OADD
RESEARCH SPECIAL INTEREST GROUP
28th Annual Research Day
Thursday, April 9th, 2020

COVID-19: TAKING THE RESEARCH DAY ONLINE

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 **#OADDRSIG2020** when you post.*

*Also be sure to "like" us on Facebook at **OADD-RSIG***
*and follow us on Twitter at **@oadd_rsig!***

*If you want to become more involved with RSIG, please e-mail **oadd.rsig@gmail.com***

Taking It Online: The 28th Annual OADD Research Special Interest Group (RSIG) Research Day

Since March 2020, Canadians have experienced a significant change in the way they interact with each other. The COVID-19 virus required people around the world to physically distance in order to reduce the spread of the virus and to prevent pressure on healthcare systems. As a result, the OADD RSIG Committee had to make the difficult decision to cancel the 28th Annual OADD RSIG Research Day.

The OADD RSIG research day has always been a way for researchers, particularly students and early career researchers, across the province of Ontario and beyond to share the valuable contributions they are making regarding research involving people with developmental disabilities. The RSIG committee was disappointed that we were not going to be able to highlight the amazing research being done throughout the province. For that reason, we decided that the best way to recognize the hard work being done by researchers was to produce the conference agenda for the event had it gone forward and to provide interested presenters with the opportunity to share their research.

We would like to thank Madeline Burghardt, PhD for her willingness to be our keynote speaker this year. We were looking forward to her keynote address, *Writing Our Own Story: Contesting Definitions of Inclusion and Community Living*. We are hopeful that she will be our keynote speaker for the 2021 Research Day. We also want to thank all of our presenters for their submissions to the conference this year. We had over 50 submissions for symposia, oral presentations, poster presentations, and data blitzes.

Accepted presenters for this year's conference were given the opportunity to share their research online in lieu of presenting in person. Several presenters were willing to share their research on social media. These presentations have been promoted on OADD RSIG Facebook page (OADD-RSIG) and via the OADD RSIG Twitter account (@oadd_rsig). In addition, links to the presentations and posters have been placed under the presentation in this agenda. We want to thank the presenters who agreed to having their work shared!

We hope to see everyone in April 2021 at the 29th Annual OADD RSIG research day!

Lisa Whittingham and Anna Przednowek
RSIG Co-Chairs

OADD Research Special Interest Group
28th Annual Research Day Conference Committee

It is our pleasure to welcome you to the 28th Annual OADD RSIG Conference!

The RSIG research day was designed to bring together researchers, professionals, persons with developmental disabilities, and other individuals interested in research about/with people with developmental disabilities to exchange ideas, resources, and concerns.

The objectives of the conference are to:

- Update research advances in the field and exchange information regarding ongoing research activities;
- Provide networking and collaboration opportunities; and
- 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 had planned an exciting day of research talks, poster presentations, and opportunities for networking. The 2020 RSIG Conference Committee appreciates all the submissions that were received for this year's conference.

Conference Committee

Courtney Bishop
Brock University

Nicole Bobbette
Queen's University

Sue Hutton
Community Living Toronto

Daniel Dickson
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Stephanie Price
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Katelyn Soucie-Vukmanich
Brock University

Conference Chairs

Anna Przednowek
Nipissing University

Lisa Whittingham
Brock University

Keynote Address

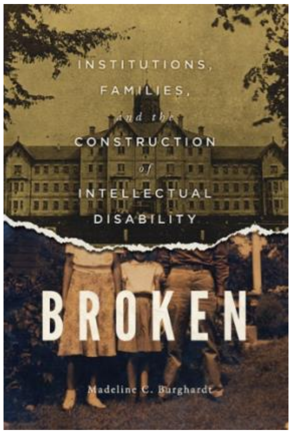
Writing Our Own Story: Contesting Definitions of Inclusion and Community Living

Dr. Madeline Burghardt

Madeline Burghardt has a PhD in Critical Disability Studies from York University. She is currently an instructor in the School of Health Policy & Management at York University and in the Disability Studies program at King's University College at Western University. Her doctoral research explored the effects of institutionalization on institutional survivors and members of their families, now published as a book entitled *Broken: Institutions, Families, and the Construction of Intellectual Disability* by McGill-Queen's University Press. Currently, Dr. Burghardt is doing a project with Canadian thalidomide survivors to better understand their experiences and to deepen our understanding of that chapter in Canadian history. The overall focus of her work is the intersection between policy, historical conditions, and lived experiences of people who have been marginalized.

ABSTRACT

Eleven years ago, we celebrated the closure of the last of Ontario's large, long-stay institutions for people labelled with an intellectual disability. The end of the 'institutional era', this signalled a time of promise and hope for people with disabilities desiring to live in the community with greater autonomy and freedom. Yet self-advocates and allies alike know that true inclusion remains a work-in-progress. In this address, Dr. Burghardt draws attention to the ways in which institutional practices continue in community settings and to the need to remain vigilant about their re-emergence. She outlines the obstacles that currently prevent the realization of true 'community living' for people with intellectual disabilities, and suggests the questions that need to be asked, and the strategies undertaken in order to dismantle those obstacles.



Broken: Institutions, Families, and the Construction of Intellectual Disability by **Madeline C. Burghardt**

Books purchased between June 8-June 30th, 2020 via McGill-Queen's University Press website (click on linked title above) will receive a 20% discount by using a special OADD-RSIG conference discount code: **MQMB**

*Code is valid for purchases in Canada and US.

