



THE UNIVERSITY OF BRITISH COLUMBIA



THE 6th HEALTH AND WELLBEING IN CHILDREN, YOUTH, AND ADULTS WITH DEVELOPMENTAL DISABILITIES CONFERENCE

Creating Partnerships

NOVEMBER 7-9, 2018 | SHERATON VANCOUVER AIRPORT, RICHMOND, BC

PRESENTED BY:



THE UNIVERSITY OF BRITISH COLUMBIA

Interprofessional
Continuing
Education



IN COLLABORATION WITH:



UBC DEPARTMENT of
Psychiatry

DEVELOPMENTAL DISORDERS PROGRAM

DESCRIPTION

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

OBJECTIVES

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

WHO SHOULD ATTEND

- ABA Therapists
- Audiologists
- Behaviour Therapists
- Caregivers
- Case Managers/Planners
- CLBC Staff
- Community Service Providers
- Counselors
- Direct Service Professionals
- Dentists
- Dental Hygienists
- Educators
- Families
- FASD Keyworkers
- First Nations Health Directors
- Health Authority Staff
- Lawyers
- Mental Health Therapists
- MCFD Staff
- Multicultural & Refugee Service Providers
- Nutritionists
- Nurses/Nurse Practitioners
- Occupational Therapists
- Pharmacists
- Physical Therapists
- Physicians
- Policy Makers
- Program Managers
- Psychologists
- Public Guardian & Trustee
- Researchers
- Self-Advocates
- Social Workers
- Speech & Language Therapists
- STAAD Navigators
- University & College Programs

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

CONFERENCE UPDATES

For conference updates, please visit: www.interprofessional.ubc.ca/initiatives/hw2018. Also, follow us on Twitter @IPCE_UBC.

FIND YOUR AREA OF INTEREST

Wondering what sessions to attend? Follow the abbreviated categories displayed under each presentation to find the themes that will be highlighted. Please read the session descriptions for more information and learning objectives.

H-Brain: Health: Brain | **H-Body: Health: Body** | **HMH: Health: Mental Health** | **APA: Administrative, Policy, Advocacy**

LOCATION

The Sheraton Vancouver Airport Hotel, 7551 Westminster Hwy, Richmond, BC

We are pleased to offer a group rate of \$150.00 +taxes (single or double occupancy) for conference participants. To reserve a room, please book online or call +1-800-663-0299. Specify that you are booking under the Health and Wellbeing Conference 2018 to receive the reduced rate.

PROFESSIONAL CREDITS

A certificate of attendance will be given to each participant. Please check the website for further updates on accreditation.

Accredited by UBC CPD



The University of British Columbia Division of Continuing Professional Development (UBC CPD) is fully accredited by the Committee on Accreditation of Continuing Medical Education (CACME) to provide study credits for continuing medical education for physicians. This event is an Accredited Group Learning Activity (Section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, and approved by UBC CPD. You may claim a maximum of 18.0 hours (credits are automatically calculated). Each physician should claim only those credits he/she actually spent in the activity. This program was co-developed with UBC Department of Psychiatry and UBC Interprofessional Continuing Education and was planned to achieve scientific integrity, objectivity and balance.

This activity has not been approved for Mainpro+ credits, however, CFPC members and Non-member Mainpro+ participants may claim up to 50 certified credits per cycle for participation in Royal College MOC Section 1 accredited activities.

EXHIBITORS

Exhibit space is available for organizations and programs related to developmental disabilities. Space is limited. For more information please contact Cynthia by phone at +1-604-822-7524 or by email: cynthia.ipce@ubc.ca

REGISTRATION

Registration prior to October 17, 2018 is strongly recommended to ensure you receive all conference materials. Please see registration form (on back of brochure) for details.

Online: *The most secure method* - online registration is available for Visa and MasterCard holders at the conference organizer's website: www.interprofessional.ubc.ca

Phone: 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)

Fax: Fax the registration form to +1-604-822-4835 and indicate that you would like to pay with VISA or MasterCard. We will send you a secure on-line link to enter your credit card information. **Please do not fax credit card information**

Mail/Payment by Cheque: Send the registration form with cheque to: Interprofessional Continuing Education, The University of British Columbia, Rm.105 - 2194, Health Sciences Mall, Vancouver, BC, Canada V6T 1Z3

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

1. Signed purchase order (PO)
2. Letter of Authorization (LOA) from the manager on the organization's letterhead stating that they will be paying the registration fees. The letter should include the amount of registration fees, name and contact information of the manager
3. Signed cheque requisition form (ChReq).

REFUND & CANCELLATION POLICY

There will be a \$50 cancellation fee until the end of the Early Bird deadline (September 28, 2018). After that, there will be a \$100 charge for cancellation up to two weeks prior to the conference (all fees incl. taxes). No refunds will be made for cancellation after October 24, 2018.

If you are unable to attend the conference, you are welcome to send a colleague in your place. For transfer terms and conditions, please refer to: <http://interprofessional.ubc.ca/initiatives/hw2018>. By registering for the conference, you are agreeing to the terms and conditions listed on this page.

TUITION BURSARIES

A limited number of bursaries to partially cover tuition fees are available for family members of relatives with DD and service providers. This funding is intended for individuals who otherwise would not be in a position to attend. Please submit your application online using the portal on the conference website here: <http://interprofessional.ubc.ca/initiatives/hw2018/>

Notification letters will be sent out within a month after receiving your application. Priority will be given to front line workers and family members of relatives with DD who demonstrate financial need.

