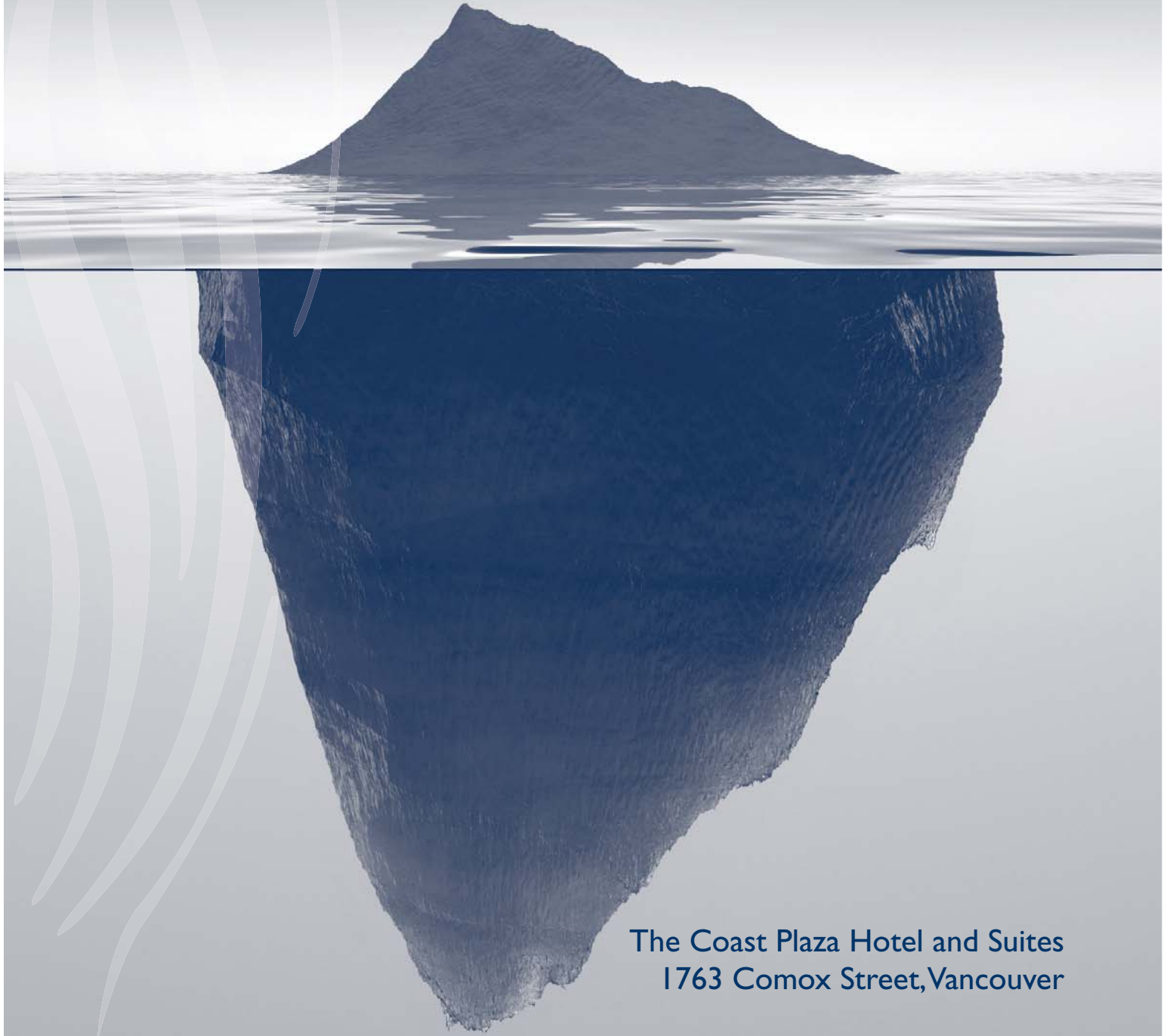


MAIN CONFERENCE  
November 15-16, 2012

FOCUSED WORKSHOPS  
November 17, 2012

# The 3<sup>rd</sup> Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference

*Challenging Behaviour – The Tip of the Iceberg*



The Coast Plaza Hotel and Suites  
1763 Comox Street, Vancouver

Presented by



In cooperation with



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

## GENERAL INFORMATION

**Description** The term Developmental Disabilities (DD) refers to individuals with Intellectual Disability, Autism, Fetal Alcohol Spectrum Disorder and other Neurodevelopmental Syndromes. Children, youth and adults with DD are vulnerable to high rates of general health and mental health concerns. These concerns impact significantly on the affected individual's quality of life as well as their families, caregivers and the community. This conference will provide educational and informative updates on psychiatric, behavioural and complex health components specific to individuals with DD, and showcase best practices in the field. Specifically, the conference will focus on approaches to complex challenging behaviours, contributing medical issues and new developments in medication and behavioural treatment. In addition, the conference will address important health and mental health issues and will review common genetic syndromes such as Down Syndrome. This conference will engage health care providers and educators from a wide range of professional disciplines in knowledge transfer and interprofessional collaboration in order to maximize health and wellbeing so as to minimize disability and improve quality of life. The format will include plenaries, breakout sessions and poster sessions

- Objectives**
- Promote best practices in physical and mental health for individuals with developmental disabilities
  - Recognize the multifactorial determinants of challenging behaviour
  - Recognize the role of traumatic experiences in understanding challenging behaviour
  - Maximize health and wellbeing in order to minimize disability and improve quality of life
  - Share knowledge and common experiences with others working in the field

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

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

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

**Location and Hotel Information** **The Coast Plaza Hotel and Suites**, 1763 Comox Street, Vancouver, BC, Canada V6G 1P6  
Reserve today to avoid disappointment by calling toll-free: 1-800-716-6199 or local: +1 604-688-7711 or online: [www.coastpromos.com/tqz](http://www.coastpromos.com/tqz). Let hotel reservations know that you are booking under the Health & Wellbeing Conference room block to receive the reduced rate of CDN \$139.00 (plus applicable taxes) for a standard guest room. The Coast Plaza is within easy walking distance of world famous Stanley Park, the beaches of English Bay, and a wide variety of restaurants.

**Parking:** Conference Hotel: \$14 per day.  
Easy park, 900 Denman Street: \$2.25 per hour / Daily Max: \$9.00 (6am-6pm) and Evening Flat Rate: \$7.00 (6pm-6am)

**Registration** **Online:** Secure, fast, online registration is available for Visa and MasterCard holders at the website: [interprofessional.ubc.ca](http://interprofessional.ubc.ca).