SYMPOSIUM: LONGITUDINAL TRENDS AND OUTCOMES OF THE FACILIITES INITIATIVE STUDIES: WHAT WE HAVE LEARNED

Chair: Rosemary Condillac
rcondillac@brocku.ca
Applied Disability Studies, Brock University

The *Facilities Initiative* study was a quasi-longitudinal study designed to assess the well-being of individuals with intellectual disabilities who had relocated to community settings across Ontario (Condillac, Frijters, & Martin, 2012). The study examined changes over time within the facility prior to relocation and at two community visits following deinstitutionalization.

EXAMINING LONGITUDINAL PATTERNS OF PSYCHOTROPIC MEDICATION USE BY INDIVIDUALS WITH INTELLECTUAL DISABILITIES RELOCATING FROM INSTITUTIONS TO COMMUNITY SETTINGS

Rebecca Hansford, Rosemary Condillac, & Jan Frijters
Brock University

Objectives: On March 31, 2009, the last three institutions in Ontario were closed. The *Facilities Initiative* (FI) studies were conducted to assess the well-being of individuals with intellectual disabilities (ID) since relocating to community settings (Condillac, Frijters, & Martin, 2012). Examining deinstitutionalization outcomes is crucial for evaluating the extent to which individuals with ID are living improved lives since relocating. This study was conducted as a follow-up to the FI studies to specifically evaluate psychotropic medication usage following deinstitutionalization. The purpose of this study was to examine changes in psychotropic medication usage over time and to identify predictors of the total number of psychotropic medications that participants were prescribed.

Methods: Participants were individuals with ID who had lived in the last three remaining institutions in Ontario (i.e., Rideau Regional Centre, Southwestern Regional Centre, and Huronia Regional Centre; *N* = 120). Data was collected across three points in time (F1= last point in time in the facility, C1 = 1st community, C2 = 2nd community). Various proxy measures were collected on demographic variables (e.g., age, sex, etc.), adaptive functioning, challenging behaviour, psychotropic medication usage, health status, and mental health status. A multilevel model was implemented to examine the within-person and between-person changes in the total number of psychotropic medications across three points in time. The multilevel model was also used to determine specific predictors of psychotropic medication usage.

Results: For the multilevel model, the number of psychotropic medications decreased significantly as individuals transitioned to community living (Facility to community change = -0.389*; Within community change = -.261*). The cognitive performance scale negatively predicted the number of psychotropic medications (Estimate = -.132*). However, the scale was inverted, which indicated that as cognitive performance improved, the number of psychotropic medications increased. Health instability (worse health), pain, and total number of psychiatric diagnoses were positive predictors of psychotropic medication usage (Estimates = 0.639*; 0.512*, and 0.271*, respectively). The influence of health instability (worse health) changed as individuals transitioned into the community, in that, individuals with worse health received a lower number of psychotropic medications as they relocated to community settings (Estimate = -

0.765*). Aggression did not predict psychotropic medication usage in this model, possibly due to the measure used to assess challenging behaviour.

Conclusions: Specific predictors of the total number of psychotropic medications included health and mental health variables, which lends support to the incorporation of the biopsychosocial model into assessment and treatment models for individuals with ID. These findings could also be used to inform policies pertaining to psychotropic medication prescribing practices. The decrease in the total number of psychotropic medications over time may suggest a reduction in the reliance on psychotropic medications to manage challenging behaviour in community settings. As such, this study contributes to the body of research that supports the deinstitutionalization of individuals with ID.

See this presentation here!

PREDICTORS OF PRIMARY HEALTH CARE UTILIZATION BY FORMER RESIDENTS OF INSTITUTIONS IN ONTARIO

Katelyn Soucie-Vukmanich, Alison Cox, & Rosemary Condillac
Brock University

Objectives: The purpose of this research was tri-fold: 1) to examine and report on age, adaptive functioning level, health status, level of problem behaviour, mental health status, psychotropic medication use, and primary healthcare utilization in the sample at each longitudinal time point; 2) to examine the relationships between the variables and; 3) to examine if the temporally consistent independent variables predict primary health care utilization.

Method: Data was collected from adults with developmental disabilities who moved from institutions to community settings as part of the Facilities Initiatives Studies (Condillac, Frijters, & Martin, 2012). A stepwise linear regression was completed to analyze health care service utilization, with the total number of physician visits as the dependent variable. The predictors included age, adaptive functioning, health status, problem behaviour, mental health status, and psychotropic medication use. Age, adaptive functioning level, and log (10) health status were entered in the regression model simultaneously in the first block, while problem behaviour, mental health status, and total psychotropic medication use were entered in the second block. A logistic regression was also completed, with the groups divided into higher (13+) and lower health care use.

Results: Preliminary results from the 60 participants in the first community contact point show that the range of health care utilization was large (range = *1-31*), where 40% attended less than 4 appointments a year. The results of the preliminary linear regression model indicated that the above listed independent variables did not explain variance (F(6,60) = 1.471; R_2 = .143, p = .206). But mental health status significantly contributed to this model (β = 0.346; p = .024). The logistic regression was significant for predicting people in the high usage group (x_2 (7, N = 60) = 4.121, p = .002), with significant contributions from mental illness, total psychotropic medications, and the interaction between mental illness and health status, with a negative relationship between total psychotropic medications and high health care usage membership (Cox, 2009). Final results will be presented including the full sample of 120 participants at the first community visit, and new examination of the predictors at the second community visit.