CONFERENCE COMMITTEE

Elena Lopez | Conference Co-chair

MD, MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Centre for Children

Bruce Pipher | Conference Co-chair MD,

FRCPC, Clinical Director, Developmental Disabilities Mental Health Support team/ Interior Health Children's Assessment Network; Clinical Assistant Professor, University of British Columbia

Caron Byrne, BA, MSc, MD, FRCPC, Retired Physician and Psychiatrist, Qualicum Beach, BC

Angela Clancy, Executive Director, Family Support Institute

Leanne Dospital, MA, Advocate for Service Quality, Social Development and Poverty Reduction

Robin Friedlander, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Psychiatrist, Vancouver and Fraser Developmental Disabilities Mental Health Services; Clinical Professor, Department of Psychiatry, University of British Columbia

Theresa M. Grech, MC, CCC, CPRP Canadian Certified Counsellor; Clinician, Early Psychosis Intervention, Fraser Health; Clinical Faculty, Developmental Disorders Program, University of British Columbia

Kristina Hiemstra, BSocSc, Director, Interprofessional Continuing Education, University of British Columbia

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

Ashok Krishnamoorthy, MD, MRCPsych, ABAM, FRCPC, Provincial Medical Consulting Team; Clinical Assistant Professor, University of British Columbia

Barbara Laird, BEd, Parent of an adult daughter with Down Syndrome, and Educational Consultant

Rod Macdonald, MSW, Regional Manager, Community Resource Team, Health Services for Community Living and Choice in Supports for Independent Living, Home Health Portfolio, Fraser Health Authority

Charmaine Miranda, Registered Psychologist, Compass Clinic

Kelli Paddon, BA, CCDP, Manager of Policy, Community Living BC

Michelle Schmidt, PhD, Director of Instruction, Student Support, School District No. 36

ACKNOWLEDGEMENTS

We would like to acknowledge, with great appreciation, the financial contributions through unrestricted education grants from:

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PROGRAM AT A GLANCE

Wednesday, Nov 7 | Pre-Conference

8:00	Registration Opens
9:00	AM 1 & AM 2
10:00	Break
11:00	AM 1 & AM 2 ctd.
12:00	Lunch (on your own)
1:00	PM 1 & PM 2
2:00	Break
3:00	PM 1 & PM 2 ctd.
4:00	
5:00	

Thursday, Nov 8

Registration Open
Opening Prayer, Remarks & Welcome
Plenary: Nicholas Lennox
Break - Exhibits Open, Poster Viewing
Concurrent Session A (A1-A5)
Lunch (on your own)
Concurrent Session B (B1-B5)
Break - Exhibits Open, Poster Viewing
Concurrent Session C (C1-C5)
Networking Reception and Poster Session I

Friday, Nov 9

Registration Open
Welcome
Plenary: Suzanne Lewis
Oral Session 1 & Oral Session 2
Break - Exhibits Open, Poster Viewing
Concurrent Session D (D1-D4)
Lunch (Provided) 12:15-1:30 PM - Poster Session II
Concurrent Session E (E1-E5)
Break - Exhibits Open, Poster Viewing
Plenary: Alanna Hendren
Award Presentations & Closing Remarks

HEALTH AND WELLBEING PRE-CONFERENCE

Pre-conference sessions are different from the main conference (plenary and concurrent sessions), in that they provide an opportunity, for participants to go more in-depth about a particular topic. You can choose to attend the full day, by selecting one AM session AND one PM session. Alternatively, you can attend a half-day session, by selecting either an AM session OR a PM session. 3-Hour sessions will include 40-45 minutes of interaction and/or Q&A. Please note, there is a discounted rate for the pre-conference if you also choose to attend the main conference (Thursday - Friday).

8:00 AM Registration Open

8:30 AM AM Sessions (incl. 15 min break)

AM1

Schoolwide Positive Behaviour Support (SWPBS): Why, What, and How?

Pat Mirenda, PhD, BCBA-D, Professor, Department of Educational & Counselling Psychology and Special Education, Faculty of Education, University of British Columbia, Vancouver, BC

This session will provide an overview of the three tiers of a Schoolwide approach to Positive Behaviour Interventions and Supports. Tier 1 supports consist of rules, routines, and physical arrangements that are developed and taught by school staff to prevent initial occurrences of problem behaviour. Tier 2 supports are designed to provide intensive or targeted interventions for students who do not respond to Tier 1 efforts. Finally, Tier 3 supports are developed for students who require individualized, function-based behaviour intervention planning.

LEARNING OBJECTIVES:

- Describe the rationale for SWPBS
- Identify the main goals and elements of Tiers 1, 2, and 3
- Explain how a SWPBS plan can be designed to include students with developmental disabilities

AM2

Transition Planning with a DREAM in Mind

Angela Clancy, Executive Director, Family Support Institute of BC, Vancouver, BC
Shelley Nessman, Consultant, Vancouver, BC
Ken Kramer, QC, Principal & Senior Associate Counsel, KMK Law Corporation, Barristers and Solicitors, Vancouver, BC
Linda Perry, Executive Director, VELA Microboard Association Canada, Vancouver, BC
Dan MacDonald, PLAN Institute, Vancouver, BC
Sam Turcott, Program Director, Advocacy Access, Vancouver, BC
Aaron Johannes, Spectrum Consulting, Vancouver, BC

Transition points in life can be fraught with tension, anxiety and fear for individuals with developmental disabilities (DD) and their families. With information overload and system complexity people can feel overwhelmed. This workshop will guide people to the tools that are available to help people plan for transition points and the tangible information with step by step resources to ensure we transition rich with knowledge and support. We will hear from leaders in community living about the components to solid transition planning that will enable people to transition smoothly into adult life with confidence, knowledge and support. This session will be graphically recorded so we end with an image of all resources presented.

LEARNING OBJECTIVES:

- Consider the need to start all planning with people with a recognition that dreams are imperative to all goal setting
- Reflect on the service system models in BC and the ways we can support people to navigate these systems with integrity, confidence and knowledge
- Identify key elements of transition planning relevant to individuals with DD and dissect each component clearly and separately as well as how they overlap and complement one another
- Apply a timeline to transition planning and the benefits of early planning
- Formulate a plan that will support participants integrating all of their new knowledge into their future practice and intersections with individuals with DD and their families

OR

11:45 AM Lunch (on your own), Exhibits Open

1:15 PM PM Sessions (incl. 15 min break)

PM1

Trauma Sensitive Sexuality Education - Why and How?

Margaret Newbury Jones, PsyD, Sexuality Educator and Counsellor, SHADE Consulting and Counselling, Kelowna, BC

People with intellectual disabilities are abused, victimized and experience trauma at higher rates than the general population. Given this increased risk, how do we teach safety and sexuality education in a sensitive and trauma aware manner? Join Margaret to learn more about identifying traumatic symptoms and about how to approach sexuality education with this group.

