facilitating person-centered planning and self determination

11:00am - 11:30am Break - Exhibit & Poster Viewing

11:30am - 1:00pm

**Closing Reflections | Celebrating our Achievements, Defining our Future**

*Facilitated by Tim Stainton (Conference Chair), PhD, MSW, BSW, Professor and Director, School of Social Work and Director Centre for Inclusion and Citizenship, University of British Columbia, Vancouver, BC, Canada*

*Deborah O'Connor, PhD, Centre for Research on Personhood and Dementia (CRPD), University of British Columbia, Vancouver, BC, Canada*

*Michael Bach, Executive Vice-President, Canadian Association for Community Living, Toronto, ON, Canada*

*Norman Kunc, MSc, Co-Director, Broadreach Training & Resources, New Westminster, BC, Canada*

*Sue Swenson, Political Appointee, Obama Administration, Former US Commissioner for Developmental Disabilities, Bethesda, MD, USA*

Information to come.

**Closing Remarks  
Tim Stainton**

1:00pm

**Adjourn**

*Being disabled doesn't mean you are no less a citizen than anybody else. Being a citizen is a right not a privilege.  
- Jeff Moulins, Self-Advocate, Communications Committee for Vela, has a microboard for 25 years, Surrey, BC*



All poster presenters will be available at their posters for Q&A during lunch on Thursday, October 15 at 12:30 - 1:30.

### **Sexual Rights and the Sexual Citizenship of People with Disabilities**

*Elene Lam, MSW, LL.M., LL.B., Social Worker, Director, Butterfly (Asian and Migrant Sex Workers Support Network), Toronto, ON, Canada*

### **The Theory and Practices of Mediated Learning Experience**

*Shankar Prasad Gautam, MBS, MA, President, Director, Journalist, Nepal Disabled and Helpless Empowerment Center (NDHEC), Kathmandu, Nepal*

*Ram Bahadur Thapa Magar, MBS, Vice President, District Director, Nepal Disabled and Helpless Empowerment Center (NDHEC), Kathmandu, Nepal*

*Buddhi Bahadur Thapa, MA, Vice President, District Director, Nepal Disabled and Helpless Empowerment Center (NDHEC), Kathmandu, Nepal*

*Mohan Kumar Thapa, MA, General Secretary, District Director, Nepal Disabled and Helpless Empowerment Center (NDHEC), Kathmandu, Nepal*

### **My Home - My Life**

*Anna L Curryer, Recipient of Individualized Funding, Penrith, NSW, Australia*

*Bernadette Curryer, MHIthSc (DD), HDR Student, Centre for Disability Policy & Research, Faculty Health Sciences, The University of Sydney, NSW, Australia*

### **In My Own Voice: Individualised Funding Transforming Lives**

*Marsha Marshall, MSN (Hons), CEO, ManawanuInCharge, Auckland, New Zealand*

### **Positive Stakeholder Communication to Support Systems Change**

*Risa Rojas, BA, Policy Assistant, Human Services Research Institute, Tualatin, OR, USA*

*John Agosta, PhD, Vice President, Human Services Research Institute, Tualatin, OR, USA*

### **Making Art for Making Place: Support for Persons with Dementia Living in a Transitional Care Setting**

*Alison Phinney, PhD, RN, Associate Professor, Nursing, University of British Columbia, Vancouver, BC, Canada*

*Shelley E. Canning, MSN, RN, Doctoral Student, Nursing, University of British Columbia, Chilliwack, BC, Canada*

*Lillian Hung, MA, RN, Doctoral Student, Nursing, University of British Columbia, Vancouver, BC, Canada*

### **A Path towards the Future... My Future.**

*Susan Beayni, BSc, BEd, Independent Facilitator, Teacher, Consultant, Partners for Planning, Toronto, ON, Canada*

### **What do you do when you don't have Funding for Supports?**

#### **I Have My Own Business**

#### **When You Have the Right Intention, There Are Lots of Ways to Plan**

*Jeanette Holder, Facilitator, Vela Microboard Association, Langley, BC, Canada*

#### **Leadership for Everyone: What Works?**

*Aaron Johannes, MA-IS, Director, Spectrum Consulting, Vancouver, BC, Canada*

*Patrick McDonagh, PhD, Professor, Concordia, Vancouver, BC, Canada*

*Barb Goode, Consultant, Spectrum Consulting/ESSATA, Vancouver, BC, Canada*

*Rebecca Pauls, Independent Facilitator, Vancouver, BC, Canada*

*Liz Etmanski, Artist/Graphic Recorder, Spectrum Consulting, Vancouver, BC, Canada*

#### **Social Enterprise Partnerships for People with Disabilities in Taiwan**

*Shulan Tien, PhD Candidate of Psychology, Fu-Jen University, Taiwan*

#### **How can Technology & Startup Principles Enable Individualized Funding?**

*Derek Ng, Manager of Technology, Burnaby Association for Community Inclusion, Burnaby, BC, Canada*

#### **A Proclamation for the Dignity and Rights of All Human Beings**

*Emily J Rogers, Group Facilitator, Washington State Developmental Disabilities Council, Olympia, WA, USA*

#### **Using a Social Audit Methodology to Assist Transition to Personalised Supports**

*Robbi Williams, BA(Hons) MA, CEO, JFA Purple Orange, Unley BC, SA, Australia*

#### **Self Determination: A Plan for Life**

*Christopher Finlay, Employment Specialist, CBI Consultants, Ltd, Burnaby, BC, Canada*

#### **The Paradox of Choice and Why Small Budgets Require Braver Ideas**

*Charlie Barker-Gavigan, BA, Youth Community Work, Curator Charity, Social Care Ideas Factory, Glasgow, City of Glasgow, Scotland*

*Colin Gavigan, British Association of Counselling & Psychotherapy (BACP), Sherpa Union Guide, Social Care Ideas Factory, Glasgow, Scotland*

*Terry Daly, BACP, Sherpa Union Guide, Social Care Ideas Factory, Glasgow, Scotland*

# 2015 International Conference

## Claiming Full Citizenship

Self Determination Personalization Individualized Funding

Thursday, October 15 - Saturday, October 17, 2015  
The Hyatt Regency, Vancouver, BC

### 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 \_\_\_\_\_

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

Please inform us of any dietary requirements \_\_\_\_\_

### Affiliation/Profession

Please indicate which of the following best describes you:

- Self advocate / person with disability / senior  
 Family Member  
 Professional  
 Government Staff / Representative  
 Academic / Researcher  
 Other: \_\_\_\_\_

### Accommodations Needs

Do you require sign language interpretation?  YES  NO

Do you require any other accommodation?  YES  NO

If yes, please specify: \_\_\_\_\_

### Concurrent Sessions

Please refer to the program for session descriptions and enter 2 choices. 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	2ND CHOICE
Example:	_____ A3 _____	_____ A6 _____
Session A:	_____	_____
Session B:	_____	_____
Session C:	_____	_____
Session D:	_____	_____
Session E:	_____	_____

*Please note, session C2/D2 is a 3-hour workshop broken up into two 90-minute sessions*

### Registration Fees

Pre-registration prior to September 7, 2015 is strongly recommended to ensure you receive all conference materials. All rates are quoted in \$CAD and the registration fee includes 5% GST. Please use one registration form per person.

The registration fee includes conference material, one breakfast, one lunch, Thursday reception, refreshment breaks, and a certificate of attendance.

#### EARLY BIRD RATE, BEFORE SEPTEMBER 7, 2015

Main Conference - Full Program (Thursday - Saturday)  \$475 (\$452.38+GST)

#### RATE AFTER SEPTEMBER 7, 2015

Main Conference - Full Program (Thursday - Saturday)  \$525 (\$500+GST)

#### Individual Day

Thursday, October 15 ONLY  \$295 (\$280.95+GST)

Friday, October 16 ONLY  \$295 (\$280.95+GST)

Saturday, October 17 ONLY  \$295 (\$280.95+GST)

Self-advocate/Family Member/  \$225 (\$214.29+GST)

Person with Disability/Senior

Personal Support Attendant  \$0

Full-Time Student Rate (Before September 15, 2015)  \$250 (\$238.10+GST)

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.

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

- Paper copy **OR**  
 Electronic (a USB stick with the presentation materials will be given to you on-site at the conference)

Thursday Evening Reception (no fee)  Attending **OR**  Not attending

Friday Evening Cruise Gala (\$50/ticket)  \$50.00

Friday Evening Cruise Gala with one (1) extra guest  \$100.00

Total Payment

### Method of Payment

#### Payment by Credit Card

- Complete the full registration online at [interprofessional.ubc.ca/ClaimingFullCitizenship2015](http://interprofessional.ubc.ca/ClaimingFullCitizenship2015) with Visa or MasterCard
- 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 the secure on-line link to enter your credit card information. PLEASE DO NOT FAX CREDIT CARD INFORMATION
- 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)

#### Payment by Cheque

Please make your cheque payable to the University of British Columbia (UBC) and send it along with complete registration form to:  
 Interprofessional Continuing Education, UBC  
 Rm.105 – 2194 Health Sciences Mall, Vancouver, BC, V6T 1Z3

#### Alternative Payment Methods

Mail or fax complete registration form along with one of the following:

- Signed purchase order (PO);
- 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; or
- Signed cheque requisition form (ChReq).

Please indicate your method of payment:

- Credit Card:** Please email me a secure online link to enter credit card #  
 **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