**By Fax:** Fax completed registration form to: +1 604-822-4835

**Charge-by-phone (please have Mastercard or Visa ready):** Toll free within North America: 1-855-827-3112; +1-604-827-3112

**Mail:** Send the registration form with cheque to:

IN 9562 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.

**Tuition Fees** See registration form for more details. To receive the reduced early-bird rates, you must register by **Thursday, October 11, 2012**.

The tuition fee includes conference materials, certificate of attendance, refreshment breaks, one lunch, and the reception.

Pre-registration prior to October 31, 2012 is strongly recommended to ensure you receive all conference materials.

**Bursary Available** A limited number of bursaries to partially cover tuition fees are available for family members of relatives with DD and service providers. This funding is intended for individuals that otherwise would not be in a position to attend. Please fax a complete registration form, along with a letter of application explaining financial need and how attending this conference will benefit you, to +1 604-822-4835. Application deadline is **Friday, August 24, 2012** and notification letters will be sent out in the second week of September. Priority will be given to family members of relatives with DD who demonstrate financial need and "front line" workers.

**Refund and Cancellation Policy** Refunds will be made (less a \$50+12% HST processing fee) if written notice of withdrawal is received by Monday, October 15, 2012. No refunds will be granted for withdrawal after that date. There is a \$25 replacement charge in case of a registration transfer. Please contact us prior to Friday, October 19, 2012 if you cannot attend and would like another person to come in your place. UBC Interprofessional Continuing Education reserves the right to cancel or move this program if registration is insufficient. In the event of cancellation, a refund less a \$50+12% HST handling charge will be issued.

**Exhibitors** Organizations interested in exhibiting programs related to developmental disabilities are invited to contact the conference organization for more information at +1 604-822-7708 or by email: [yolande.ipce@ubc.ca](mailto:yolande.ipce@ubc.ca). Exhibit space is limited.

**Professional Credits/ Certificate of Attendance** A certificate of attendance will be prepared for all participants listing hour for hour instruction. All participants attending will be given a certificate of attendance stating that the main conference involves up to 11 hours of educational instruction with up to 6 hours additional credit for the focused workshops.

This program has been accredited by the College of Family Physicians of Canada and the BC chapter for Mainpro-M1 credits.

This event is an accredited group learning activity (section 1) as defined by the Maintenance of Certification Program of the Royal College of Physicians and Surgeons of Canada, approved by the Canadian Psychiatric Association. The specific opinions and content of this event are not necessarily those of the CPA, and are the responsibility of the organizer(s) alone.

**Contact Information** For questions regarding the conference program, registration or other matters, please contact Interprofessional Continuing Education at +1 604-822-7524, Fax: 604-822-4835 or email: [marina.ipce@ubc.ca](mailto:marina.ipce@ubc.ca)

# The 3<sup>rd</sup> Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference

## Challenging Behaviour - The Tip of the Iceberg

THURSDAY, NOVEMBER 15<sup>TH</sup>

MAIN CONFERENCE

8:00am – 8:30am Registration Open  
8:30am – 9:00am Welcome Remarks

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

### Welcome Prayer

### CARE-ID: Bringing Canada Together

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

9:00am – 10:00am Keynote and Q&A:

### Health, Wellness and Challenging Medical Conditions Among People with Developmental Disabilities

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

#### Learning Objectives:

- Consider strategies to promote health and wellness among people with developmental disabilities
- Appreciate the challenging medical conditions that can affect people with developmental disabilities
- Recognize the strategies that need to be in place to promote health and manage acute and chronic medical conditions among people with developmental disabilities

10:00am – 10:30am Break - Exhibits Open & Poster Viewing

10:30am – 12:00pm CONCURRENT SESSIONS **A**

### A1 The Road to Resources Offered for Individuals with ID in BC

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

This session will provide a basic road map to the resources for the evaluation and treatment of children and adults with ID in British Columbia. We will review the access to resources taking into account the complexity of the presenting symptoms and the difference between assessment and therapeutic resources.

#### Learning Objectives:

- Provide an overall review of services offered to children and adults with ID in BC
- Distinguish between assessment and therapy resources
- Gain knowledge of other miscellaneous resources useful for clinical general practice

### A2 Hallucinations: What do They Mean and When to Worry About Them

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

Hallucinations are a core symptom of schizophrenia, a serious mental illness. There are however many types of hallucinations, some of which are quite benign. This presentation will describe different types of hallucinations and their significance.

#### Learning Objectives:

- Recognize significance of hallucinations
- Differentiate psychotic vs. non-psychotic hallucinations

### A3 GOOD GRIEF: Coping with Death & Dying (Panel Discussion)

**Kerry Keats**, MSW, LCSW, Bereavement Services Coordinator, Canuck Place Children's Hospice, Vancouver, BC

**Susan Baines**, PhD Candidate, Music Therapist, Provincial Assessment Centre, Vancouver, BC

**Michelle Oucharek-Deo**, BFA, BCATR, RCAT, Art Therapist, Provincial Assessment Centre, Port Coquitlam, BC

**Tatjana Jansen**, RCAT, MC, PhD Candidate, Counselor, Art Therapist, Living through Loss Counselling Society of BC, Vancouver, BC

This panel presentation explores the support needs of children, youth, and adults with developmental disabilities who are coping with death. They may be nearing the end of their life or dealing with the death of someone else. A range of support practices will be reviewed to assist families and care providers who are caring for someone coping with death and dying.

#### Learning Objectives:

- Review the support needs of people with developmental disabilities who are grieving the death of someone they have cared about
- Review the support needs of people with developmental disabilities who are dealing with the end of their life
- Describe practices for supporting people with developmental disabilities who are coping with death and dying

### A4 Canadian Research in Dual Diagnosis: Translating into Action

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

Canada has become a robust research environment for dual diagnosis. At the same time Provinces and Territories lack legislation and policy regarding care for dual diagnosis. Providing an overview of these 2 areas, the presentation will conclude with a discussion of how this knowledge can inform national action.

#### Learning Objectives:

- Understand current Canadian research regarding mental health treatment and services, specific disorders, subpopulations and caregivers
- Understand current Canadian research regarding developmental disabilities and dual diagnosis within the context of national and provincial/territorial policy
- Identify opportunities to translate research findings into national action

12:00pm – 1:15 pm Lunch on your own - Exhibits Open & Poster Viewing

1:15pm – 2:45pm

CONCURRENT  
SESSIONS

B

**B1** Gastrointestinal Disorders Among People with Neurodevelopmental Disabilities: The Relationship Between the Nervous System and Gastrointestinal System

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

The gastrointestinal tract is intimately and functionally connected with the central nervous system (CNS). Disorders of the CNS affect gastrointestinal function and gastrointestinal disorders affect CNS function. This relationship is more complex in people with Neurodevelopmental Disabilities (ND). It is critically important to appreciate this relationship for the optimal physical and mental health management of people with ND.