LEARNING OBJECTIVES:

- Recognize symptoms of traumatic stress
- Formulate the basic outline of a sexuality education program

PM2

The Medical Needs for Individuals with Developmental Disabilities - Across the Lifespan, Globally and Locally

Nicholas Lennox, MBBS, FRACGP, PhD, Former Director Queensland Centre for Intellectual and Developmental Disability, MRI - UQ, The University of Queensland, Brisbane, Australia
Aven Poynter, BSc, MD, FRCP(C), Paediatrician, Clinical Assistant Professor, University of British Columbia; President, BC Pediatric Society, Vancouver, BC

The presentation will cover the changing medical needs of individuals with developmental disability at various stages, taking a life span approach. The variety of different medical needs will be presented and how factors including age, etiology, socioeconomic status and high quality advocacy will effect what problems may arise and how they can be effectively addressed. This presentation will address potential gaps in recognition and care, and also focus on local resources. Transitioning from paediatric care to adult specialist and family physician care will be discussed.

LEARNING OBJECTIVES:

- Recognize the medical needs of individuals with developmental disability
- Identify the gaps in medical care
- Assess how to act more effectively to overcome potential deficits in medical care
- Utilize provincial resources to promote a comprehensive continuum of care

OR

4:30 PM Adjourn

8:00 AM	Registration Open
8:30 AM	Welcome & Opening Remarks Elena Lopez , Conference Co-chair, MD, MSc, FRCPC, FCCMG, Clinical Geneticist, Developmental Pediatrician, Sunny Hill Health Centre for Children, Vancouver, BC Traditional Welcome, TBC
9:00 AM	Plenary Session (Incl. Q&A)



How You Can Maximize the Healthcare Delivered to Individuals with Developmental Disability

Nicholas Lennox, MBBS, FRACGP, PhD, Former Director Queensland Centre for Intellectual and Developmental Disability, MRI – UQ, The University of Queensland, Brisbane, Australia

LEARNING OBJECTIVES

- Formulate proactive strategies to enhance healthcare received by individuals with developmental disability
- Review evidence based actions to improve healthcare received by individuals with developmental disability
- Identify how to ameliorate or overcome barriers

10:00 AM	Break - Exhibits open & Poster viewing
10:30 AM	Concurrent Session A (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)

A1

APA

Inclusive Living: The Benefits of Having a Home of Your Own in the Community

Janice Barr, Executive Director, Richmond Society for Community Living, Richmond, BC
Ross Chilton, MA, Chief Executive Officer, Community Living Society and Community Living Housing Society, New Westminster, BC
Doug Tennant, Chief Executive Officer, UNITI, Surrey, BC

During the past 50 years in Canada, people with developmental disabilities have claimed more control and choice in where and with whom they live. From marginalized lives in institutional settings segregated from society, to full lives in homes of their choosing in welcoming neighbourhoods, people with developmental disabilities are claiming their rightful place in their communities. Join three Community Living leaders as they share their experience of developing innovative and inclusive housing options for the people they support and the positive health and wellness outcomes that have resulted from people living in the community like everyone else.

LEARNING OBJECTIVES

- Identify housing issues and challenges facing people with intellectual disabilities and their families
- Contrast the experience of people living in homes of their choosing in the community with people who lived in institutions
- Review the lived experiences of people with developmental disabilities in institutions and in inclusive housing

A2

HMH

Improving Services for Children and Youth with Neurodevelopmental Disorders and Psychiatric Comorbidities

Erika Ono, MSW, RSW, PhD Candidate, Evaluation Specialist, Centre for Health Evaluation & Outcome Sciences (CHEOS); Sessional Instructor, School of Social Work, University of British Columbia; Social Worker, Psychiatry, BC Children's Hospital, Vancouver, BC
Robin Friedlander, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Psychiatrist, Vancouver and Fraser Developmental Disabilities Mental Health Services; Clinical Professor, Department of Psychiatry, University of British Columbia, Vancouver, BC

This presentation will share our experience in the BC Children's Hospital Neuropsychiatry Clinic with ways to improve services for children with neurodevelopmental disorders and psychiatric comorbidities. We will review gaps in services, caregiver burden and the use of communities of practice to provide consultation to community physicians.

LEARNING OBJECTIVES

- Identify the service needs of children with neurodevelopmental disorders and psychiatric comorbidities
- Describe caregiver burden in families of children in neuropsychiatry
- Discuss ways to improve service delivery to this population

A3

HMH/
H-Brain

TREADD - An Interdisciplinary Treatment Program for Youth with ASD, ID, and Severe Behaviour Challenges: Key Components, Processes, and Partnerships for Success

Gerry Bernicky, Program Director, TRE-ADD, Toronto, ON
Vikram Dua, MD, FRCPC, Child & Adolescent Psychiatrist, Psychiatrist-in-Chief, Clinical Director, TRE-ADD; Assistant Professor, Department of Psychiatry, University of Toronto, Toronto, ON

TREADD (Treatment, Research and Education for Autism and Development Disorders) serves students with ASD and ID who engage in high levels of aggression directed at others, property or themselves (SIB), which restrict school and community participation, and have been unresponsive to less-intensive community resources. The cornerstones of the program are ABA, neuropsychiatry, and education. The service is delivered in community schools by a specialized interdisciplinary team. TREADD has undertaken a number of changes in the clinical model and management structure in order to improve outcomes, increase system capacity, and reduce in staff injuries and burnout. This session will describe the key clinical components of the program, and the process of change and lessons learned in developing a state-of-the-art service to support individuals with complex needs.

LEARNING OBJECTIVES

- Review an effective service model for severe behaviour disorders in ASD and ID
- Consider the roles of key interdisciplinary members (eg: ABA, psychiatry and education)
- Appreciate the need for inter-sector and cross-agency collaboration in supporting complex children and youth

A4

H-Brain

Addressing the Needs of Adults with Developmental Disabilities Affected by Dementia

Nancy Jokinen, MSW, PhD, Associate Professor, School of Social Work, University of Northern British Columbia, Prince George, BC
Sandy Stemp, Chief Operations Officer, Reena, Thornhill, ON
Jule Hopkins, Family Advocate, Planned Lifetime Advocacy Networks (PLAN), Vancouver, BC

This presentation provides an overview of dementia as it affects adults with developmental disabilities, their families, social networks, and staff. Narratives point to the need to plan, be prepared, and advocate for services across health and social service sectors. We also report on a staff training pilot project using a Canadian version of the NTG National Education and Training Curriculum.