Discussion/Conclusion: These preliminary results suggest that psychotropic medication use, mental health status, and the interaction of physical and mental health status are associated with high health care use. Knowing the variables which predict health care usage is important for support staff, policy makers, and administration staff so they can provide the best care for the people they support. Some data analyses are still in progress, therefore, the relationships between the variables at each timepoint will be presented at the conference.

PREDICTORS OF QUALITY OF LIFE IN THE COMMUNITY FOLLOWING DEINSTITUTIONALIZATION: A LONGITUDINAL ANALYSIS

Rosemary Condillac, Katelyn Soucie-Vukmanich, & Jan Frijters
Brock University

Objectives: The purpose of this research was to examine the predictors of quality of life of individuals with ID who moved from the Facilities to the Community as part of the Facilities Initiative (Condillac, Frijters, & Martin, 2012). Our previous analyses found improvements in quality of life over time in the community, for individuals who left the facilities, however QOL remained sub optimal for some individuals, consistent with previous research on quality of life in community settings in Ontario. The purpose of the this study was (a) to examine the predictors of quality of life at the first community visit and the second community visit based on data collected at those times and (b) to determine the relative degree by which potential predictors gleaned from data collected before relocation (in the facility) influence quality of life in the community.

Method: Data were collected as part of the longitudinal component of the Facilities Initiatives Studies (Condillac, Frijters, & Martin, 2012). A model testing the influence of six independent variables at the first community visit, including number of years spent in an institutional setting, health, problem behaviour, mental health status, adaptive behaviour, and frequency of enjoyed activities on the QOL indicator score was examined (Ireland, 2014). The model will be reconstructed to consistently use independent variables gleaned from measures that were available at each of the three time points to predict QOL in the community. The new model will be tested at the first and second community visits with the independent variables and outcome measures collected at that same time. Based on these results, both models will be retested with independent variables collected while participants were living in the facilities, and quality of life outcomes from the first and second community visit.

Results: Preliminary results from multiple regression analysis was conducted with the six factors identified above (years in institution, adaptive behaviour, participation in preferred activities, health, mental health, and problem behaviour) to determine if these factors could predict QOL satisfaction / importance among this sample. It was found that these six independent variables predicted only eight percent of the variance in QOL importance/ satisfaction, and only years spent in an institutional setting predicted this construct. The relationship was small and negative (*ß* = -.214, *p* = .024), indicating that fewer years in an institutional setting was associated with higher QOL importance/satisfaction scores.

Discussion/Conclusion: The question as to whether participants status across key independent variables while in the facility influence quality of life measured in the community raises important considerations for individualized planning for relocation and for the necessity to potentially mitigate risks related to poor quality of life before relocation.

PRESENTATION 1:
APPLIED PSYCHOLOGY STUDENTS' EXPERIENCES WITH FETAL ALCOHOL SPECTRUM DISORDER: A MIXED METHODS STUDY

Kaley Pepin[1] *& Kelly Harding*[1,2]
[1]*Psychology Department, Laurentian University,* [2]*Canada FASD Research Network*

Objectives: Fetal Alcohol Spectrum Disorder (FASD) is a diagnostic term used to describe a range of effects associated with prenatal exposure to alcohol. Despite an estimated prevalence rate of roughly 4%, current Canadian research demonstrates that health care and social service providers are significantly lacking in FASD awareness and diagnostic understanding. The 2015 Canadian diagnostic guideline suggests that a multidisciplinary approach is necessary to make an accurate diagnosis and provide effective treatment plans. Psychologists are an integral member of this core diagnostic team. Investigating psychology students' knowledge and experiences regarding FASD provides a unique perspective as psychology students are still learning and may demonstrate a flexibility of knowledge and understanding (e.g., they may be more open to adapting to new and emerging guidelines and practices). The current study aims to understand applied psychology graduate students' knowledge, attitudes, and experiences regarding FASD.

Methods: This sequential, two-phase mixed methods study is part of a larger, ongoing project that is currently being conducted at Laurentian University. Participants in the current study are Masters of Applied Psychology students (n = ~10). The first phase of this study involves the completion of two questionnaires: the Health Care Student Questionnaire and the Fetal Alcohol Spectrum Disorder Survey for Health Care Students. The quantitative questionnaire data will be analyzed using descriptive statistics to assess participants' general knowledge of FASD. All participants in Phase I were invited to participate in a semi-structured interview in Phase II. Interviews were recorded and transcribed verbatim. Using thematic analysis, interview transcripts were coded in a systematic fashion. These codes were then used to generate common themes across the interviews. Data that is retrieved from both phases will be integrated to obtain a more in-depth understanding of the experiences, knowledge, and attitudes of graduate psychology students regarding FASD.

Results: Data collection for this research is currently in progress and results will be available at the time of the conference. To date, seven questionnaires and four interviews with psychology students have been completed and transcribed, and further participant recruitment is in progress. Preliminary data analysis reveals that 86% participants indicated that providing a FASD diagnosis would be beyond their future scope of practice as a psychologist, and 71% do not have enough knowledge or access to resources to meet the needs of these individuals.

Discussion/Conclusion: The inclusion of applied psychology students is important, as they are studying to become future psychologists and/or to work in the psychology field. The high prevalence rate of FASD in Canada, and the likelihood of psychologists encountering and becoming involved with the diagnosis of individuals with FASD, is why it is essential to understand students' experiences with FASD and to ensure that students are prepared when encountering FASD in future practice. The outcomes of this study will have implications for future psychology program curricula, as well as improving the students' knowledge and understanding regarding FASD.

See this presentation here!

PRESENTATION 2:

SOCIAL ANXIETY SYMPTOMS AMONG YOUTH WITH DEVELOPMENTAL DISABILITIES: TRAJECTORIES AND RELATED FACTORS

Janette McDougall[1,2] & Virginia Wright[3]
[1]Thames Valley Children's Centre, [2]Western University, [3]Bloorview Research Institute

Objectives: Population-based studies have demonstrated an increased risk for developing internalizing mental health problems among children and youth with developmental disabilities, such as anxiety, depression, and social functioning difficulties. However, very little research has focused specifically on "social anxiety" among children and youth with developmental disabilities. Social anxiety disorder is described by the DSM-5 as being "fearful or anxious about or avoidant of social interactions and situations that involve the possibility of being scrutinized." This debilitating disorder can persist into adulthood, and is associated with reduced employment, social inclusion, and quality of life. To better understand the potential development of this disorder among youth with developmental disabilities, this study was the first to explore individual social anxiety symptom trajectories over time and to identify factors influencing those trajectories.

Method: This study included a sample of 439 youth aged 11 to 17 with various developmental disabilities (e.g., cerebral palsy, brain injury, autism, Down syndrome, spina bifida). Participants were recruited from eight Ontario pediatric rehabilitation centres. Data was collected over four time points spaced a year apart. The Social Anxiety Scale for Children-Revised measured the study outcome. Latent Class Growth Analysis was used to study trajectories and logistic regression to identify related factors.

Results: Three distinct trajectory groups were found, with social anxiety symptoms remaining stable over time for each group: "high and stable" (17.1%); "moderate and stable" (44.4%); and "low and stable" (38.5%). Gender, cognition, peer support, social participation, and family functioning were factors that distinguished those youth with "low and stable" social anxiety symptoms from those with "moderate and stable" or "high and stable" social anxiety symptoms.

Discussion/Conclusions: Findings support a biopsychosocial, comprehensive approach to service provision for youth with developmental disabilities who experience social anxiety symptoms. Rehabilitation and other professionals should consider the influence of both individual and environmental level factors when working to minimize youths' social anxiety symptoms and to reduce the risk that they will develop the disorder.

PRESENTATION 3:

A SYSTEMATIC REVIEW OF BEHAVIOURAL INTERVENTIONS FOR YOUNG CHILDREN WITH INTELLECTUAL DISABILITIES

Hilda S. Ho[1], Adrienne Perry[1], Julie Koudys[2], Bonnie Liu[3], Christina Carrier[1], Wai Ling Wong[1],
Jeffrey Esteves,[1] & *Paige O'Neill[2]*
[1]York University, [2]Brock University, [3]McMaster University

Objectives: According to several comprehensive systematic and narrative reviews (e.g., National Autism Centre [NAC], 2015), interventions based on Applied Behaviour Analysis (ABA) principles are considered evidence based for children with Autism Spectrum Disorder (ASD). ABA treatment outcomes for children with ASD are often measured in terms of improvements in cognitive and adaptive abilities. As children with Intellectual Disability (ID) also experience these deficits, ABA interventions may also be beneficial for children with ID. However, no comprehensive review of the literature related to ABA interventions for children with ID currently exists. The aim of the present study is to provide a comprehensive review of ABA treatments for young children presenting exclusively with ID.

Methods: Following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, a systematic review of the relevant published literature on the use of ABA interventions to develop skills in young children with ID was completed. A preliminary search of the literature identified 1067 potential studies examining ABA interventions for children with ID. The review process resulted in 42 articles consisting of 43 studies (i.e., one paper contained two studies) that met the inclusion criteria. Full papers were then reviewed for methodological quality using the NAC's Scientific Merit Rating Scale (SMRS) adapted for an ID sample, as well as the Treatment Effect Rating system, and the Strength of Evidence Classification System (NAC, 2015).

Results: ABA interventions targeting communication, adaptive, and pre-academic skills met criteria for established interventions. ABA interventions targeting academic skills met the criteria for emerging interventions. Of the 43 studies that met the inclusion criteria, 93% of the studies were single-case design (SCD). Many of the included studies had low SMRS quality ratings due to small sample sizes (n = 3), poor measurement of treatment fidelity, and a lack of maintenance or generalization data. In addition to these research design weaknesses, studies often used general terms to describe children in their sample, such as 'being in special education', 'developmentally delayed' or 'verbal delays', which could potentially describe children with a diagnosis of ID, but could also describe children with milder cognitive challenges.

Discussions/Conclusions: Future systematic reviews should include SCDs, given the large amount of behavioural literature utilizing this research design. In order to improve study quality, future studies should consider increasing their sample size (n ≥ 3), and include the collection of treatment fidelity, maintenance, and generalization data within their study design. It would be beneficial for authors to clearly define their population in future studies by using appropriate diagnostic terms (i.e., ID), and/or provide appropriate assessment results so that an accurate diagnosis can be inferred.

This rigorously conducted systematic review provides the first comprehensive overview of the literature on ABA interventions for teaching skills in young children with ID. Although results indicate that ABA interventions for this population are evidence based, there are few high-quality studies in this area with many of the included studies having methodological weaknesses that need to be addressed in future research.

PRESENTATION 4:
ATTITUDES TOWARDS INDIVIDUALS WITH INTELLECTUAL DISABILITY AND INTEGRATED SPORT PARTICIPATION

Annie Mills, Carly Albaum, & Jonathan Weiss
York University

Objectives: Attitudes refer to the way we consciously (explicitly) and unconsciously (implicitly) evaluate a subject. Implicit and explicit attitudes are significant predictors of discriminatory behaviour towards marginalized groups (Greenwald, Banaji, & Nosek, 2015), including individuals with intellectual disabilities (ID). According to the contact hypothesis (Allport, 1954), negative attitudes towards a group can be reduced through cooperative contact with group members. Special Olympics (SO) uses sport participation as a means for fostering inclusivity and changing attitudes towards people with ID (Special Olympics, 2003). A more recently established Canadian organization, Motionball for Special Olympics (Motionball) raises funds for Special Olympics, generates awareness about ID through campaigns, and hosts integrated sport competitions to help strengthen positive attitudes towards people with ID. The goal of this study was to identify how involvement with Motionball is associated with implicit and explicit attitudes towards people with ID.

Methods: An online survey was administered to individuals who took part in at least one Motionball event in the past 12 months. Data were collected from 326 adults (63.2% female; Mage = 30.07 years, SDage = 9.85, Range: 18 to 70+ years). Participants reported the number of Motionball events attended in the past year and amount of time spent interacting with SO athletes at the event. Explicit attitudes were measured using three subscales of the Attitudes Toward Intellectual Disability Questionnaire – Short Form (ATTID-SF; Morin, Valois, Crocker, & Robitaille, 2019): Discomfort, Interaction, and Sensitivity. Implicit attitudes were measured using a survey-based Implicit Association Task (IAT; Carpenter et al., 2018). Linear regressions were used to evaluate whether Motionball involvement significantly predicted implicit and explicit attitudes.

Results: There were no significant associations between Motionball involvement and implicit attitudes. After controlling for age, gender, socially desirable responding, and prior knowledge about ID, Motionball involvement did not uniquely predict sensitivity towards individuals with ID, p > .05. Motionball involvement did significantly predict explicit discomfort towards individuals with ID, R2 = .19, F (6, 284) = 11.25, p <.01. More specifically, the amount of time spent interacting with SO athletes at Motionball events (β = -.04, p = .01) and the number of Motionball events attended in the past 12 months (β = -.09, p = .01) were unique negative predictors of discomfort towards individuals with ID. Motionball involvement also significantly predicted attitudes towards interacting with people with ID, R2 = .19, F (6, 285) = 10.86, p <.01. More specifically, the amount of time spent interacting with SO athletes at Motionball events was a unique predictor of more positive attitudes towards interaction (β = .03, p = .04).

Discussion/Conclusion: More frequent involvement with Motionball was associated with less discomfort, and more positive attitudes towards interacting with those with ID. Involvement in Motionball does not appear to be related to implicit attitudes. This speaks to the potential benefits of integrated sport participation. Further research examining the impact of integrated sport participation on community inclusivity and societal attitudes towards people with ID is warranted.

PRESENTATION 5:

THE RIGHT TO BE AN ARTIST: OPERATIONALIZING STUDIO ART PRACTICES FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Christina Yarmol,
York University

Objectives: *The Right to be an Artist*, examines the practical, philosophical, fiscal and social policy realities of people for people over the age 21 years with intellectual and developmental disabilities (IDD) who want to live as artists in the community as a means of citizenship and life enhancement. This examination of everyday subjective conscious experience from individuals' perspectives strives to understand the importance of art practice in their lives and uncover how positive studio experiences can be achieved.

Method: This multi-methods qualitative study involving artists at Creative Village Studio (CVS) an urban art studio supported by Community Living Toronto, weaves narrative inquiry and arts-Informed methodologies into an intricate tapestry employing methods such as review of literature, face-to-face interviews, observation, collaborative artwork, art creation, and the researcher's personal experiences as an artist, researcher and educator. It examines the art practices of 16 artists with IDDs to learn what they require to achieve their artistic goals. To operationalize the processes required in the art studio, the study includes interviews with three volunteers, three parents, three instructors and the site's facilitator who support the participants' art practices.

Results: The conditions that make the studio a success for the participants are: an accessible location near transit, a safe environment fashioned as a beacon of social activity where the facilitator emphasizes "comfort before skills"; a predictable, organized routine, and accommodations that encourage participants to explore art without judgement.

Knowledgeable personnel are necessary to create a vibrant environment including: a facilitator with both practical knowledge of Visual Arts and experience in the social services domain; positive staff who believe that people with IDDs have the potential to independently create art and who can impart artistic knowledge by scaffolding instructions, making accommodations; volunteers who have patience, sociable personalities, and respect artists' goals. The facilitation of artmaking without undue influence or intervention of the artistic process by studio staff is imperative if artists are to develop to their full potential.

Offering instruction ranging from basic skills to semi-professional art coaching on a one-to-one basis is required. The time spent creating art in the studio is directly related to individual style development which is easily recognize by media handling, colour usage and choice of subject matter, enhancing artists' confidence levels and giving artists a sense of empowerment. When artwork is displayed in public exhibitions, the public views artists with IDDs as skilled individuals.

Due to limited knowledge of financial matters, artists with IDDs require intensive support with ODSP and access to Passport Initiative to pay for studio time.

Discussion/Conclusions: There are precious few studies available regarding the social policies and supports for artists with IDDs over age 21 years. This study is instructive in operationalizing how a community art studio supporting artists with IDD functions so that other programs like it can be opened regionally. The study demonstrates that this studio is not simply a social services day program, it is more. It serves as an example of how the art practices and knowledge of artists with IDDs can be commended and credited in the community.

See the presentation here!

Data Blitz Talks

What is a Data Blitz?

Also known as “lightening talks,” Data Blitz presentations are an unconventional and engaging method for sharing information. In this format, the presenter provides a synopsis of their research. Each presenter is given 3 minutes and a maximum of 3 slides to convey their message. The goal of these presentations is to have fun!

1. **“It Means Something to Us”: Experiences of Adults with Intellectual and Developmental Disabilities as Patient Educators**
   Isis Lunsky[1], Kevin Hobbs[2], Hayley Jones[1], Sinthuha Sivananth[3], & Kerry Boyd[1,4]
   [1]McMaster University, [2]Best Practice, [3]University of Toronto, [4]Bethesda Services
   See this data blitz here!

2. **Weight Issues in Adults with Autism Spectrum Disorders in a Canadian Agency Providing Residential Services**
   Joshua D. Ng[2], Sue VanDeVelde-Coke[1], Andrew Ward[3], David Ng[3], & Carmela Borraccia[1]
   [1]Kerry’s Place Autism Services, [2]Ryerson University, [3]University of Toronto, Markham Stouffville Hospital, Scarborough Health Network
   See this data blitz here!

3. **“Autism is Lifelong” - The Parental Experience**
   Nadine Minott, Kirsten Penrose, Kelly Carr, Patti Weir, Nadia R. Azar, Chad A. Sutherland, & Sean Horton
   APEX Research Group, Department of Kinesiology, University of Windsor
   See this data blitz here!

4. **The Effects of Tabletop Roleplaying Games on Social Competence in Adults with Autism Spectrum Disorders**
   Michael R. Goldberg
   Alliance of Heroes, University of Toronto

5. **From Research to Practice: A Review of the Neuropsychological Differentiation of Intellectual Impairment in Paediatric Acquired Brain Injury and Developmental Disorders**
   Francisco Amodio[1], Sean Robb[1], & Dawn Good[1,2]
   [1]Department of Psychology, Brock University, [2]Centre for Neuroscience, Brock University

6. **The Impact of Medical Instructors’ Attitudes Towards Patients with Developmental Disabilities on Medical Students**
   Alicia Groom[1], Kelly D. Harding[1,2], & Shelley L. Watson[1]
   [1]Laurentian University, [2]Canada FASD Research Network

7. **Working Together to Understand the Strong Minds of Special Olympics Athletes**
   Victoria Cusumano[1,2,3], Victor Pereira[1,3], Callum Denault[3], Vanessa Cusumano[3], Bri Redquest[1], & Ami Tint[1]
   [1]Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health, [2]University of Toronto, [3]Special Olympics

8. **Distribution of Valuable Resources to Volunteers Engaging with a Neurodiverse Population in a Physically Active Environment**
   Kirsten Young & Maureen Connolly
   Brock University

9. **Representation Matters: Portrayals of Individuals with Intellectual and Developmental Disabilities on TV**
   John Aspler[1,2] & Kelly Harding[3,4]
   [1]McGill University, [2]Institut de recherches cliniques de Montréal (IRCM), [3]Canada FASD Research Network, [4]Laurentian University

10. **Prevalence of Intellectual Disabilities in Ontario: A Scoping Review**
    Avianna Foster & Rosemary Condillac
    Applied Disability Studies, Brock University

11. **Systematic Review of Parent-Implemented Interventions for Children with ASD**
    Paige O'Neill[1], Julie Koudys[1], Claire Shingleton-Smith[1], Meghan Dunnet[2], & Alyssa Treszl[1]
    [1]Brock University, [2]Kalyana Support Systems

12. **Individualized Assessment and Behavioral Intervention to Treat Sleep Problems in Children with Autism Spectrum Disorder**
    Julie Koudys[1], Catherine McConnell[2], Angeline Savard[2], Krysten Spottiswood[3], Alyssa Treszl[1], Kaitlyn Harrison[2], Michelle Guzman-Ratko[2], Paige O’Neill[1], Meghan Dunnet[2], Brier Pomfret[2], & Hayley Hamill[2]
    [1]Brock University, [2]Kalyana Support Systems, [3]Pyramid Educational Consultants of Canada

13. **The Relationship Between Disability and Employment Status in Canada**
    Lisa-Lee Newell
    King’s University College, Western University

Poster Presentations

*Posters marked with an ** were nominated for a poster award.*

1. **Weight Issues in Adults with Autism Spectrum Disorders in a Canadian Agency Providing Residential Services**
   Joshua D. Ng[2], Sue VanDeVelde-Coke[1], Andrew Ward[3], David Ng[3], & Carmela Borraccia[1]
   [1]Kerry's Place Autism Services, [2]Ryerson University, [3]University of Toronto, Markham Stouffville Hospital, Scarborough Health Network
   View this poster here!

2. ****Down Syndrome Caregivers' Support Needs: A Caregiver Perspective**
   Katie Hart & Nicole Neil
   Faculty of Education, Western University
   View this poster here!

3. ****"It Means Something to Us": Experiences of Adults with Intellectual and Developmental Disabilities as Patient Educators**
   Isis Lunsky[1], Kevin Hobbs[2], Hayley Jones[1], Sinthuha Sivananth[3], & Kerry Boyd[1,4]
   [1]McMaster University, [2]Best Practice, [3]University of Toronto, [4]Bethesda Services
   View this poster here!

4. **"Autism is Lifelong" - The Parental Experience**
   Nadine Minott, Kirsten Penrose, Kelly Carr, Patti Weir, Nadia R. Azar, Chad A. Sutherland & Sean Horton
   APEX Research Group, Department of Kinesiology, University of Windsor
   View this poster here!

5. ****Prevalence of Anxiety Symptoms in Youth with Autism Spectrum Disorder**
   Christina Carrier & Adrienne Perry
   York University
   View the poster here!

6. **Science, Technology, Engineering, Math, and Social Skills Program for Youth with Autism Spectrum Disorders: Lessons Learned from a Pilot Investigation**
   Nicole Neil, Anton Puvirajah, Avery Harte, Megan Koufis, & Kailee Liesemer
   Faculty of Education, Western University
   View the poster here!

7. **Experiences with Interdisciplinary Education and Fetal Alcohol Spectrum Disorder: Examining the Knowledge of Psychology, Social Work, and Northern Ontario School of Medicine Students**
   Rachel VanderVecht[1] & Kelly Harding[1,2]
   [1]Psychology Department, Laurentian University, [2]Canada FASD Research Network
   View this poster here!

8. **Evaluating Behavioural Skills Training via Telecommunication to Support Mediators in Facilitating Acceptance and Commitment Training**
   Carly Magnacca[1], Kendra Thomson[1,2], Sarah Davis[1,2], Lee Steel[2], Yona Lunsky[2], Kenneth Fung[3], & Brianne Redquest[2],
   [1]Brock University, [2]Centre for Addiction and Mental Health, [3]University of Toronto
   View this poster here!

9. **Direct Measures of Committed Actions in Group-Based Acceptance and Commitment Training for Caregivers of People with Neurodevelopmental Disabilities**
   Amanda Marcinkiewicz[1], Kendra Thomson[1,2], Carly Magnacca[1], Sarah Davis[1,2], Lee Steel[1], & Yona Lunsky[2]
   [1]Brock University, [2]Centre for Addiction and Mental Health
   View this poster here!

10. **Distribution of Valuable Resources to Volunteers Engaging with a Neurodiverse Population in a Physically Active Environment**
    Kirsten Young & Dr. Maureen Connolly
    Brock University

11. **Evaluation of an Information Support Program for Parents Accessing Services Within an Individualized Funding Model: Autism Ontario's Service Navigation Program**
    Stephen Gentles[1,2], Christa Sawyer[2], Nicole Bardikoff[2], Sarah Shaw[2], & Margaret Spoelstra[2]
    [1]McMaster University, [2]Autism Ontario

12. **From Research to Practice: A Review of the Neuropsychological Differentiation of Intellectual Impairment in Paediatric Acquired Brain Injury and Developmental Disorders**
    Francesco Amodio[1], Sean Robb[1], & Dawn Good[1,2]
    [1]Department of Psychology, Brock University, [2]Centre for Neuroscience, Brock University

13. **Coping Strategies and Levels of Stress Related to Support Needs: Assessing Needs in Parents of Children with Down Syndrome**
    Esther Yejin Lee & Dr. Nicole Neil
    Western University

14. **The Relationship Between Disability and Employment Status in Canada**
    Lisa-Lee Newell
    King's University College, Western University

15. **Systematic Review of Parent-Implemented Interventions for Children with ASD**
    Paige O'Neill[1], Julie Koudys[1], Claire Shingleton-Smith[1], Meghan Dunnet[2], & Alyssa Treszl[1]
    [1]Brock University, [2]Kalyana Support Systems

16. **Relocation Best Practices for Adults with Autism Spectrum Disorder Living in Permanent Residential Placements**

Michael Morris, Heather Roy, Emily Wykes & Carmela Campanella-Borraccia
Kerry's Place Autism Services

***17.* An Examination of 'Choice' on Mental Health of Informal Caregivers for Persons with Intellectual Developmental Disabilities**
Ashley Soucie-Vukmanich & Terrance J. Wade
Brock University

***18.* **The Socio-Sexual Knowledge and Attitudes Assessment Tool-Revised: Revising the Assessment of Individuals with Intellectual Disabilities**
Katya Gessie[1], Shelley L. Watson[1], Kelly D. Harding[1], & Yona Lunsky[2]
[1]Laurentian University, [2]Centre for Addiction and Mental Health

19. Teacher Education in Autism: A Review of Course Offerings
Carlin Buller & Rosemary Condillac
Department of Applied Disability Studies, Brock University

***20.* Representation Matters: Portrayals of Individuals with Intellectual and Developmental Disabilities on TV**
John Aspler[1,2] & Kelly D. Harding[3,4]
[1]McGill University, [2]Institut de recherches cliniques de Montréal (IRCM), [3]Canada FASD Research Network, [4]Laurentian University

***21.* Transferring Knowledge to Practice: Staff Members' Implementation of Natural Teaching Procedures**
Megan Watson[1], Dr. Carmen Hall[2], Dr. Nicole Neil[3], & Jocelyn Prosser[2],
[1]Brock University, [2]Fanshawe College, [3]Western University

***22.* **Supporting Healthy Pregnancies: Using Media Images to Inform an Effective FASD Prevention Campaign in Northern Ontario**
Celisse Bibr[1], Shelley L. Watson[1,2], Kelly D. Harding[2,3], & Nicole Stewart[4]
[1]School of Rural and Northern Health, Laurentian University; [2]Department of Psychology, Laurentian University; [3]CanFASD; [4]Health Promotion Division, Public Health Sudbury & Districts

***23.* Individualized Assessment and Behavioral Intervention to Treat Sleep Problems in Children with Autism Spectrum Disorder**
Julie Koudys[1], Catherine McConnell[2], Angeline Savard[2], Krysten Spottiswood[3], Alyssa Treszl[1], Kaitlyn Harrison[2], Michelle Guzman-Ratko[2], Paige O'Neill[1], Meghan Dunnet[2], Brier Pomfret[2], & Hayley Hamill[2]
[1]Brock University, [2]Kalyana Support Systems, [3]Pyramid Educational Consultants of Canada

***24.* Working Together to Understand the Strong Minds of Special Olympics Athletes**
Victoria Cusumano[1,2,3], Victor Pereira[1,3], Callum Denault[3], Vanessa Cusumano[3], Bri Redquest[1], & Ami Tint[1]
[1]Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health; [2] University of Toronto; [3]Special Olympics

***25.* The Effects of Tabletop Roleplaying Games on Social Competence in Adults with Autism Spectrum Disorders**
Michael R. Goldberg, Naomi Hazlett, & Anderson Todd
Alliance of Heroes, University of Toronto

26. **The Impact of Medical Instructors' Attitudes Towards Patients with Developmental Disabilities on Medical Students**
Alicia K. Groom[1], Kelly D. Harding[1,2], & Shelley L. Watson[1]
[1]Laurentian University, [2]Canada FASD Research Network

27. **Prevalence of Intellectual Disabilities in Ontario: A Scoping Review.**
Avianna Foster & Rosemary A. Condillac
Applied Disability Studies, Brock University

2020 RSIG AWARDS

Student Poster Awards Process

The 2020 RSIG Conference Committee creates a subcommittee to review all submissions for OADD-RSIG Travel Awards and Student Award for Excellence in Research nominations. Recipients are chosen by consensus of this subcommittee for each award. Any committee members who know the candidates well (e.g., advisors, lab mates) abstain from being members of the subcommittee and from participating in the review process.

For the student poster awards, the five candidates (who received the top five scores by the RSIG abstract review subcommittee based on submitted abstracts) are invited to give two-minute presentations to members of the RSIG committee during the first poster session. The judges are members of the RSIG conference committee who do not have a conflict of interest (e.g., previous relationship with nominees). Prizes will be awarded to the top two candidates at the RSIG Conference. *Poster award nominees are indicated with an ** in the program.*

The recipient of the 1st place poster award is presented a certificate and $150 prize. The first-place winner is also given the opportunity to speak for 5 minutes about their research at the conference. The 2nd place winner will receive a $100 prize. A poster prize of $50 for the “People’s Choice” is also awarded to the poster with the most votes the day of the conference.

2020 Award Recipients: *No poster awards were given this year due to the conference being cancelled.*

Student Award for Excellence in Research

2020 Award Recipient: *No Student Award for Excellence in Research was given.*
This $250 award is given to a nominated student who has made an exceptional contribution to the research in the field of developmental disabilities.

Travel Awards

This $150 award is awarded to students and self-advocates who are involved in research and have submitted a presentation (symposium, oral and poster presentation) to the conference
2020 Award Recipients: *No travel awards were given this year due to conference cancellation.*

The RSIG Conference Committee would like to thank all award applicants for their submissions this year and encourages all students to apply next year. Thesis advisors and professor – don’t forget to nominate outstanding students for the Student Award for Excellence in Research next year! Current and recently graduated students (i.e., graduated from program within 12 months prior to award) are eligible for this award.

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

2020 OADD AWARDS & SCHOLARSHIP RECIPIENTS

Ontario Association on Developmental Disabilities (OADD) offers individuals engaged in activities intended to make positive impact on the lives of persons with developmental disabilities the opportunity to be recognized for their commitment and hard work. Please see the OADD website for more information on the awards, including nomination criteria and submission dates: https://oadd.org/scholarships-awards/

Hull-Roeher Award of Merit

Presented in honour of John Hull and G. Alan Roeher to an individual who has made an outstanding contribution, or special achievement in the area(s) of education, humanitarianism, research or service for those with developmental disabilities.

2020 Recipient: Dr. Maurice Feldman, Brock University

Dr. Feldman was one of the founding members of Ontario Association for Developmental Disabilities (OADD). His career, spanning over 40 years, has been driven by his efforts to improve the lives of people with intellectual and developmental disabilities (IDD). He has also been involved in the formal education of undergraduate and graduate students in the fields of psychology, psychiatry and applied behaviour analysis throughout his career.

Dr. Feldman has also had a long and distinguished career as a researcher with many awards and honours achieved, including the first OADD award for Research Excellence. He has over 120 peer-review publications and 300 invited addresses, talks and workshops. His research has not only added to the knowledge base in for supporting people with IDD, it has made a profound impact on policy and supports. