

# **OADD RESEARCH SPECIAL INTEREST GROUP**

**27<sup>th</sup> Annual Research Day**

***Thursday, April 11<sup>th</sup>, 2019***

**Marriott by the Falls  
6755 Fallsview Blvd, Niagara Falls, Ontario**

## **CONFERENCE PROGRAM**



*If you take pictures during the conference or want to live tweet your experiences, please be sure to use the Twitter/Instagram/Facebook hashtag **#OADDRSIG2019** when you post.*

***Please share your mentorship stories at #RSIGMentor***

*Also be sure to "like" us on Facebook at OADD-RSIG*

*If you want to become more involved with RSIG, please e-mail [oadd.rsig@gmail.com](mailto:oadd.rsig@gmail.com)*

## **OADD Research Special Interest Group 27<sup>th</sup> Annual Research Day**

This program contains information about our keynote speaker, as well as abstracts for the symposium presentation and the five oral presentations. The titles of all poster presentations and authorship are also included in this program. *Full abstracts of poster presentations may be found at <http://oadd.org/affiliate-organizations/rsig-research-day/>.*

### **Conference Committee**

**Courtney Bishop**  
*Brock University*

**Stephanie Price**  
*University of Alberta*

**Lara Genik**  
*University of Guelph*

**Anne Readhead**  
*Brock University*

**Anna Przednowek**  
*Nipissing University*

**Alan Santinele Martino**  
*McMaster University*

**Sue Hutton**  
*Community Living Toronto*

### **Conference Chairs**

**Shelley Watson**  
*Laurentian University*

**Lisa Whittingham**  
*Brock University*

**It is our sincere pleasure to welcome you to the 27<sup>th</sup> Annual OADD – RSIG  
Conference!**

This conference was designed to bring together researchers, professionals, and other interested individuals working in the field of developmental disabilities to exchange research, ideas, resources, and concerns. The objectives of the conference are to: 1) update research advances in the field and exchange information regarding ongoing research activities; 2) provide networking and collaboration opportunities; and 3) discuss ways to stimulate interest and support for research at the level of institutions, governments, and research funding bodies. To that end, the organizing committee has planned an exciting day of research talks, poster presentations, as well as a panel discussion. We hope you have a great day at the conference!

### **Abstract Review Process**

A subset of the RSIG 2019 Conference Committee reviewed the abstract submissions for both posters and oral presentations. All identifying information was removed from the abstract submission, in order to ensure a blind review by all committee members. Committee members refrained from reviewing abstracts they may have been biased towards to ensure fair review. Abstracts were judged out of a total of 25 points, based on the purpose, methodology, results, conclusions, and clinical or research implications of the submission.

**The RSIG 2019 Conference Committee appreciates all the submissions that were  
received for this year's conference.**

## Keynote Address

***We are all teachers: How what we teach, what we study, and what we do shapes the future.***

**Yona Lunsky, Centre for Addiction and Mental Health**

Yona Lunsky is director of the Azrieli Adult Neurodevelopmental Centre and the Health Care Access Research and Developmental Disabilities (H-CARDD) program ([www.hcardd.ca](http://www.hcardd.ca)), at CAMH in Toronto ([www.camh.ca](http://www.camh.ca)). She is also a clinical psychologist and a Professor at the University of Toronto in the Department of Psychiatry, and a proud member of the Sibling Collaborative ([www.sibcollab.ca](http://www.sibcollab.ca)).



She did her undergraduate degree at the University of Guelph, then earned her PhD in Clinical Psychology at Ohio State University and the Nisonger Center focusing on mental health and developmental disabilities before doing her psychology residency and a postdoctoral fellowship back in Toronto. She has studied many topics over the last 25 years and enjoys working together with others to find new ways to address health care gaps and design solutions.

She received an OADD Kay Samson award in 1994 before heading off to graduate school and attended her first OADD RSIG meeting in 1998.

### ABSTRACT

In this presentation, Dr. Lunsky will reflect on the work she has been involved in over the last 25 years in the developmental disabilities research field, with a focus on what she learned from her mentors (who came in all shapes and sizes), and what she hopes others might be able to learn to take the field forward over the next 25 years. Today, being a researcher goes hand in hand with being a teacher, a learner and an ally within the disability community. Nurturing partnerships, listening to diverse perspectives, and wrestling with challenges together are essential ingredients for success.

**The RSIG Committee would like to thank the follow sponsors:**



**SYMPOSIUM: LEARNING TOGETHER: WHO IS THE REAL EXPERT? RESEARCHERS,  
THE AUTISTIC COMMUNITY & CLINICIANS WORKING TOGETHER INCLUSIVELY ON A  
MINDFULNESS INTERVENTION**

*Brianne Redquest, Sue Hutton, Maxine Share, Daniel Share-Storm,  
Carly Albaum & Yona Lunsky  
Azrieli Adult NeuroDevelopmental Centre, Centre for Addiction and Mental Health*

As professionals engaged in creating innovative ways of practicing research, who better to teach us than those with lived experience? Autistic people and their families want to engage with services and supports to promote their mental health and well-being, and to help manage stress. Such supports are limited, and those that are offered tend to be in-person, inaccessible, have long waitlists, and rarely include autistic individuals in their design and delivery.

To overcome these issues, we (clinicians, researchers and autistic adults) co-developed and designed two virtual-based mindfulness interventions for autistic people and their parents. To date, we have run 7 virtual mindfulness groups, 2 of which were for autistic adults and 2 were for parents and their son or daughter with autism.

From running these groups, we have learned there are several benefits to providing virtual Mindfulness groups to help autistic adults and their parents to manage stress and improve well-being. For example, this delivery may allow for better treatment delivery in comparison to conventional in-person formats, can avoid the schedule-related stresses that come with in-person participating (e.g., requiring childcare, commuting), and can allow those whose anxiety prevents them from leaving their home to benefit from treatment.

We have also learned that including autistic advisors in the design and delivery of the interventions is essential. Given that autism is a social communication difference and a unique way of learning, both the language used in teaching the curriculum and the approach of the facilitator in delivering the intervention has to be tailored to meet the needs of the participants. This is why our team included two autistic advisors to provide feedback and guidance throughout our virtual mindfulness groups. By including them in a meaningful way, we feel confident that our program is strongly oriented to the target audience. The finished product delivers the Mindfulness curriculum in consideration of the learning needs, communication differences, and dignity of participants. During this symposium, we will look forward to delving deeper into our virtual-based mindfulness intervention research in progress at CAMH.

**PRESENTATION 1:**  
**TRAINING FROM A DISTANCE: AN EVALUATION OF A TELECOMMUNICATION**  
**COMPETENCY-BASED MODEL OF STAFF TRAINING**

*Joey Robertson<sup>1</sup>, Kendra Thomson<sup>1</sup>, Mary Hume<sup>2</sup>, Carly Magnacca<sup>1</sup>, Amanda Marcinkiewicz<sup>1</sup>, &  
Jessica Cauchi<sup>2</sup>*

*<sup>1</sup>Brock University, <sup>2</sup>Atlas Behaviour Consultation*

**Objective:** Telecommunication models (TCMs) have been shown to increase the accessibility of effective behavioural services for children with autism spectrum disorder (ASD). Behavioural skills training (BST) is an evidence- and competency-based model with preliminary efficacy for training staff when delivered through TCM. Further evaluation is needed to assess generalization of trainee outcomes to clinical settings and untrained procedures, while measuring the corresponding effects of the training on child outcomes. The purpose of this study was to assess the efficacy of BST via TCM (TCM-BST) for training behaviour technicians on specific behavioural protocols. Additionally, the study aimed to assess the generalization of the training with a similar (untrained) skill, with a child with ASD, and the effects of staff implementation on child outcome measures.

**Methods:** A concurrent multiple-probe design across three staff/child dyads was used to evaluate the efficacy of training staff using TCM-BST. The current study involved 3 female behaviour technicians with less than 6 months of work experience at Atlas Behaviour Consultation. Additionally, 3 children aged 5-7 years old ( $M = 6.3$  years) with diagnosis of ASD were recruited and paired with a staff. Outcome measures included: staff accuracy when implementing the target procedure (e.g., errorless learning) and a similar, untrained procedure (e.g., paired stimulus preference assessment) when teaching both a confederate and child with ASD. Child outcomes were measured as percent correct performance on programs staff taught with the target procedure (i.e., errorless learning), as outlined in the child's programming.

**Results:** Results to date indicate that following training on the target skill (errorless learning), all three staff showed improved implementation accuracy with a confederate (average increase of 23.1% from baseline). One of three participants generalized their performance on the target skill with the child, which lead to an increase in the child's correct responding (mean increase of 35% from baseline). Two of three staff did not show an increase in implementation accuracy of the untrained skill (e.g., paired stimulus) following training of the target skill. Data collection is ongoing to assess the impact of a in vivo coaching phase and maintenance one-month post-training.

**Discussion/Conclusion:** This presentation will elaborate on the results, review the advantages of adding a TCM coaching phase, and discuss the potential impacts of TCM for training individuals in how to provide behavioural services in Ontario.

**PRESENTATION 2:**  
**ELEMENTS OF SUCCESSFUL HOUSING FOR INDIVIDUALS WITH INTELLECTUAL  
AND DEVELOPMENTAL DISABILITIES AND BEHAVIOURAL NEEDS:**  
**A MIXED METHODS STUDY**

*Robert Balogh<sup>1</sup>, Jane Casson<sup>1</sup>, Johanna Lake<sup>2</sup>, Angela Gonzales<sup>3</sup>, Yona Lunsky<sup>4</sup>, Yani  
Hamdani<sup>5</sup>, Carly McMorris<sup>6</sup> & Kristin Dobranowski<sup>1</sup>*

*<sup>1</sup>University of Ontario Institute of Technology, <sup>2</sup>Centre for Addiction and Mental Health, <sup>3</sup>Surrey  
Place Centre, <sup>4</sup>Centre for Addiction and Mental Health, <sup>5</sup>University of Toronto, <sup>6</sup>University of  
Calgary*

**Objective:** Many adults with intellectual and developmental disabilities (IDD) in Ontario find it difficult to obtain and maintain appropriate housing that address their behavioural needs. This is especially true when an individual shows aggressive, self-injurious or destructive behaviour, which can be referred to as 'exceptional behaviour'. While there is no single underlying contributing factor for this exceptional behaviour, few studies have examined how it may be a response to the built environment or physical elements of a home. Therefore, the objectives of this study were to:

- 1) Describe the physical space and design arrangements of residences across Ontario that provide high support housing for persons with IDD and exceptional behavioural needs.
- 2) Identify key elements required for successful residential placement of persons with IDD and exceptional behavioural needs
- 3) Determine resident and staff outcomes in high support housing models in Ontario

**Methods:** This study used a mixed methods approach and collected qualitative and quantitative data. The qualitative data included nineteen key informant interviews conducted to identify physical space adaptations in Ontario high support homes. Key informants included clinicians, home staff members and persons with IDD.

We collected and analyzed quantitative data from five case studies. Collaborating community agencies provided information such as resident's frequency of hospital admissions, serious incidents, and use of PRN medications. In addition, architectural drawings of each home and environment were created.

**Results:** The most common themes identified in key informant interviews were environmental adaptations, and safety of the client and staff. Successful environmental adaptations included separate living spaces for residents, seamless floor material, and bungalow-style homes, rather than homes with stairs.

Architectural diagrams of case studies depict housing at the level of the neighbourhood, building and room. Neighbourhood diagrams reflect the homes proximity to amenities and green space. Building and room diagrams reflect the layout of a home such as communal spaces versus private, and level of security. Case studies also portray key elements within the home, such as toilet adaptations, and accessible showers. Data on hospital admissions, serious incidents and PRN medication are pending.

**Discussion/Conclusion:** Despite the existence of specialized homes to address exceptional behavioural needs of individuals with IDD in Ontario, we lack knowledge about the physical environment adaptations that have been put in place. In order to respond to the increased demand for high support residential options and to successfully discharge individuals from hospital into the community, we need to understand what works and what does not. The study findings will be used to create a useful checklist tool to assess the presence and quality of key physical or design elements in residences.

As discussed in the Ontario Ombudsman report, 'Nowhere to Turn' there is a need to "engage in research and consultation across the developmental service and health sectors with a view to developing residential resources that meet the exceptional needs of individuals whose extreme behavioural challenges....present placement challenges". This project helps to address that gap with the broader goal of guiding government and agency decision making.

**PRESENTATION 3:**  
**COMORBIDITIES AND MEDICATION USE IN ADULTS WITH AUTISM SPECTRUM DISORDERS IN A CANADIAN AGENCY PROVIDING RESIDENTIAL SERVICES**

*Sue VanDeVelde-Coke<sup>1</sup>, Andrew Ward<sup>2</sup>, David Ng<sup>2</sup>, Carmela Borraccia<sup>1</sup>*

*<sup>1</sup>Kerry's Place Autism Services, <sup>2</sup>University of Toronto, Markham Stouffville Hospital, Scarborough Health Network*

**Objective:** Research literature into the mental and physical health of adults with ASD is limited. It is particularly true for those with severe disability living in a residential setting. Due to the complexities of multiple diagnoses and the absence of guidelines, these problems can cause challenges for the physicians who treat them. This study documented the current health state of adults with ASD living in residential homes located primarily in central Ontario with their emotional and physical comorbidities clearly delineated. As a highly medicated group, their medication use for multiple psychiatric and medical conditions along with their behavioural manifestations is profiled. Findings from this study are to inform healthcare providers in improving the health outcomes of this high need segment.

**Methods:** Cross-sectional review of medical records was conducted on 77 group home residents with ASD. Their demographics, psychiatric and medical diagnoses, together with their medication profile were collected. Descriptive methods were used for analysis of all categorical and continuous variables.

**Results:** 77 (58 males) ASD adults, aged 20 to 67yr (mean 38.1yr), have been in residential care on average of 15.6yr. The mean number of physical comorbid diagnoses was 2.6, while the mean number of comorbid psychiatric disorders was 1.3. Mean BMI (Body Mass Index) was 26.6 ( 17.7 to 36.5). Their psychiatric profiles were complex and had notable symptom overlap. Consequently, disorders were classified by broader categories (Psychosis, Anxiety, and Mood disorders). Psychotropic polypharmacy ranged from 1.2 medications/patient to 4 medications/patient in relation to psychiatric diagnostic cluster. Physical comorbidities increased with successive age-group. No clear correlations between the treatment modalities and comorbid disease states was observed. However, the medical complexity of individuals is very apparent.

**Discussion/Conclusion:** The medical and psychiatric complexity of ASD in adults in residential settings is very apparent. Pharmacotherapy is an important component of a multi-modal treatment plan. The findings of this study warrant advocacy for more effective communication systems between residential care staff and physicians to ensure accurate diagnosing and prescribing among treating physicians. Future recommendations include assessing the efficacy of behavioural and medical management logs to improve communication between residential staff and prescribing physicians.

**PRESENTATION 4:**  
**USING TECHNOLOGY TO INCREASE SOCIAL INCLUSION FOR ADULTS WITH  
DEVELOPMENTAL DISABILITIES LIVING IN A SUPPORTED INDEPENDENT  
LIVING PROGRAM**

*Courtney Bishop<sup>1</sup>, Lisa Whittingham<sup>1</sup>, Tricia Vause<sup>1</sup>, Kimberly Maich<sup>2</sup>, Priscilla  
Burnham-Riosa<sup>1</sup>, Rebecca Ensor<sup>1</sup>, Deanna Flagg<sup>3</sup> & Katherine Czychun<sup>4</sup>*

*<sup>1</sup> Brock University; <sup>2</sup> Memorial University; <sup>3</sup> Community Living Haldimand; <sup>4</sup> McMaster  
University*

**Objectives:** Social inclusion is a strong indicator of successful quality of life outcomes (QOL) for persons with intellectual and developmental disabilities (IDD) (Cobigo, Ouellet-Kuntz, Lysaght & Martin, 2012). Barriers to social inclusion for persons with IDD have been identified, including functioning level, adaptive living skills, and staff involvement (Abbot & McConkey, 2006). This project aims to decrease social isolation and increase community participation by increasing adaptive skill development and functioning and decreasing staff involvement through the use of mobile devices, apps, and techniques from applied behaviour analysis (ABA).

**Methods:** 7 participants with IDD living in supported-independent living were involved. Skills to reduce social isolation were identified using the individual's Individual Support Plan (ISP) and were informed by the completion of the Support Intensity Scale (SIS). Mobile devices (i.e., iPad or iPhone) were matched with the participants needs and desires, and a specialized app was selected to match the skill. Direct Support Workers were provided with one day behavioral skills training (BST) regarding the principles of applied behavior analysis; specifically, principles such as reinforcement, prompting, chaining and fading. Two multiple-probe across participants designs were delivered concurrently, whereby an independent observer took probe data on the total duration of the target skill and the duration of direct support provided. A percentage of direct support was graphed weekly--allowing for a visual comparison of pre and post changes following the introduction of technology.

**Results:** Data collection is ongoing. To date, three participants have completed participation in the project. On average, participants required 72% direct support for the target skill set during baseline, before receiving the mobile device and app. All participants exhibited 0% of direct support within a week or two of having the technology.

**Discussion/Conclusions:** Technology and apps provide a socially valid and individualized alternative to direct staff support. Combining techniques from applied behavior analysis with the benefits of technology, individuals with IDD have been able to complete tasks independently--leading to increased skill development, decreased staff support and increased community participation.



**PRESENTATION 5:**  
**DEVELOPMENTAL DISABILITIES IN ONTARIO'S CRIMINAL JUSTICE SYSTEM:**  
**USING DATA TO TELL THE STORY**

*Elizabeth Lin<sup>1</sup>, Flora Matheson<sup>2</sup>, Fiona Kouyoumdjian<sup>3</sup>, Anna Durbin<sup>2</sup> & Yona Lunsky<sup>1</sup>*  
*<sup>1</sup>Centre for Addiction and Mental Health, <sup>2</sup>St. Michael's Hospital, <sup>3</sup>McMaster University*

**Objective :** Despite anecdotal evidence that adults with intellectual and developmental disability (IDD) are overrepresented in Ontario's criminal justice system, there has been little systematic assessment of their prevalence. We take a first step to address this gap by examining datasets from federal institutions, provincial correctional facilities, inpatient forensic beds, and community mental health and addictions (MHA) services.

**Methods:** Federal, provincial, and inpatient forensic data captured the entire population of Ontarians admitted to those settings and were linkable to Ontario's health administrative data. For these three, IDD was defined using identical ICD/DSM-based codes. The community MHA data captured individuals completing the Camberwell Assessment of Needs. Prevalence was measured using codes closest to those used for the other datasets. Time periods varied between five- and 10-year-spans between 2005-2016, due to different data sharing agreements.

**Results:** Prevalence was highest among forensic inpatients (16.7%), next highest for community mental health and addiction services (7.9%), and lowest for provincial (2.2%) and federal (2.0%) settings. Our presentation will also include some discussion on the demographic and clinical profiles of these individuals.

**Discussion/Conclusion:** These findings demonstrate that individuals with IDD are overrepresented, compared to the population prevalence (0.8%), in all four settings. With complicated social and health histories, this population requires opportunities for diversion from the criminal justice system and support while in custody. Further work is required to understand the causes of overrepresentation and identify opportunities to prevent criminal justice system involvement for people with IDD. We are continuing to work together with stakeholders from each of these four settings to take action. The process of coming together to better understand these complex issues is as important as the product of what we are learning.

## Awards

### Awards Review Process

The 2019 RSIG Conference Awards Committee reviewed all OADD-RSIG Travel Awards and Student Award for Excellence in Research nominations and a recipient was chosen by consensus for each award. Committee members who had known the candidates well (e.g., advisors, lab mates) abstained from participating in the review process.

For the student poster awards, five nominated candidates (nominated by RSIG Abstract Review Committee based on submitted abstracts) were invited to give two-minute presentations to members of the RSIG committee who did not have conflicts of interest, who will judge the posters and candidate presentations at the conference. Prizes will be awarded to two candidates at the RSIG Conference. *Poster award nominees are indicated with an \*\* in the program.*

### 2019 Award Recipients:

#### **Student Award for Excellence in Research** (\$250 prize)

Nicole Bobette, *Queen's University, School of Rehabilitation Therapy, Queen's University*  
Team-Based Primary Care & Adults with Intellectual & Developmental Disabilities:  
A Multiple Case Study of Interprofessional Care

*Nominated by: Rosemary Lysaght & Catherine Donnelly, Queen's University*

#### **Travel Awards** (\$150 prize)

Celisse Bibr, *Laurentian University*  
Amy Choi, *Queen's University*  
Stephanie Lung, *McGill University*  
Christine Moreau, *Western University*  
Erin Orr, *Ryerson University*

#### **JODD Publication Prize** (\$500 prize)

Elisa Richer, *Laurentian University*  
Richer, E. & Watson, S.L. (2018). "He's on the Streets, and Stealing, and Perpetuation the Cycle... and I'm Helpless": Families' Perspectives on Criminality in Adults Prenatally Exposed to Alcohol. *Journal on Developmental Disabilities*, 23(3), 90-104.

#### **Kay Sansom Scholarships** (\$1000; OADD award, but recognized at RSIG)

College: Joanne Durocher, *Fleming College*  
Undergraduate: Kailee Liesemer, *Western University*  
Graduate award: Alicia Groom, *Laurentian University*

The RSIG Conference Committee would like to thank all applicants for their submissions this year and encourages all students to apply next year. Thesis advisors and professors – don't forget to nominate outstanding students for the Student Award for Excellence in Research and Kay Sansom Scholarships next year! Current and recently graduated students are eligible for this award.

**All awards information can be found on our website at**  
**<http://oadd.org/affiliate-organizations/rsig-awards/>**

# Data Blitz Talks

**1. A Look at Statistical Language Learning and How it Relates to the Emergence of Language and Reading Disorders**

Christine Moreau, Kailee Leisemer, Isabel Child, Laura Batterink & Marc Joanisse  
*Western University, Brain and Mind Institute*

**2. Developing an Adapted Physical Exercise (APEX) Manual for Adults with Intellectual and Developmental Disabilities**

Nadine Minott, Kelly Carr, Kirsten Penrose, Sean Horton, Nadia R. Azar & Chad A. Sutherland  
*APEX Research Group, Department of Kinesiology, University of Windsor*

**3. Violence Against Women with Intellectual Disabilities in Canada: A Systematic Review**

Sarah O'Flanagan  
*Western University*

**4. It's Not My Fault I Might Be Heavier: Perspectives of Children with ASD Regarding Weight and Body Image**

Meaghan Walker<sup>1,2</sup>, Dr. Stephanie Nixon<sup>2,3,4</sup>, Dr. Jess Haines<sup>5</sup> and Dr. Amy McPherson<sup>1,2,3</sup>

<sup>1</sup>Bloorview Research Institute, Holland Bloorview, Toronto, ON; <sup>2</sup>Rehabilitation Sciences Institute, University of Toronto, Toronto, ON; <sup>3</sup>Dalla Lana School of Public Health, University of Toronto, Toronto, ON; <sup>4</sup>Department of Physical Therapy, University of Toronto, Toronto, ON; <sup>5</sup>Department of Family Relations and Applied Nutrition, University of Guelph, Guelph, ON.

**5. Parenting an Adult Child with Autism Spectrum Disorder: A Qualitative Examination of the Lived Experience**

Kirsten Penrose, Kelly Carr, Nadine Minott, Patti Weir, Chad A. Sutherland, Nadia R. Azar & Sean Horton  
*APEX Research Group, Department of Kinesiology, University of Windsor*

**6. Respecting Rights: Evaluating Rights Education Practice That Crosses Disciplines (Self Advocates, Lawyers, Social Work in Collaboration)**

Sue Hutton  
*ARCH Disability Law Centre*

**7. The Socio-Sexual Attitudes and Assessment Tool Revised: Mentorship Coming Full Circle!**

Shelley L. Watson<sup>1</sup> & Yona Lunsky<sup>2</sup>

<sup>1</sup>Laurentian University, <sup>2</sup>Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health

**8. The Experiences of Teachers of Children with Intellectual and Developmental Disabilities in Accra, Ghana**

Christiana Okyere, Heather Michelle Aldersey & Rosemary Lysaght  
*School of Rehabilitation Therapy, Queen's University*

# Poster Presentations

*Poster award nominees are indicated with an \*\* in the program.*

- 1. Education Implications for Students with Intellectual Disability Gleaned from Sensory Processing**  
Stephanie Lung<sup>1</sup>, Julie Oh<sup>1</sup>, Anouck Chalut<sup>2</sup>, Aleck Gibbs<sup>2</sup> & Armando Bertone<sup>1</sup>  
*<sup>1</sup>McGill University, <sup>2</sup>Universite de Montreal*
- 2. Beyond Respite: Exploring the Meaning of Summer Camp for Teens with Neurobiological Disorders**  
Jenna Simpson & Nicole Yantzi  
*Laurentian University*
- 3. An Analysis of Behavioural Interventions for Transition-Related Difficulties: A Scoping Review**  
Brynn Jichici & Priscilla Burnham Riosa  
*Brock University*
- 4. Supporting Healthy Pregnancies: Using Media Images to Inform an Effective FASD Prevention Campaign in Northern Ontario**  
Celisse R. Bibr<sup>1</sup>, Shelley L. Watson<sup>1,2</sup>, Kelly D. Harding<sup>2,3</sup> & Nicole Stewart<sup>4</sup>  
*<sup>1</sup>School of Rural and Northern Health, Laurentian University, <sup>2</sup>Department of Psychology, Laurentian University, <sup>3</sup>CanFASD, <sup>4</sup>Health Promotion Division, Public Health Sudbury & Districts*
- 5. Treatment of Problem Behaviours in Children Diagnosed with ASD and/or ID**  
Jeffrey Esteves, Breana Morrell & Adrienne Perry  
*York University*
- 6. A Review of Training Methodologies for Providing Acceptance and Commitment Therapy to Caregivers**  
Carly Magnacca & Kendra Thomson  
*Brock University*
- 7. Direct Measures of Committed Actions in Acceptance and Commitment Therapy: A Scoping Review**  
Amanda Marcinkiewicz & Kendra Thomson  
*Brock University*
- 8. The Socio-Sexual Knowledge and Attitudes Assessment Tool – Revised: The Need for Updates in Assessment for Individuals with Intellectual Disabilities**  
Katya Gessie, Shelley L. Watson & Kelly D. Harding  
*Laurentian University*
- 9. \*\*Fetal Alcohol Spectrum Disorder: Diagnostic Outcomes in Northeastern Ontario**  
Jessica Burns, Shelley L. Watson & Kelly D. Harding  
*Laurentian University*

- 10. The Experience of Persons with Intellectual and Developmental Disabilities Involved as Patient Educators**  
Kerry Boyd<sup>1,2</sup>, Kevin Hobbs<sup>3</sup>, Sinthuha Sivananth<sup>1</sup> & Isis Lunsky<sup>1</sup>  
*<sup>1</sup>McMaster University, <sup>2</sup>Bethesda Services, <sup>3</sup>Best Practice*
- 11. Parenting an Adult Child with Autism Spectrum Disorder: A Qualitative Examination of the Lived Experience**  
Kirsten Penrose, Kelly Carr, Nadine Minott, Patti Weir, Chad A. Sutherland, Nadia R. Azar & Sean Horton  
*APEX Research Group, Department of Kinesiology, University of Windsor*
- 12. \*\*Developing an Adapted Physical Exercise (APEX) Manual for Adults with Intellectual and Developmental Disabilities**  
Nadine Minott, Kelly Carr, Kirsten Penrose, Sean Horton, Nadia R. Azar & Chad A. Sutherland  
*APEX Research Group, Department of Kinesiology, University of Windsor*
- 13. \*\*Using PhotoVoice to Explore Day Program Experiences of Adults with Intellectual/Developmental Disabilities**  
Nicole Bobbette<sup>1</sup>, Chantelle Carnegie<sup>2</sup>, Sarah Hanna<sup>2</sup>, Daniel Henderson<sup>1</sup> & Celini Paolini<sup>1</sup>  
*<sup>1</sup>Queen's University, <sup>2</sup>Ongwanada*
- 14. Top 5 Priorities for Families and Self-Advocates in Ontario**  
Nicole Bardikoff<sup>1</sup>, Katharine Buchan<sup>1</sup>, Stephen Gentles<sup>2</sup> & Margaret Spoelstra<sup>1</sup>  
*<sup>1</sup>Autism Ontario, <sup>2</sup>McMaster University*
- 15. A Look at Statistical Language Learning and How it Relates to the Emergence of Language and Reading Disorders**  
Christine Moreau, Kailee Leisemer, Isabel Child, Laura Batterink & Marc Joanisse  
*Western University, Brain and Mind Institute*
- 16. Implementation of a Multicomponent Treatment Package for Severe Aggression in a Man with Autism in a Residential Setting**  
Kaymark Antazo & Rebecca Domm  
*Community Living Toronto*
- 17. Examining How Autism Symptomatology Differs in Girls with ASD**  
Melissa Rourke<sup>1</sup>, Rebecca Shine<sup>1</sup>, Nancy Freeman<sup>2</sup> & Adrienne Perry<sup>1</sup>  
*<sup>1</sup>York University, <sup>2</sup>Surrey Place Centre*
- 18. Intellectual and Developmental Disability as a Potential Risk Factor for Polypharmacy in Adults Assessed for Home Care Services in Ontario, Canada**  
Amy Choi<sup>1</sup>, Helene Oullette-Kuntz<sup>1</sup> & Lynn Martin<sup>2</sup>  
*<sup>1</sup>Queen's University, <sup>2</sup>Lakehead University*

**19. Healthcare Experiences of Girls and Women on the Autism Spectrum**

Meaghan Walker<sup>1</sup>, Yani Hamdani<sup>1,2</sup>, Caroline Kassee<sup>3</sup>, Peter Szatmari<sup>3,5</sup>, Stephanie Ameis<sup>3,5</sup>, Amanda Sawyer<sup>1,5</sup>, Pushpal Desarkar<sup>1,5</sup>, Brenda Gladstone<sup>4</sup>, Yona Lunsky<sup>1,5</sup> & Meng-Chuan Lai<sup>3,5</sup>

<sup>1</sup>*Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health,*

<sup>2</sup>*Department of Occupational Science and Occupational Therapy, University of Toronto,*

<sup>3</sup>*Margaret and Wallace McCain Centre for Child, Youth, and Family Mental Health, Centre for Addiction and Mental Health,* <sup>4</sup>*Dalla Lana School of Public Health, University of Toronto,*

<sup>5</sup>*Department of Psychiatry, University of Toronto*

**20. The Impact of Medical Instructors' Attitudes Towards Patients with Developmental Disabilities on Medical Students**

Alicia K. Groom, Kelly D. Harding & Shelley L. Watson  
*Laurentian University*

**21. Pre-Scan Preparation in FMRI Research for Children with Autism: A Scoping Review**

Karen R. Black, Diana Tajik-Parvinchi & Jonathan A. Weiss  
*York University*

**22. Replicating the Factor Structure of the York Measure of Quality of IBI (YMQI)**

Wai Ling Wong, Ksusha Blacklock & Adrienne Perry  
*York University*

**23. "You're Involved with People who are Going Through the Exact Same Thing, So You Don't Get the Criticism": Caregivers' Lived Experiences with FASD Support Groups in Ontario**

Kelly D. Harding, Alicia K. Groom & Shelley L. Watson  
*Laurentian University*

**24. Violence Against Women with Intellectual Disabilities in Canada: A Systematic Review**

Sarah O'Flanagan<sup>1</sup>, Gabriel Boldt<sup>2</sup> & Rob Nicholson<sup>1</sup>  
<sup>1</sup>*Western University,* <sup>2</sup>*London Health Sciences Centre*

**25. Training in Developmental Disabilities in Canadian Psychiatry Residency Programs: Resident Perspectives**

Sarah O'Flanagan<sup>1</sup>, Sandi Hallock<sup>2</sup> & Rob Nicholson<sup>1</sup>  
<sup>1</sup>*Western University,* <sup>2</sup>*London Health Sciences Centre*

**26. \*\*Evaluation of the Nuts and Bolts of Health Care for Direct Support Professionals Toolkit**

Erin Orr<sup>1</sup>, Avra Selick<sup>1</sup>, Janet Durbin<sup>1</sup>, Tiziana Volpe<sup>1</sup>, Heather Hermans<sup>2</sup>, Chanelle Salonia<sup>2</sup>, Lauren Zaretsky<sup>1</sup> & Yona Lunsky<sup>1</sup>

<sup>1</sup>*Centre for Addiction and Mental Health,* <sup>2</sup>*Vita Community Living Services*

**27. Parent Treatment Integrity Across Multiple Components of a Behavioural Intervention**

Raluca Nuta & Julie Koudys  
*Brock University*



8:00 am - 8:30 am	<b>Registration</b>
8:30 - 9:15 am	<b>Poster Session 1</b> <i>Poster Judging</i>
9:15 – 9:25 am	<b>Opening Remarks; Presentation of Kay Sansom Award</b>
9:25 – 10:15	<b>Panel and Discussion: Mentorship Stories</b> <i>Courtney Bishop, Kelly Coons-Harding, Dorothy Griffiths, Fran Owen, Deb Richards, &amp; Shelley Watson</i>
10:15 – 11:00 am	<b>Keynote:</b> <b>WE ARE ALL TEACHERS: HOW WHAT WE TEACH, WHAT WE STUDY, AND WHAT WE DO SHAPES THE FUTURE</b> <i>Yona Lunsky</i>
11:00 – 11:15 am	<b>Break</b>
11:15 – 11:35 am	<b>PRESENTATION 1:</b> <b>TRAINING FROM A DISTANCE: AN EVALUATION OF A TELECOMMUNICATION COMPETENCY-BASED MODEL OF STAFF TRAINING</b> <i>Joey Robertson<sup>1</sup>, Kendra Thomson<sup>1</sup>, Mary Hume<sup>2</sup>, Carly Magnacca<sup>1</sup>, Amanda Marcinkiewicz<sup>1</sup> &amp; Jessica Cauchi<sup>2</sup></i> <i><sup>1</sup>Brock University, <sup>2</sup>Atlas Behaviour Consultation</i>
11:35 – 11:55 am	<b>PRESENTATION 2:</b> <b>ELEMENTS OF SUCCESSFUL HOUSING FOR INDIVIDUALS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AND BEHAVIOURAL NEEDS: A MIXED METHODS STUDY</b> <i>Robert Balogh<sup>1</sup>, Jane Casson<sup>1</sup>, Johanna Lake<sup>2</sup>, Angela Gonzales<sup>3</sup>, Yona Lunsky<sup>4</sup>, Yani Hamdani<sup>5</sup>, Carly McMorris<sup>6</sup> &amp; Kristin Dobranowski<sup>1</sup></i> <i><sup>1</sup>University of Ontario Institute of Technology, <sup>2</sup>Centre for Addiction and Mental Health, <sup>3</sup>Surrey Place Centre, <sup>4</sup>Centre for Addiction and Mental Health, <sup>5</sup>University of Toronto, <sup>6</sup>University of Calgary</i>
11:55 – 12:15 pm	<b>PRESENTATION 3:</b> <b>COMORBIDITIES AND MEDICATION USE IN ADULTS WITH AUTISM SPECTRUM DISORDERS IN A CANADIAN AGENCY PROVIDING RESIDENTIAL SERVICES</b> <i>Sue VanDeVelde-Coke<sup>1</sup>, Andrew Ward<sup>2</sup>, David Ng<sup>2</sup> &amp; Carmela Borraccia<sup>1</sup></i> <i><sup>1</sup>Kerry's Place Autism Services, <sup>2</sup>University of Toronto, Markham Stouffville Hospital, Scarborough Health Network</i>
12:15 – 1:15 pm	<b>Hosted Lunch</b>
1:15 – 2:00 pm	<b>Data Blitz Presentations</b>
2:00 – 2:45 pm	<b>SYMPOSIUM:</b> <b>LEARNING TOGETHER: WHO IS THE REAL EXPERT? RESEARCHERS, THE AUTISTIC COMMUNITY, AND CLINICIANS WORKING TOGETHER INCLUSIVELY ON A MINDFULNESS INTERVENTION</b> <i>Brianne Redquest, Sue Hutton, Maxine Share, Daniel Share-Storm, Carly Albaum &amp; Yona Lunsky</i> <i>Azrieli Adult NeuroDevelopmental Centre, Centre for Addiction and Mental Health</i>
2:45 – 3:00 pm	<b>Break</b>
3:00 – 3:20 pm	<b>PRESENTATION 4:</b> <b>USING TECHNOLOGY TO INCREASE SOCIAL INCLUSION FOR ADULTS WITH DEVELOPMENTAL DISABILITIES LIVING IN A SUPPORTED INDEPENDENT LIVING PROGRAM</b> <i>Courtney Bishop<sup>1</sup>, Lisa Whittingham<sup>1</sup>, Tricia Vause<sup>2</sup>, Kimberly Maich<sup>2</sup>, Priscilla Burnham-Riosa<sup>1</sup>, Rebecca Ensor<sup>1</sup>, Deanna Flagg<sup>3</sup> &amp; Katherine Czychun<sup>4</sup></i> <i><sup>1</sup>Brock University, <sup>2</sup>Memorial University, <sup>3</sup>Community Living Haldimand, <sup>4</sup>McMaster University</i>
3:20 – 3:40 pm	<b>PRESENTATION 5:</b> <b>DEVELOPMENTAL DISABILITIES IN ONTARIO'S CRIMINAL JUSTICE SYSTEM: USING DATA TO TELL THE STORY</b> <i>Elizabeth Lin<sup>1</sup>, Flora Matheson<sup>2</sup>, Fiona Kouyoumdjian<sup>3</sup>, Anna Durbin<sup>2</sup> &amp; Yona Lunsky<sup>1</sup></i> <i><sup>1</sup>Centre for Addiction and Mental Health, <sup>2</sup>St. Michael's Hospital, <sup>3</sup>McMaster University</i>
3:40 – 4:15 pm	<b>Awards Presentation; Closing Remarks</b>
4:15 – 5:15 pm	<b>Poster Session 2</b> <b>Wine and Cheese Event</b>