Learning Objectives:

- Appreciate the neural control of gastrointestinal function
- Learn about the gastrointestinal conditions that are common among individuals with ND
- Learn about the clinical evaluation of gastrointestinal disorders among individuals with ND

**B2** Getting Ready for Moving On: Navigating the Move from Pediatric to Adult Care

**Sandra Whitehouse, MD, FRCPC, MALS, Medical Lead Transition; Clinical Associate Professor, Division of Adolescent Health and Medicine UBC, Vancouver, BC**

**Mary Paone, MSN, Transition Coordinator, BC Children's Hospital, Vancouver, BC**

Many families have expressed that "Moving from the pediatric health care system to the adult system feels like jumping off a cliff." This seminar will explore the challenges that youth, their families and both pediatric and adult providers face during transition, with practical recommendations for a softer landing.

Learning Objectives:

- Plan for developmentally appropriate care
- Develop skills for planning and preparation for transition
- Understand health transition amongst other transitions

**B3** Special Smiles Dental Intervention from A-Z without the GA

**Kayla Ragosin-Miller, RDH, PID, Registered Dental Hygienist at BC Children's Hospital; Creator of Special Smiles Dental Intervention Program; Research Facilitator for Autism Dental Research, CDHBC Clinic Board Examiner; Instructor, Vancouver, BC**

Children with challenging behaviors, developmental delays and Autism are some of the most difficult for dental practitioners to treat. Learn about different approaches Special Smiles Dental Intervention has created to gain compliance in the dental chair. See how positive results are produced without the use of general anesthetic for routine dental visits.

Learning Objectives:

- Discuss characteristics of Autism and related disorders affecting dental appointments
- Describing Sensory Dysfunction and how it impacts the dental visit
- Demonstrate some tools for successful dental appointments

**B4** Managing Crisis for Children and Youth with DD: Are Dedicated Inpatient Beds Needed?

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

**Betty Tang, MD, FRCPC, Psychiatrist, DDMHS Fraser Health Authority**  
**Robin Friedlander, MB, FRCPC, Conference Chair, Psychiatrist; Clinical Director, DDMHS- Vancouver Coastal & Fraser; Program Director, Developmental Disorders Program, Department of Psychiatry, University of British Columbia, Vancouver, BC**

Children and Youth with Developmental Disorders (DD) are at increased risk for developing mental illness which at times can become severe and incapacitating. These children frequently present with a complex constellation of both medical and psychiatric issues requiring a comprehensive and interdisciplinary approach to diagnosis and treatment which may change and evolve over time. When crisis occurs, challenges for families and children in need are significant and can warrant immediate expert attention and support. Currently in British Columbia there are no dedicated crisis inpatient beds for children suffering from DD and co-morbid complex behavioural/mental health conditions. This workshop will review a pilot study of such youth presenting to BC Children's hospital over a six month period in 2010. We will provide a brief overview of current models of mental health services to children and youth with developmental disorders and complex behavioural conditions in BC focusing on the role of crisis inpatient beds. Case vignettes will be discussed to highlight relevant and common issues.

Learning Objectives:

- Identify common behavioural and mental health issues of children and youth with DD who present in crisis
- Review current crisis models which have been implemented in other regions of Canada and Internationally
- Outline the role of crisis beds within the continuum of care

2:45pm – 3:15pm

Break - Exhibits Open  
& Poster Viewing

3:15pm – 4:45pm

CONCURRENT  
SESSIONS

C

**C1** Quality of Life Initiative (Panel Discussion)

**Facilitator: Brian Salisbury, Director, Strategic Planning, Community Living BC, Vancouver, BC**

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

**Gloria Wesley, Manager, Personal Outcomes Initiative, Persons with Developmental Disabilities Program, Alberta Human Services, Edmonton, AB**

**Paul Malette, PhD, Clinical Director, CBI Consultants, Ltd, Burnaby, BC**

**Cynthia Roling, Executive Director, Milieu Family Services Inc, Surrey, BC**

**include Me! Self-Advocate Project Assistant**

Every citizen aspires to lead a life of quality in which they are a valued and contributing member of society. This panel presentation will review the use of a survey tool known as the My Life: Personal Outcomes Index TM that measures personally referenced quality of life outcomes for adults with developmental disabilities. Findings from both BC and Alberta will be presented. Implications for agency level continuous quality improvement strategies and system level disability program effectiveness and policy development will be explored. There will be ample time for discussion and questions.

Learning Objectives:

- Describe the Quality of Life framework and its relevance to the health and wellbeing of adults with developmental disabilities
- Review findings from implementation of the survey tool – My Life: Personal Outcomes Index TM to measure quality of life outcomes
- Explore how Quality of Life findings can contribute to: (1) continuous quality improvement strategies adopted by service providers to enhance their ability to address the goals and aspirations of individuals served; and (2) overall service system effectiveness and policy development



## C2 Dual Diagnosis from the Inside Out (Panel Discussion with Self-Advocates and Family)

Panel Moderator: **Alanna Hendren**, Executive Director, Developmental Disabilities Association, Richmond, BC  
Panelists: Self-advocates and family

Did you ever wonder what the experience of having a dual diagnosis was like? From diagnosis, treatment, medications and side effects to finding the right professionals and place to live, come hear self-advocates who have lived with a lifelong dual diagnosis and a Mom who supported her daughter's journey to mental health.

Learning Objectives:

- Describe the experience of living with a dual diagnosis from illness to a happy life
- Discuss the most effective approaches when working with people who live with a dual diagnosis and their families
- Review systemic barriers to effective dual diagnosis services
- Discuss how self-advocates and their families have overcome these barriers
- Develop strategies to better respond to the internal experiences of people who live with a dual diagnosis

## C3 Evaluating and Treating Diffuse Brain Damage Using Fetal Alcohol Spectrum Disorder as a Model

**Sterling Clarren**, MD, Scientific Director, Canada FASD Research Network; Lead of the Network Action Team for Diagnostics; Clinical Professor of Pediatrics, University of British Columbia, Vancouver, BC

**Jacqueline Pei**, MEd, PhD, CPsych, Assistant Professor, Educational Psychology; Assistant Clinical Professor, Pediatrics University of Alberta; Lead of the Network Action Team for Interventions, Canada FASD Research Network, Edmonton, AB

Prenatal alcohol exposure can subtly alter the brain structurally and neurochemically leading to a wide array of functional disabilities that SUM to a common presentation of poor adaptation. This work shop will address the current Canadian approach to comprehensive understanding of this brain condition and the latest attempts to improve brain performance and overall functioning in those affected.

Learning Objectives:

- Appreciate the science that underpins the assumption of diffuse brain damage in FASD
- Understand the rationale for the diagnostic evaluation .
- Review the latest approaches to intervention with people with this type of condition

## C4 Assessment of Mood and Anxiety Disorders in Individuals with Intellectual and Developmental Disabilities (IDD)

**Lauren R. Charlot**, LICSW, PhD, Assistant Professor of Psychiatry; Director, Intellectual Disabilities/Mental Health Services, UMass Medical Centre Worcester, MA

The DM-ID (Diagnostic Manual for Individuals with Intellectual Disabilities) is a companion guide to the DSM-IV-TR, developed in a collaborative effort between the NADD and the APA. This session will review the DM-ID Mood Disorders chapter and diagnostic criteria for people with ID. Behavioral descriptions of what people with ID might display or say when experiencing various mood and anxiety symptoms will be discussed in detail. The DM-ID Mood Disorders chapter includes some discussion of possible "developmental effects" on the phenomenology of mood disorders in people with ID. These will be described as well as common sources of physical and psychosocial stress that may mimic or exacerbate mood disorders. Case illustrations will be used to highlight diagnostic challenges.

Learning Objectives:

- Identify developmental effects on the manifestation of mood disorders in individuals with IDD
- Identify the ways in which anxiety may present differently in individuals with IDD
- Describe the relationship between aggression and mood syndromes in individuals with IDD

4:45pm Poster Session I / Networking Wine & Cheese Reception

5:45pm Adjourn

## Learning and Dinner (Focused Workshop): Pharmacology and Autism Spectrum Disorder

The primary target audience are physicians, pharmacists, nurses, psychologists and other health care practitioners, but the session is open to include anyone interested. This is an advanced session.

25% of the program will be interactive/Q&A.

5:30pm - 6:00pm Buffet Dinner Served & Registration Open

6:00pm - 6:10pm Introductions

**Anthony J Bailey**, MB, BS, DCH, MRCPsych, FRCPsych, Professor and Chair, Child and Adolescent Psychiatry, University of British Columbia, Vancouver, BC

6:10pm - 6:55pm Pharmacogenomics

**Bruce C Carleton**, BPharm, PharmD, Director, Pharmaceutical Outcomes Programme, BC Children's Hospital; Professor and Co-chair Division of Translational Therapeutics, Department of Pediatrics, Faculty of Medicine, The University of British Columbia; Senior Clinician Scientist, Child & Family Research Institute, Vancouver, BC

Learning Objectives: TBC

6:55pm - 7:25pm Billing Codes to be Used with Working with Individual with DD in Your Practice

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

Unfair MSP Physician billing for clinical consultations involving individuals with developmental disorders is a potential stumbling block to appropriate care. Physicians may be reluctant to take on new patients or give adequate time for such visits as their financial compensation is way below that for other services e.g. quick surgical procedures like cystoscopies, cataracts or laryngoscopies. Understanding how to apply the appropriate billing codes can optimise remuneration and increase billing by about 15%.

Learning Objectives:

- Learn how to apply Mental Health billing codes with special attention to DSM Axis I and II criteria
- Search for Complex Care billing criteria in adults with DD
- Use new Lifestyle Modification codes as they become available

7:25pm - 7:45pm Coffee & Dessert Break

7:45pm - 8:30pm Practical Pharmacology for Individuals with ASD

**Vikram Dua**, MD, FRCPC, Associate Clinical Professor, Department of Psychiatry, University of British Columbia; BC Children's Hospital and Provincial Autism Resource Centre, Vancouver, BC

Learning Objectives:

- Be exposed to issues of differential diagnosis and co-morbidity as they relate to psychopharmacological treatment in ASD
- Be introduced to structured co-morbidity approach to guide their clinical assessments
- Learn about practical and safe approaches to the use of medications in ASD

8:30pm - 9:30pm Pharmacotherapy of Irritability of Autism

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

Learning Objectives:

- Understand how irritability of Autism is assessed in randomized clinical trials
- Understand the efficacy of neuroleptic and non-neuroleptic medications in the treatment of irritability of Autism
- Understand the adverse effects (including metabolic effects) of neuroleptic and non-neuroleptic medications in the treatment of irritability of autism

7:45am — 8:30am CARE-ID/ACREDI AGM

8:00am — 8:30am Registration Open

8:30am — 8:35am Flag Ceremony

8:35am — 8:45am Remarks

*Madeline Hombert, Writer, Publisher, and Mother, Sees the World Publishing, Grande Prairie, AB*

8:45am — 9:45am Plenary and Q &amp; A:

**Trauma Informed Approaches: Relevance for Work with Adolescents and Adults with Developmental Disabilities***Nancy Poole, MA, Director of Research and Knowledge Translation, British Columbia Centre of Excellence for Women's Health, Victoria, BC*

## Learning Objectives:

- Describe the multiple & complex links between trauma, mental health and substance use concerns
- Articulate principles and best practices for of trauma informed practice
- Describe the promising models for treating women with substance use problems and trauma histories, symptoms or post-traumatic stress disorder arising from the Women and Co-Occurring Disorders and Violence Study, as well as the adaptations of these models currently being used in BC

9:45am — 10:10am Break - Exhibits Open &amp; Poster Viewing

10:10am — 11:40am CONCURRENT SESSIONS D

**D1 Social Location and You***Mahara Allbrett, Aboriginal Wellness Counsellor, The Aboriginal Wellness Program, Vancouver Coastal Health, Vancouver, BC*

In this presentation you will be encouraged to reflect on the complexity of your social location and examine the places of privilege and/or oppression in your life. This will be experiential learning and lively discussion will be encouraged.