LEARNING OBJECTIVES

- Indicate how individuals with developmental disabilities, their families, social networks, and staff are affected by dementia
- Explore initiatives that better address needs
- Identify practical tools available for use
- Describe a staff training pilot project using a Canadian version of the NTG National Education and Training Curriculum

A5**HMH**

Supporting the Mental Health Needs of Individuals with ASD in the Workplace

David Worling, RPsych, Director, Spectrum Works Consulting Group; Sessional Instructor, Department of Psychology, University of British Columbia, Vancouver, BC

This presentation will highlight a number of mental health challenges often associated with Autism Spectrum Disorder (ASD). The potential impact of these co-occurring conditions in the workplace will be outlined. Targeted supports for the employer and for those supporting individuals with ASD in the workplace will be provided.

LEARNING OBJECTIVES

- Identify the significant mental health comorbidity most commonly associated with ASD
- Overlay the mental health challenges associated with ASD as they would manifest in the workplace
- Provide directed supports and preventative tools for employers and those that support individuals with ASD

12:00 PM	Lunch (on your own) - Exhibits open & Poster viewing
1:15 PM	Concurrent Session B (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)

**B1
C1****HMH**

The Disability Alphabet...Adding Sexual and Gender Differences (3 hour Session - Continued in C1)

Margaret Newbury Jones, PsyD, Sexuality Educator and Counsellor, SHADE Consulting and Counselling, Kelowna, BC
Bruce Pipher, MD, FRCPC, Medical Lead, Developmental Disabilities Mental Health Support Team/ Interior Health Children's Assessment Network; Clinical Assistant Professor, University of British Columbia, Kelowna, BC

What happens when our clients already have a disability alphabet (think ID, DD, ASD, FASD...) and LGBTQ2 or LGBTQ2S are also appropriate? How do we sensitively address clients with a disability when they are questioning their sexual orientation or gender identity? Join Margaret for a frank discussion which won't answer all your questions but will start the conversation.

LEARNING OBJECTIVES

- Recognize their own values and how this may influence their ability to provide open and accessible services
- Identify ways to engage sensitively and appropriately with clients in supporting their journeys to live as they identify
- Recognize gender development and how this may be expressed in individuals with developmental disabilities and autism spectrum disorder
- Practice employing skills to work with families and support teams of people with developmental disabilities who identify as LGBTQ2

B2**H-Brain/
H-Body**

Caron Byrne, BA, MSc, MD, FRCPC, Retired Physician and Psychiatrist, Qualicum Beach, BC
CJ Lutke, FASD Speaker, Mentor, Vancouver, BC
Myles Himmelreich, FASD Consultant, Motivational Speaker, Vancouver, BC

A whole body view of FASD is essential and this presentation will provide an overview of FASD to set the context followed by a presentation by the authors of the results of their creative and innovative survey of the health of youth and adults with FASD. The early onset of many physical and chronic disorders in those with FASD will be discussed as well as the importance of early and ongoing health monitoring and intervention. The vulnerability of those with FASD to chronic and early medical illness needs to be communicated to health professionals.

LEARNING OBJECTIVES

- Re-evaluate and modify your current assumptions about FASD: stigma, misdiagnosis, adaptive function versus IQ, affected populations
- Recognize why this survey was developed
- Review some highlights from The Lay of the Land Survey
- Consider FASD as a whole body diagnosis with significantly increased risk for chronic illness and critical implications for health care

B3**APA**

Interagency Partnerships - Promoting Wellbeing in Children with Dual Diagnosis

Michelle Schmidt, PhD, Director of Instruction, Student Support, School District No. 36, Surrey, BC
Robin Friedlander, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Psychiatrist, Vancouver and Fraser Developmental Disabilities Mental Health Services; Clinical Professor, Department of Psychiatry, University of British Columbia, Vancouver, BC
Charmaine Miranda, PhD, Registered Psychologist, Compass Clinic, Vancouver, BC
Balbinder Gill, MD, FRCPC, Pediatrician, Richmond Hospital; Developmental Disabilities Mental Health Services, Burnaby, BC
Aven Poynter, BSc, MD, FRCPC, Paediatrician, Clinical Assistant Professor, University of British Columbia, Vancouver, BC

This presentation will review a framework for the development of interdisciplinary wrap around support, and share our experiences in the BC Children's Hospital Neuropsychiatry Clinic; and the Surrey School District. We will review gaps in services, caregiver burden and the use of communities of practice to provide consultation to community physicians to improve services for children with neurodevelopmental disorders and psychiatric comorbidities.

LEARNING OBJECTIVES

- Describe the service needs of children with neurodevelopmental disorders and psychiatric comorbidities
- Validate caregiver burden in families of children in neuropsychiatry, and establish what families may do to connect with school and community resources (e.g., What questions should they be asking?)
- Devise ways to use communities of practice that involve the Ministries of Health, Education, and Child and Family development, to improve service delivery to this population

B4**HMH**

Regulation Inside and Out for Children and Youth with Complex Care Needs

Barb Howe, MSc, RSW, Team Lead, CCU and CYCCN Clinical Outreach Program, Ministry of Children and Family Development, Burnaby, BC
Jody Al-Molky, Coordinator of Nursing Services, Quality Assurance and Training, Manager for the Complex Care Unit (CCU) and Children and Youth with Complex Care Needs (CYCCN) Clinical Outreach Program, Ministry of Children and Family Development, Burnaby, BC

The Complex Care Unit is a 6 bed, specialized provincial treatment facility that provides a comprehensive suite of therapeutic services for children and youth with developmental disabilities who have experienced trauma. Individuals participate in assessment, stabilization and intervention prior to moving to a community based resource that ideally aligns with their needs, as part of a planned transition process. The treatment model focuses on the child or youth's stress response system, self-regulation, interpersonal and functional communication skills, and adaptive behavior skills, through the provision of culturally safe and culturally appropriate care. What do we do? How do we do it? Why?

LEARNING OBJECTIVES

- Acquire an understanding of an attachment-based, trauma informed approach to caring for children and youth with complex care needs
- Identify environments, programming and social supports that foster self-regulation
- Demonstrate skills and knowledge around the importance of regulating activities and programming
- Consider how to apply and integrate these practical applications into their own work with children and youth with complex care needs

B5

APA

The Value of Navigator and Integrated Transition Teams for Support of Individuals with Developmental Disabilities

Donald Den, Communications Lead, Services to Adults with Developmental Disabilities (STADD), Ministry of Social Development and Poverty Reduction, Victoria, BC
Kurstyn Froud, Self-Advocate, Victoria, BC
Megan Daly, Navigator, Services to Adults with Developmental Disabilities (STADD), Ministry of Social Development and Poverty Reduction, Port Coquitlam, BC
Susan Sorensen, Facilitator, Community Living BC, Vancouver, BC
Sarah Jane Meachen, Registered Psychologist, GF Strong Rehabilitation Centre, Vancouver Coastal Health, Vancouver, BC
Tanya Mellios, Child and Youth with Special Needs Social Worker, Ministry of Children and Family Development, Victoria, BC
Cindy Leland, Occupational Therapist, The Centre for Child Development Surrey, BC

STADD takes a 'one-government' approach to support individuals with developmental disabilities through the period of transition from youth to adulthood. The STADD Navigator takes on the role of transition coordinator in an integrated planning model. Focusing on an actual case, involving a youth with multiple complex needs, and the integrated team that surrounded them, the panel will discuss the importance of integrated team partnerships through planning, problem solving, and outcomes of success for the youth.

LEARNING OBJECTIVES

- See the value of the transition coordinator in an integrated service delivery as applied in a real case
- Recognize the importance of maintaining partnerships throughout longer time frames, as planning services for individuals with DD can be lifelong
- Measure the success of partnerships through tangible results in the outcomes of clients

2:45 PM Break - Exhibits open & Poster viewing

3:15 PM Concurrent Session C
(90-minute sessions will include 20-25 minutes of interaction and/or Q&A)

C1
B1

HMH

The Disability Alphabet...Adding Sexual and Gender Differences (3-hour Session - Continuation from B1)

Continuation of session B1 - please see page 7 for full description.

C2

APA

CLBC Eligibility - Revisions to Accommodate DSM-5

Rosalind Moret, Policy Analyst, Provincial Eligibility Lead, Community Living BC, Vancouver, BC
Christopher Gibbins, RPsych, Director, Pathfinder Clinic, Vancouver, BC

This workshop will provide information on, and the opportunity to discuss CLBC's revised eligibility policy and processes, the accompanying resources designed to support collaboration and administrative fairness in this work, research and practice trends in assessment of DSM-5 Intellectual Disability (ID). This knowledge and these resources will demystify eligibility, and allow participants to more easily navigate the CLBC eligibility process, whatever their role.

LEARNING OBJECTIVES

- Identify key differences between the DSM-4 and the DSM-5 diagnostic category of ID
- Explain how CLBC's eligibility requirements and processes have been revised (through cross-sector collaboration) to accommodate these differences
- Summarize research and trends in practice around assessment of ID using DSM-V
- Discuss how CLBC makes eligibility decisions, what resources are used, and how consistent and fair eligibility practice is ensured
- Describe resources available to psychologists to support collaborative practice and smooth transitions for the people we support

C3

H-Body

Assessment and Management of Pain in Children with Developmental Disabilities

Tim Oberlander, MD, FRCPC, Investigator, BC Children's Hospital; Professor, Division of Developmental Pediatrics, Department of Pediatrics, University of British Columbia; Developmental Pediatrician & Attending Physician, Complex Pain Service, BC Children's Hospital and BC Women's Hospital & Health Centre, Vancouver, BC

This presentation will introduce the learner to the nature and scope of pain in children with developmental disabilities, treatment options and then what to do when nothing seems to work ("therapeutic failure").

LEARNING OBJECTIVES

- Describe pain in children with developmental disabilities
- Establish an approach to getting started with pain assessment & management
- Develop an approach to 'therapeutic failure' (what to do when nothing works?)

C4

H-Body/
H-Brain

Maximizing Effective Communication to Support Inclusion: Social Communication Strategies for Individuals with Autism and Related Developmental Disabilities

Karen Bopp, PhD, RSLP, Director of Provincial Outreach, Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA), Faculty of Education, Department of Educational Counselling Psychology and Special Education, University of British Columbia, Vancouver, BC

A trip to the grocery store; a dinner with family; playing a team sport; going to the movies; working - they all involve giving, receiving and sharing information. Effective communication is a key to effective inclusion. Individuals who are not able to maximize their communication skills are at risk of being further isolated from general society. This presentation will provide a brief overview of evidence based, practical social communication strategies for individuals with autism spectrum disorder and related developmental disabilities. Best practices in low tech alternative communication strategies including visual supports, social supports, self-regulation and video-modeling will also be presented.

LEARNING OBJECTIVES

- Review evidence based, practical social communication strategies for youth with autism and related developmental disabilities
- Identify alternative communication approaches
- Explore strategies to improve communication that result in more inclusive environments

C5

H-Body

Oral Health Strategies and Accessing Dental Care

Dawn Moon, RDH, Community Dental Hygienist, Health Services for Community Living, Island Health, Victoria BC
Jadina (Jay) Yip, RDH, BSc(DH), Community Dental Hygienist, Health Services for Community Living and the Complex Rehab and Resource Teams, Vancouver Coastal Health Authority, Vancouver, BC
Kayla Ragosin-Miller, RDH, Dental Hygienist, BC Children's Hospital, Vancouver, BC

Dental office visits can be a major challenge for someone who has had trauma around medical appointments, has sensory integration or processing issues, lack of speech, or complex health needs. Often, people are seen in the hospital using a general anesthetic for dental treatment. Creating a relationship with a dental office and creating the expectation for safe, effective, and consistent daily mouth care is an important step in preventing and treating oral disease.

LEARNING OBJECTIVES

- Recognize techniques and the timeline required to assist in preparing a person to visit the dental office
- Identify situations that can trigger reactive behaviours and strategies to help minimize these behaviours at the dental office
- Outline the challenges of oral health care and dental office visits for people with complex health needs
- Summarize funding and community resources available to meet oral health needs

4:45 PM Poster Session I / Networking and Cheese Reception (Cash bar)

8:00 AM	Registration Open
8:30 AM	Welcome Cathy Anthony , Parent to Josh Anthony, Coquitlam, BC Kathy Bromley , Parent to Shannon Bromley, New Westminster, BC
8:45 AM	Plenary Session (Incl. Q&A)

iTARGET Autism – Individualized Treatments for Autism Recovery using Genetic-Environmental Targets

Suzanne Lewis, MD, FRCPC, FCCMG, Director, Autism Spectrum Interdisciplinary Research (ASPIRE) Program, Senior Clinician Investigator, BC Children's Hospital Research Institute; Clinical Professor, Department of Medical Genetics, UBC; Chair, iTARGET Autism; Vice-Chair, Autism Canada; Chief Medical Officer and VP Research, Pacific Autism Family Network, Vancouver, BC

LEARNING OBJECTIVES

- Recognize the variable and complex genomic contributors to Autism Spectrum Disorders (ASDs)
- Consider the 'whole-person' in understanding ASDs– their behavioural, developmental, medical and syndromic manifestations
- Explore the concept of clinical clustering to lessen the degree of heterogeneity intrinsic to autism studies
- Discuss a multi-'omic' strategy to study ASDs – diagnosis and treatments based on personalized medicine for autism

9:40 AM Oral Sessions (15 min incl. Q&A)

Oral Session 1

Responding to Children's Experiences of Early Adversity and Developmental Disabilities in Partnership with Indigenous Communities, Families, and Children

Alison Gerlach, PhD, Assistant Professor, School of Child & Youth Care, University of Victoria, Victoria, BC

LEARNING OBJECTIVES

- Incorporate the confluence of adverse early experiences in the conceptualization and design of rehabilitation and healthcare approaches for children with developmental disabilities who are at greater risk of health inequities
- Rethink and reframe children's rehabilitation programs with Indigenous communities, families, and children so that they are socially responsive and culturally safe
- Consider the implications of these findings to their own area of practice

Oral Session 2

Gaining Student Cooperation: A District Training Model for Working with Students with Challenging Behaviour

Alexandra Voroshina, MA, BCBA, Education and Behaviour Consultant, Provincial Outreach Program for Autism and Related Disorders (POPARD), Vancouver, BC
Pat Moret, MA, Retired Administrator, Provincial Outreach Program for Autism and Related Disorders (POPARD), Vancouver, BC

LEARNING OBJECTIVES

- Describe the behaviour skills training model (BST)
- Understand and describe the components and sequence of the student cooperation (SC) training modules
- Recognize the value of the initial time investment required to build lasting staff capacity

10:15 AM Break - Exhibits open & Poster viewing

10:45 AM Concurrent Session D (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)

D1

H-Body/
HMH

Why Do Children With Autism and/or Severe ID Engage in Self Injury and What Can We Do About It?

Robin Friedlander, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Psychiatrist, Vancouver and Fraser Developmental Disabilities Mental Health Services; Clinical Professor, Department of Psychiatry, University of British Columbia, Vancouver, BC
Michelle Schmidt, PhD, Director of Instruction, Student Support, School District No. 36, Surrey, BC
Katie Allen, MS, BCBA, Co-Director, East Van Behaviour Analysis Ltd., Vancouver, BC

Children with severe ID and/or ASD have a high rate of Self Injurious Behaviour (SIB), which is not well-managed in schools or community settings. This presentation summarizes the experience of a specialized clinic that provides a multi-disciplinary assessment involving psychiatry, paediatrics, complex pain, neurology and allied health professions, as well as a review of behavioural factors from a clinician skilled in SIB. The aim of the clinic is to clarify key SIB drivers, and to advocate implementation of effective targeted interventions that will assist the child to remain in or return to the family home, and transition back to school.

LEARNING OBJECTIVES

- Describe the presentation and nature of severe SIB among the ID/ASD population
- Distinguish the multifactorial drivers of severe SIB in the population
- Employ treatment options and future needs for these children and youth
- Recognize the role of the school district in ensuring behavioral interventions are evidence based, and consistent across community settings

D2

APA

Looking Forward to the Future: A Conversation about Aging Well in Community

Kim Lyster, MA, Consultant, Penticton, BC
Kelli Paddon, BA, CCDP, Manager of Policy, Community Living BC, Vancouver, BC

Thinking about the future is an important opportunity to plan safeguards that protect quality of life, support contributions to community, and actively address concerns of family members and individuals with intellectual disabilities. This workshop will present information about the number of people who are aging with an intellectual disability in BC. The presenters and storytellers will talk about the values and principles involved in supporting people as they age and CLBC's Strategy on Aging. New resources will be introduced and personal stories will be shared as examples of successful aging, planning and person-centered practice.

LEARNING OBJECTIVES

- Provide information on key learnings from community conversations held throughout BC on aging and quality of life
- Introduce new resources that support planning and aging well
- Discuss safeguards that protect participation and community presence
- Feature stories from families, people with disabilities, and community allies about successful ways they are supporting aging

D3

H-Brain

Long Term Outcomes in Individuals with Intellectual Disability (ID): What is Success?

Christine Lilley, PhD, RPsych, Clinical Psychologist, Compass Clinic, Vancouver, BC

This presentation will review the literature on what we know about adult outcomes for individuals with intellectual disabilities, including educational outcomes, employment outcomes, and independent living outcomes. The presentation will also address what we know about quality of life, physical health, mental health, and relationships in adulthood. This is intended to provide important context for those who care for and plan for those with intellectual disabilities by providing accurate information about both what is likely and what is possible.

LEARNING OBJECTIVES

- Explore current literature related to outcomes for adults with intellectual disabilities
- Examine the impact to quality of life, relationships, physical and mental health for adults with ID
- Reflect on how these factors may relate to providing appropriate support to adults with ID
- Consider how knowledge in adult outcomes can be utilized when caring and/or planning for adults with ID

D4

Is Poverty the Diagnosis: The Hidden Impact of Generational Poverty in Developmental Disabilities and Mental Health

HMH/
H-Brain

Barbara Fitzgerald, MD, FRCPC, Developmental Pediatrician, Sunny Hill Health Centre; Consultant, Alderwood Family Development Centre; Clinical Associate Professor, Department of Pediatrics, University of British Columbia, Vancouver, BC

Many of us work with families living in poverty everyday, but we may not have considered the role that it plays in the presentation of developmental disabilities and mental health diagnoses. A deeper appreciation of the impact of poverty on clinical presentation and our role in advocacy can lead to more compassionate and effective treatment.

LEARNING OBJECTIVES

- Define poverty and generational poverty
- Review the neurobiological effects of adversity
- Recognize how the effects of poverty can mimic and impact developmental and mental health conditions
- Realize how poverty changes behaviour and how a clinician's understanding of this can lead to improved outcomes for patients
- Reflect on possible bias in developmental diagnosis
- Consider the role of the health care provider in advocating for people experiencing poverty

12:15 PM	Lunch (Provided) - Exhibits open
12:40 PM	Poster Session II
1:30 PM	Concurrent Session E (90-minute sessions will include 20-25 minutes of interaction and/or Q&A)

E1

H-Body/
HMH

A Multidisciplinary Approach to Assessing Severe Self-Injurious Behaviour (SIB)

Robin Friedlander, MD, FRCPC, Head, Neuropsychiatry Clinic, BC Children's Hospital; Psychiatrist, Vancouver and Fraser Developmental Disabilities Mental Health Services; Clinical Professor, Department of Psychiatry, University of British Columbia, Vancouver, BC
Katie Allen, MS, BCBA, Co-Director, East Van Behaviour Analysis Ltd., Vancouver, BC
Anamaria Richardson, MD, FRCPC, Pediatrician, BC Children's Hospital, Vancouver, BC
Courtney Hall, MOT, Occupational Therapist, Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC
Allison Whitlock, MSW, RSW, Social Worker, Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC
Vinni Panikkar, SLP, Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC

Severe SIB is a challenging behavior which is generally not well managed in community settings. In BC, many of these children and youth cannot be managed at home and require skilled 24 hour behavioral management in a residential setting. This presentation summarizes the experience of a recently established specialized clinic for children with ID/ASD who present with severe and persistent SIB.

LEARNING OBJECTIVES

- Describe specific roles of the clinicians in this multidisciplinary clinic
- Explore how best to triage and assess these children and youth
- Consider how best to integrate findings from the multiple disciplines involved

E2

H-Body

Medical Clinic for Children with Autism, Update 2013-2018

Diane Munz, MD, FRCPC, FAAP, Associate Professor, Part-Time, Department of Pediatrics, McGill University; Physician, Montreal Children's Hospital, Montreal, QC

117 different children with autism were seen by a pediatrician and a nutritionist working together, and assessed for medical comorbidity using strategies developed to allow difficult children children with challenging behaviour to tolerate physical exams. Parents interested in restrictive diets received advice on doing so safely without causing malnutrition. 107 medical trainees received teaching at the clinic, and several community groups were consulted.

LEARNING OBJECTIVES

- Recognize medical comorbidity associated with autistic spectrum disorders
- Identify strategies developed to make medical examination better tolerated by children with autism

E3

APA

Partnerships, Advocacy and Inclusive Education

Tracy Humphreys, Founder, BCEdAccess, Victoria, BC
Angela Clancy, Executive Director, Family Support Institute of BC, Vancouver, BC

The objective of this workshop is to assist professionals to understand how to support parents to become more effective partners in their child's education to enhance their own child's school experience. This is done through sharing of information and strategies. This workshop will provide an overview of the education system in B.C., as it relates to families who have children with extra support needs. In particular it will cover the roles and responsibilities of parents and students as well as those of the education system, the parent's role in partnership and planning, important legislation and policy re: special education, and tips for professionals to support, educate and advocate.

LEARNING OBJECTIVES

- Differentiate between the roles of students, parents, professionals in relation to the BC education system
- Summarize the relevant policies and legislation pertaining to inclusive education
- Identify how professionals can support parents and students with their self-advocacy efforts at each level of the system (i.e., in the classroom; and at the school, district, community, or provincial levels)

E4

HMH

Improving Mental Health by Providing Trauma Informed Care to Recognize and Treat Intrusive Symptoms of Post-traumatic Stress

Kim Burton, MA, RCC, Counsellor, Private Practice; Consultant, Developmental Disabilities Mental Health Services, Vancouver, BC

This session will explore the impact that re-experiencing arousal and avoidance symptoms of PTSD have on behavior and mental health. There will be a focus on trauma informed treatment interventions which can help people: avoid triggers, desensitize symptoms, self-regulate, and repair defective schemas. Strategies will be provided to develop trauma informed care plans, that can support individuals with developmental disabilities manage intrusive symptoms to aid in their recovery from the impact of traumatic experiences.

LEARNING OBJECTIVES

- Recognize how symptoms of post-traumatic stress may impact mental health and behavior in people with developmental disabilities
- Develop effective treatment interventions, and goal directed partnerships
- Consider how trauma informed care can support healing and repair affect dysregulation, defective self-schemas, and other intrusive symptoms of trauma

Epilepsy in Individuals with Developmental Disabilities: Causes, Spell Characterization, Support and Treatment

H-Brain *Chantelle Hrazdil, MD, FRCPC, Clinical Assistant Professor, Division of Neurology, Department of Medicine, University of British Columbia, Vancouver, BC*

Epilepsy is common in people with developmental disabilities (DD). This presentation will cover practical key concepts regarding updated testing for the different causes of epilepsy, calendaring and distinguishing different seizure types from behavioral events, and exploring various multidisciplinary treatment options. Finally, the generation and optimal use of seizure protocols and longitudinal care plans will also be reviewed.

LEARNING OBJECTIVES

- Review the varying causes of epilepsy in individuals with DD and when updated testing should be considered
- Distinguish between different epileptic vs. behavioral events and their clinical significance
- Explore treatment options, including lifestyle modifications, medications, dietary modifications and surgery in patients with DD
- Develop emergency seizure protocols, and longitudinal care plans

3:00 PM Break - Exhibits open & Poster viewing

POSTER LISTING

Exploring Service Navigational Barriers Experienced by Children with Intellectual Disabilities

Anna Don

Exploring the Relationship between Disability-Related Service Usage and Quality of Life Among Families of Individuals with Autism Spectrum Disorder

Vanessa Fong, Grace Iarocci

Development of a Novel Patient-Oriented Tool Measuring Socio-Emotional Skills Among Children with ASD

Parisa Ghanouni

School-Based Interprofessional Partnerships Serving Children and Youth with Intellectual Disabilities and/or Complex Developmental Disabilities: The Unique Service Delivery Model in Burnaby, BC

Armansa Glodjo

Examining Referral Patterns and Diagnostic Rates in the British Columbia Autism Assessment Network: Are Speech Language Pathologists an Underutilized Referral Source?

Angie Ip

Evaluation of a Sensory-based Intervention Group for Adults with Developmental Disabilities in Mental Health

Jacquelyn Larden

An Exploratory Analysis of Parental Factors Related to Activity in Children with Autism

Erin McFee

Exploring Parent and Provider Experiences Related to Promoting Active and Safe Recreation for Children Living With Autism

Erin McFee

Findings from a Scoping Review of Research on the Experiences of Healthcare Professionals Working with Autism

Rae Morris

Understanding Youth and Adult Offenders with Autism: A Risk and Protective Model for Identification, Assessment, and Treatment

Rae Morris

Medical Clinic for Children with Autism, Update 2013-2018

Diane Munz

Exploring a Child's Developmental Diagnosis: An Interpretive Description of Parents' Experiences in Northern British Columbia

Tammy Pearson

Help! Teeth Hurt!

Joan Rush



A Retrospective with an Eye on the Future: Community Services for People with Dual Diagnosis in BC

Alanna Hendren, BA, CAE, Executive Director, Developmental Disabilities Association, Richmond BC

LEARNING OBJECTIVES

- Recognize the evolution of community services to people with developmental disabilities in BC
- Review the goals for community support systems developed for people with dual diagnosis and extreme behaviours in the 1990's
- Review the revolving practices in the last 30 years and identify remaining challenges
- Identify what needs to improve to support community inclusion for people with dual diagnosis today and into the future

Award Presentations, Closing Remarks and Evaluation
Conference Co-Chair, Bruce Pipher
Closing Performance
K-STAR

Adjourn

Examining Strategies Primary Care Providers (PCP) Can Utilize to Support Parents Children Aged 18-36 Months with Suspected Autism Spectrum Disorder (ASD)

Mariam Salih

Understanding the Health Needs of People with FASD and Other Neurodevelopmental Disorders

Kyle Sue, Myles Himmelreich

All Aboard: User's Experiences of Adapted Paddling Programs

Alex Thompson

Gaining Student Cooperation: A District Training Model for Working with Students with Challenging Behaviour

Alexandra Voroshina, Pat Moret

Engaging Community Stakeholders as Research Team Members: Conversations about Participation, Health and Well-being for Individuals with Intellectual and Developmental Disabilities and Families

Tracy Jirikowic

Keep on Movin': Building a Family-Centered Research Partnership to Promote Participation in Physical Activity for Children with Disabilities

Tracy Jirikowic, Cheryl Kerfeld

The Effects of Visual Supports and Task Analysis on the Performance of Students with Autism Spectrum Disorders in Barista Program

Kwon Hyuk-Sang, Kwak Seung-chul, Lee Won-hee

The Meaning of Career and Vocational Education in Special-Education School viewed by Student with Intellectual Disabilities: By Utilizing Photovoice

Ha Young Lee, Byung Un Jeon

POSTER SESSIONS

Posters will be available to view throughout the conference. Presenters will be available at their posters for Q&A during the following times:

Thursday, November 8 - 4:45 - 5:15 PM and

Friday, November 9 - 12:40 - 1:15 PM

THE 6TH HEALTH & WELLBEING IN CHILDREN, YOUTH, AND ADULTS WITH DEVELOPMENTAL DISABILITIES CONFERENCE

Creating Partnerships

PRE-CONFERENCE: NOVEMBER 7, 2018

MAIN CONFERENCE: NOVEMBER 8 - NOVEMBER 9, 2018

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 Affiliation/Profession best describes you:

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

CONCURRENT SESSIONS

Please refer to the program for session descriptions.

Please specify the concurrent sessions you plan to attend so we may allocate appropriate rooms.

Some sessions may fill up quickly, in this case you will be registered in your second choice.

	1 ST CHOICE	2 ND CHOICE
Example:	A1	A4
Session A:		
Session B:		
Session C:		
Session D:		
Session E:		

TUITION FEES

Pre-registration prior to **October 17, 2018** is strongly recommended to ensure you receive all conference materials. All rates are quoted in CAD and the tuition fee includes 5% GST. Please use one registration form per person. The main registration fee includes conference materials, one lunch, refreshment breaks and a certificate of attendance.

EARLY BIRD RATE BEFORE/ON **SEPTEMBER 28, 2018**

PRE-CONFERENCE: Wednesday, November 7, 2018

AM Session **ONLY** ☐ AM1 ☐ AM2 ☐ \$140
PM Session **ONLY** ☐ PM1 ☐ PM2 ☐ \$140

Full Day ☐ AM1 ☐ AM2 ☐ \$245
☐ PM1 ☐ PM2

MAIN CONFERENCE: Thursday - Friday, November 8-9 ☐ \$475

RATE AFTER **SEPTEMBER 28, 2018**

PRE-CONFERENCE: Wednesday, November 7, 2018

AM Session **ONLY** ☐ AM1 ☐ AM2 ☐ \$160
PM Session **ONLY** ☐ PM1 ☐ PM2 ☐ \$160

Full Day ☐ AM1 ☐ AM2 ☐ \$280
☐ PM1 ☐ PM2

MAIN CONFERENCE: Thursday - Friday, November 8-9 ☐ \$525

Individual Day Rates

Thursday **ONLY** ☐ \$295

Friday **ONLY** ☐ \$295

***Full-Time Student Rate** ☐ \$275

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

Reception:

I will be attending the Free Networking Reception (Thursday, November 8)

☐ Yes ☐ No

Syllabus:

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

☐ Paper copy or ☐ Electronic (a memory stick)

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

Pre-conference total = \$ _____

Main Conference total = \$ _____

TOTAL PAYMENT = \$ _____

All rates are quoted in CAD and the tuition fee includes 5% GST.

METHOD OF PAYMENT

PLEASE INDICATE BELOW HOW YOU WOULD LIKE TO PAY:

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

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