## Learning Objectives:

- Define Social Location
- Participants will be able to name their social locations
- Participants will be able to identify their places of privilege & oppression

**D2 ASD through Greene-Colored Glasses: The Role of Collaborative Problem Solving for Challenging Behaviours in Individuals with Autism?***Scott Jacobsen, RPN, ADHD Clinic Nurse, Child and Youth Mental Health, Ministry of Children and Family Development, Kelowna, BC*

The CPS model is an approach developed by Dr. Ross Greene and Dr. Stuart Ablon to help children and youth with social, emotional and behavioural problems. The explanation for challenging behaviour from a CPS perspective is that there is a delay in skill development in the areas of flexibility/ adaptability, frustration tolerance and problem solving. The model encourages caregivers, parents and professionals to focus on the development of lagging cognitive skills that lead to problem behaviours as an alternative to changing behaviour through traditional behaviour approaches.

## Learning Objectives:

- Review the Collaborative Problem Solving model with a focus on the "lens" through which challenging behaviour is viewed
- Review the key similarities and differences between the planning process for CPS and a traditional behaviour approach/functional analysis
- Discuss case examples from community settings where CPS has been implemented with individuals with ASD, their families and their caregivers

**D3 Dementia and Alzheimer's Disease***Isabelle Grenon, PhD, Psychologist, Developmental Disability Mental Health Team, Vancouver Island Health Authority, Victoria, BC*

The expression of dementia, or neurocognitive disorders, in people with developmental and intellectual disabilities is currently being mapped out. For some folks, aging means diminishing coping skills, decreasing ability to maintain relationships, increasing memory loss and sudden unpredictability in mood and every day behaviours. The search for and/or development of standardized screening tools and assessments that can measure clinically relevant changes predictably, accurately and efficiently, has been an ongoing task. Defining appropriate interventions and responding fluidly to rapidly changing needs for supports rest on the ability to become aware and stay mindful of a complexity of confounding factors.

## Learning Objectives:

- Gain knowledge and understanding of the main dementia (neurocognitive disorders) types in relation to developmental disabilities
- Learn a holistic approach to assessment and screening
- Identify the basic principles in planning interventions and supports

**D4 Demystifying PAC (Provincial Assessment Centre)***Darren Thompson, MD, FRCPC, DABPN, Psychiatrist, Provincial Assessment Centre, Burnaby, BC**Linda Moyneur, RPN, RN, BPN, Director, Provincial Assessment Centre, Community Living BC, Burnaby, BC**Brianne Samson, BKin, MOT, Occupational Therapist, Provincial Assessment Centre, Burnaby, BC*

As a 10 bed provincial, tertiary program that provides inpatient assessment to those individuals dually diagnosed with an ID and a mental health problem, it is frequently the challenging behaviour that sparks the referral to PAC. Through the multi-disciplinary process and a developmental approach the individual is assessed holistically. This session will provide an overview of the Provincial Assessment Center and the services it provides. It will clarify admission criteria, how and when to refer, the assessment process and follow up. We will discuss: appropriate referrals, community involvement and why commitment is needed for a successful assessment and transition home.

## Learning Objectives:

- Learn everything you ever wanted to know about PAC but didn't know who to ask
- Discuss what appropriate referrals are
- Understand the PAC program

11:40am — 1:00 pm Lunch Provided - Exhibits Open

12:00pm — 1:00pm Poster Session II

1:00pm — 2:30pm CONCURRENT SESSIONS E

**E1 Communication, Tablets & Today's Technologies***Jill Petersen, MSc, RSLP, Registered Speech Language Pathologist, Down Syndrome Research Foundation, Burnaby, BC*

The use of the iPad in education, therapy, and home settings has quickly become a popular choice for learning new skills and addressing behaviours. This session will provide an introduction to the iPad, describe other technology options, and explain the differences between using technology to support concept development, enhance social interactions, and aid speech output using augmentative and alternative communication.

## Learning Objectives:

- Describe the differences between apps for: augmentative and alternative communication, visual support, concept development, and social interactions
- Compile a list of blogs and websites that review apps for individuals with developmental disabilities
- Explain criteria to evaluate apps and technology

## E2 The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD): Relevance for Individuals with Dual Diagnosis

**Vikram Dua, MD, FRCPC, Associate Clinical Professor, Department of Psychiatry, University of British Columbia; BC Children's Hospital and Provincial Autism Resource Centre, Vancouver, BC**

Canada ratified the United UNCRPD in 2010, imposing a number of obligations in terms of compliance with the Convention's articles. The UNCRPD represents a "paradigm shift" in how disabilities are viewed, from a "medical" model to "rights-based" model which sees individuals with disabilities as "subjects" with self-determination and rights to claim, as opposed to "objects" that are passive recipients of "charity". This session will outline the components of the UNCRPD relevant to Canada and services for individuals with dual-diagnosis.

Learning Objectives:

- Learn about the essential components of the UNCRPD
- Learn about Canada's obligations as a signatory to the declaration
- Appreciate the rights perspective as it applies to addressing challenging behaviours in individuals with dual diagnosis

## E3 Thriving in Community - Delegating Health Care Tasks in the Community Living Sector

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

**Janice Barr, Executive Director of Richmond Society for Community Living, Richmond, BC**

**Jule Hopkins, Manager, Service Accountability and Safeguards, Community Living BC, Vancouver, BC**

A Guide and Recommended Policy for service providers committed to supporting individuals with developmental disabilities and complex care needs. The purpose of the Guide and Recommended Policy is to cast a spotlight on the areas of the Personal Assistance Guidelines that specifically relate to the community living sector. Ultimately, it is up to individual agencies to decide whether to adapt and use the recommended policy. There will be ample time for discussion and questions.

Learning Objectives:

- Become familiar with the Thriving in Community Guide and Recommended Policy
- Understand the areas of the Ministry of Health Personal Assistance Guidelines 2008 (2008 PAGs) that specifically relate to the community living sector
- Understand the delegation of task framework and how it will be operationalized in services contracted by Community Living BC

## E4 Cognitive Behavioural Therapy for Anxiety Disorder in Individuals with Developmental Disabilities

**Kristen McFee, PhD, Department of Psychology, Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC**

**Susan Baer, PhD, MD, Neuropsychiatry Clinic, BC Children's Hospital, Vancouver, BC**

Anxiety disorders are among the most prevalent psychiatric conditions that affect individuals with developmental disabilities (DD). This presentation will focus on psychosocial treatments for anxiety and how traditional cognitive-behavioural therapy can be modified to meet the unique needs of individuals with DD. An overview of the treatment program "Facing Your Fears" (Reaven et al., 2011) is provided.

Learning Objectives:

- Review the literature on existing treatments for anxiety in developmental disabilities
- Review modifications of traditional cognitive behavioural therapy (CBT) protocols for use with persons with developmental disabilities
- Provide an example of modified-CBT group based treatment for anxiety (i.e., Facing Your Fears)

## E5i What You Need from Your GP and How to Get It

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

As adults with developmental disorders live longer, degenerative disorders and diseases associated with aging become more prevalent. Family physicians are uniquely skilled and positioned to help prevent and manage heart disease, diabetes, strokes, cancers and neuro-degenerative conditions. GPs can help those with DD and their caregivers navigate the health system - if they have the time, tools and inclination. Learn how to enlist your GP's support to improve chronic disease management by understanding WHY your GP seems uninterested, WHAT you need from your GP, and HOW to get it.

Learning Objectives:

- WHY - Understand how British Columbia GP time is remunerated by the Medical Services Plan for management of chronic diseases and mental health
- WHAT - Identify the chronic health needs of adults with DD
- HOW - Learn tools to assist your GP in providing efficient care

## E5ii YMCA Friends, Fitness + Fun: An Innovative Collaboration

**Mara St. Onge, Program Consultant, Langara Family YMCA, Vancouver, BC**

**Charlotte Humphries, Program Manager, Langara Family YMCA, Vancouver, BC**

**Julie Sun, Self-Advocate**

Learn how to identify and include community partners in supporting children, youth, and adults with differing abilities. Learn about the development of the YMCA's "Friends, Fitness and Fun" program - a recreational and friendship-building program for youth in transition. Identify outcomes of increased physical fitness, community inclusion and friendship-building skills.

Learning Objectives:

- Learn practical/realistic demonstration of community inclusion
- Learn how to deliver a friendship-building activity
- Learn about forming working relationships with community service providers

**2:30pm – 3:00pm Break - Exhibits Open & Poster Viewing**

**3:00pm – 4:00pm Closing Keynote and Q&A:**

**Accurate Identification of Psychiatric Disorders in Individuals with Autism Spectrum Disorders**

**Lauren R. Charlot, LICSW, PhD, Assistant Professor of Psychiatry; Director, Intellectual Disabilities/Mental Health Services, UMass Medical Centre Worcester, MA**

Learning Objectives:

- Identify common problems that may make differential diagnosis of psychiatric disorders in persons with ASDs more challenging
- Identify the most common psychiatric problems identified in individuals with ASDs
- Describe how aggression and other externalizing problems are related to psychiatric disorders in people with ASDs

**4:00pm – 4:15pm Closing Remarks**

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

**Presentation of the Health & Wellbeing in Developmental Disabilities Outstanding Contribution Award**

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

**4:15pm – 4:30pm Rasika Aklujkar's Storydance based on Indian Classical Dancing**

**4:30pm Adjourn**



8:00am – 9:00am Registration Open  
9:00am – 12:30pm AM Sessions

## AM1) Tablet Technology for Communication and Behavior Support\*

**Brenda Fossett, PhD, BCBA-D, Assistant Professor, Department of Educational Psychology, The University of Alberta, Edmonton, AB**

This session will address current trends in the use of hand held tablet devices, such as the iPad, to support individuals with developmental disabilities. There will be a focus on the use of apps for augmentative and alternative communication and visual scheduling. Participants will learn how such apps can be used to support individuals to participate in daily tasks, increase independence, and communicate more effectively.

Learning Objectives:

- Participants will increase their awareness regarding current trends and research in the use of tablet technology for persons with developmental disabilities
- Participants will be able to identify commonly used apps for augmentative and alternative communication
- Participants will be able to identify commonly used apps to provide visual support (i.e., visual schedules, etc.)

\*A 30-minute break is scheduled at 10:30am - 11:00am

## AM2) Specific Behavioural Phenotypes & Health

9:00am – 10:00am

### Mental Health Issues in Adolescents and Young Adults with Down Syndrome (DS)

**Susan Baer, MD, PhD, Neuropsychiatry Clinic, BCCH, Vancouver, BC**

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

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

While children with Down syndrome typically have relatively low rates of psychiatric disorders, adolescence and early adulthood is a time of increased risk for developing mood disorders along with other psychiatric disorders. A clinically observed phenomenon, not well described in the literature, however, is gradual functional regression with loss of language and other skills during the adolescent years. In this paper, we present a case series of adolescents with Down syndrome with functional regression and loss of skills. A review of the literature with regards to psychiatric disorders in Down's syndrome is presented, along with a discussion of the possible psychiatric, medical, and environmental factors contributing to regression.

Learning Objectives:

- Present a case series of youth with down syndrome with complex affective and psychotic illness associated with functional regression including loss of language and other skills (case examples will be used)
- Become more familiar with the recent literature on mental illness in individuals with DS
- Participate in discussion of possible psychiatric, medical and environmental factors contributing to complex regression

10:00am – 10:15am Break - Exhibits Open

10:15am – 11:30am

### Angelman, Smith-Magenis and Cornelia de Lange Syndromes

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

Behavioural phenotypes are patterns of behaviour that present in syndromes caused by chromosomal or genetic abnormalities. They have both physiological and behavioural manifestations with distinctive social, linguistic, cognitive and motor profiles. Their course is not static. Presentation typically varies according to level of learning disability and a host of environmental, developmental and therapeutic influences, and it changes with increasing age. This session will review the behavioural phenotypes in Angelman, Smith-Magenis and Cornelia de Lange syndrome as examples of well-known behavioural phenotypes and discuss the impact of these behaviours for function in the community.

Learning Objectives:

- Provide a general review of behavioural phenotypes
- Review specific behaviours in Angelman, Smith-Magenis and Cornelia-DeLange syndrome

11:30am – 11:45am Break - Exhibits Open

11:45am – 12:30pm

### Recommendations and Challenges in the Clinical Follow up of Patients with Prader Willi Syndrome from Birth to Adolescence

**Jean-Pierre Chanoine, MD, PhD, Clinical Professor, BC Children's Hospital, University of British Columbia, Vancouver, BC**

Prader Willi syndrome (PWS) is a genetic condition that is associated with dysmorphic features, hyperphagia and weight excess, hypotonia and delayed development. The natural history of PWS has changed markedly over the last 20 years thanks to early genetic testing and medical care, advocacy from parent's groups and growth hormone treatment. Clinical guidelines have recently been released for the multidisciplinary follow up of these patients and their family from birth to adolescence. The list of health professionals who play an important role in the medical care of patients with PWS include (but is not limited to): endocrinologists (hypogonadism, GH deficiency, weight excess, diabetes), orthopedic surgeons (scoliosis), ophthalmologists (myopia), psychiatrists (obsessive compulsive disorders, psychosis), child development specialists (developmental delay), dietitians (qualitative and quantitative food intake), social workers (access to resources).

Learning Objectives:

- Clarify why pediatric endocrinologists often are at the forefront of PWS primary care
- Review the continuum of care for patients with PWS
- Understand the importance of early diagnosis and the challenges of medical follow up in patients with PWS

### Prader Willi and Adulthood: Health, Mental Health and Challenging Behaviour

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

As individuals with Prader Willi reach adulthood pressures around social relationships become highlighted for some, while challenges around food driven behaviour, anxiety and frequent skin picking/compulsive behaviours can set them apart. Follow up for physical issues and emerging health needs becomes fragmented as there is no specific clinic for adults with P-W. Some case examples will be discussed.

Learning Objectives:

- Learn about some possible approaches for treating anxiety and skin picking/compulsive behaviours in individuals with Prader Willi
- Learn the areas of need in health monitoring through adulthood and to highlight the gaps in service
- Discuss approaches around access, control and monitoring of food for adults with PW; being respectful but supportive of health needs is a challenge



12:30pm – 1:30pm Lunch on your own - Exhibits Open

1:30pm – 5:00pm PM Sessions

## PM1) Positive Behaviour Support for Youth and Adults with Developmental Disabilities: The Challenge and the Promise\*\*

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

**Paul Malette, PhD, Clinical Director, CBI Consultants, Ltd, Burnaby, BC**

This session will provide an overview of both the state of the science and the state of the practice of positive behaviour support (PBS) for individuals with developmental disabilities, with a focus on adolescents and adults. Examples of local PBS interventions will be used to illustrate the key components of this approach to enhancing the lives of individuals with significant challenging behaviour.

Learning Objectives:

- Explain the key elements of functional behaviour assessment and how they are related to the design of effective behaviour support plans
- Identify four key components of PBS and give an example of each
- Explain the relationship between quality of life and challenging behaviour

## PM2) Psychosexual Assessment and Treatment Continuum: Tips, Tools, and Thoughts for Addressing the Range of Sexuality Related Issues and Support Needs of Individuals with Developmental Disabilities\*\*

**Susie Mayson, MEd, Mental Health Clinician / Assessment Coordinator, Developmental Disability Mental Health Services / Children's Assessment Network, Interior Health Authority, Cranbrook, BC**

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

Over the past decades there has been increasing attention on the need to address challenging sexuality issues of individuals with developmental disabilities yet frontline work remains a challenge and often goes unaddressed. Through specific cases some of these challenges will be explored in this presentation utilizing a psychosexual assessment and treatment continuum model.

Learning Objectives:

- To introduce a foundation and framework for the conceptualization of a broad range of challenging sexuality related issues and the needs of the DD population
- To increase knowledge of educational /therapy strategies and applicable resources to help promote and teach healthy sexuality to DD individuals as well as aid in counseling and therapeutic supports in cases of trauma and abuse
- To speak to the requisite knowledge, values and skills of professionals engaged in this work

\*\*A 30-minute break is scheduled for 3:00pm - 3:30pm

## Supporting Adults with Intellectual Disabilities who Present with Challenging Behaviours: A Cross-Case Analysis of Staff Perceptions of Work and Training

**Charmayne Dubé, PhD, OT(C), Director of Supported Day and Residential Services, New Directions for Children, Youth, Adults and Families, Winnipeg, MB**

**Beverley Temple, PhD, RN, Assistant Professor, Faculty of Nursing, University of Manitoba; Researcher, St. Amant Research Centre, Winnipeg, MB**

## Mental Health in Children with Visual Impairment: A review of Children with Optic Nerve Hypoplasia

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

## Community Companions: Peer Mentors Supporting Community Inclusion

**James Keats, MA (Psych), PhD, RCC, RRP, NACPT, Director, New Horizons Professional Support Services, Kamloops, BC**

## Medical Clinic for Children with Autism

**Diane Munz, MD, Associate Professor, McGill University, Department of General Pediatrics, Montreal Children's Hospital, Westmount, PQ**

## Jordanian Mother's Perspectives in Parenting Autistic Child

**Hala Mahmoud Obeidat, RN, PhD, Head of Maternal Child Health Nursing Department, Princess Muna College of Nursing, Mutaa University, Amman-Khalda, Jordan**

**Manar Alaqrabawee, MD, Head of Neurodisability Department, Queen Rania Alabdullah Hospital for Children, Amman, Jordan**

**Lynn Clark Callister, RN, PhD, FAAN, Professor Emerita Brigham Young University College of Nursing, Provo, Utah**

**Amal Sood Harahsheh, MD, Pediatric Neurology Department, Queen Rania Alabdullah Hospital for Children, Amman, Jordan**

## Enhancing the Capacity of Paediatric Therapists to Provide Group Intervention

**Kate Smith, Speech/Language Pathologist, Ridge Meadows Child Development Centre, Maple Ridge, BC**

**Nancy Johnson, Speech/Language Pathologist, Ridge Meadows Child Development Centre, Maple Ridge, BC**

**Jacqui Moffatt, Occupational Therapist, Ridge Meadows Child Development Centre, Maple Ridge, BC**

## Injury Reports by Carers of People with ID Displaying Challenging Behaviours in the Community: A Mixed Methods Study

**Beverley Temple, PhD, RN, MN, Researcher St. Amant Research Centre, Faculty of Nursing, University of Manitoba, Winnipeg, MB**

**Charmayne Dubé, (OT), MSc, PhD, Director of Supported Day and Residential Services, New Directions for Children, Youth, Adults and Families, Winnipeg, MB**

**Toby Martin, PhD, Manager, St. Amant Research Centre, Winnipeg, MB**

**Lois Novotny, Manager Human Resources, St. Amant, Winnipeg, MB**

**Chris Fyfe, Risk Manager, St. Amant, Winnipeg, MB**

## A Model of Social Support for Community-Based Exercise for Youth with Intellectual Disabilities

**Vivienne Temple, PhD, Associate Professor, School of Exercise Science, Physical and Health Education, University of Victoria, Victoria, BC**

**Heidi I. Stanish, PhD, Associate Professor, Department of Exercise and Health Sciences, University of Massachusetts Boston, Boston, MA**

## Treatment-Refractory Conditioned Fear of Novelty and Change in Autism: A Case Study

**Bhavana Vishnubhotla, PhD, Director of Applied Research, Glen Eden Multimodal Centre, Vancouver, BC**

## COMMITTEE MEMBERS

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

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

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

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

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

**Kristina Hiemstra**, BA, Director, Interprofessional Continuing Education, University of British Columbia

**Mike Jones**, MD, FRCPC, Neurologist, Epileptologist, Associate Professor, University of British Columbia

**Barbara Laird**, BEd, Educational Consultant, Presenter and Advocate, Beyond the Box Basics.com

**Rob Lampard**, PhD, RPsych, Child & Youth Mental Health, Ministry of Children & Family Development

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

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

**Regan Rankin**, BA, BEd, Dip. Special Ed., Program Teacher, Vancouver School Board

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

**Leslie Varley**, Director, PHSA Aboriginal Health

## ACKNOWLEDGEMENTS

We acknowledge with special appreciation the financial contributions from the following organizations:



# John Allan Bridges Memorial Foundation



**THURSDAY, NOVEMBER 15** **MAIN CONFERENCE**

8:00am – 8:30am	Registration Open
8:30am – 9:00am	Welcome Remarks
9:00am – 10:00am	Keynote and Q&A: Health, Wellness and Challenging Medical Conditions Among People with DD
10:00am – 10:30am	Break - Exhibits Open & Poster Viewing
10:30am – 12:00pm	Concurrent Sessions A (A1-A4)
12:00pm – 1:15pm	Lunch on your own - Exhibits & Poster Viewing
1:15pm – 2:45pm	Concurrent Sessions B (B1-B4)
2:45pm – 3:15pm	Break - Exhibits & Poster Viewing
3:15pm – 4:45pm	Concurrent Sessions C (C1-C4)
4:45pm	Poster Session I / Networking Wine & Cheese Reception
5:45pm	Adjourn
5:30pm – 6:00pm	Buffet Dinner Served & Registration Open
6:00pm – 9:30pm	Learning and Dinner (Focused Workshop): Pharmacology and Autism Spectrum Disorder

**FRIDAY, NOVEMBER 16** **MAIN CONFERENCE**

7:45am – 8:30am	CARE-ID AGM
8:00am – 8:30am	Registration Open, Exhibits Open & Poster Viewing
8:30am – 8:45am	Flag Ceremony & Remarks
8:45am – 9:45am	Plenary and Q&A: Trauma Informed Approaches: Relevance for Work with Adolescents and Adults with DD
9:45am – 10:10am	Break - Exhibits Open & Poster Viewing
10:10am – 11:40am	Concurrent Sessions D (D1-D4)
11:40am – 1:00pm	Lunch Provided - Exhibits Open & Poster Session II
1:00pm – 2:30pm	Concurrent Sessions E (E1-E5)
2:30pm – 3:00pm	Break - Exhibits Open & Poster Viewing
3:00pm – 4:00pm	Closing Keynote and Q&A: Accurate Identification of Psychiatric Disorders in Individuals with Autism Spectrum Disorders
4:00pm – 4:15pm	Closing Remarks & Presentation of Health & Wellbeing in Developmental Disabilities Outstanding Contribution Award
4:15pm – 4:30pm	Rasika Aklujkar’s Storydance based on Indian Classical Dancing
4:30pm	Adjourn

**SATURDAY, NOVEMBER 17** **FOCUSED WORKSHOPS**

8:00am – 9:00 am	Registration Open
9:00am – 12:30pm	AM Sessions* AM1 / AM2
12:30pm – 1:30pm	Lunch on your own - Exhibits Open
1:30pm – 5:00pm	PM Sessions* PM1 / PM2
*Each session will have a 30-minute break	
5:00pm	Adjourn

*Program:*

25% of the program will be interactive/Q&A.

*Disclosure of Potential Conflicts of Interest:*

In keeping with accreditation guidelines, presenters participating in this event have been asked to disclose to the audience any involvement with industry or other organizations that may potentially influence the presentation of the educational material. Disclosure may be done verbally or using a slide prior to the speaker’s presentation.



## The 3<sup>rd</sup> Health & Wellbeing in Children, Youth, and Adults with Developmental Disabilities Conference

*Challenging Behaviour – The Tip of the Iceberg*

Main Conference: November 15-16, 2012  
 Focused Workshops: November 17, 2012

**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

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

**CONCURRENT SESSIONS**

Please refer to the program for session descriptions.

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

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

**TUITION FEES**

Pre-registration prior to October 31, 2012 is strongly recommended to ensure you receive all conference materials. Please use one registration form per person. The main conference tuition fee includes conference materials, certificate of attendance, refreshment breaks, one lunch, and the reception. The Saturday focused workshop fees include conference materials, refreshment breaks, and a certificate of attendance. The Thursday Learning and Dinner fee includes dinner, conference materials, and certificate of attendance.

**\*EARLY BIRD RATE, BEFORE/ON OCTOBER 11, 2012**

**Main Conference: November 15-16, 2012**

Thursday & Friday  \$ 475 (\$424.11+HST)

**Learning and Dinner: Thursday, November 15, 2012**  \$ 196 (\$175 +HST)

**Focused Workshops: Saturday, November 17, 2012**

AM Session ONLY  AM1  AM2  \$ 140 (\$125+HST)

PM Session ONLY  PM1  PM2  \$ 140 (\$125+HST)

Full Day  AM1  AM2  PM1  PM2  \$ 245 (\$218.75+HST)

**RATE AFTER OCTOBER 11, 2012**

**Main Conference: Thursday - Friday, November 15-16, 2012**

Full Program  \$ 525 (\$468.75+HST)

**Learning and Dinner: Thursday, November 15, 2012**  \$ 220 (\$196.43+HST)

**Focused Workshop: Saturday, November 17, 2012**

AM Session ONLY  AM1  AM2  \$ 160 (\$142.86+HST)

PM Session ONLY  PM1  PM2  \$ 160 (\$142.86+HST)

**Full Day**  AM1  AM2  PM1  PM2  \$ 280 (\$250+HST)

**Individual Day Rates**

Thursday Only  \$ 295 (\$263.39+HST)

Friday Only  \$ 295 (\$263.39+HST)

**\*Full-Time Student Rate (Before October 11, 2012)**  \$ 275 (\$245.54+HST)

\*Please note that the main conference does NOT include the focused workshop sessions. 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:

Paper copy or

Electronic (a memory stick with the presentation materials will be give to you on-site at the conference)

**Total Payment** = \$ \_\_\_\_\_

All rates are quoted in CAD and the tuition fee includes 12% HST.

**METHOD OF PAYMENT**

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

**Credit Card:** Please e-mail me a secure on-line link to enter credit card number

**Cheque:** Payment is enclosed with mailed registration form

**PO/LOA/ChReq:** Purchase order/letter of authorization/cheque requisition form is enclosed with faxed/mailed registration form

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



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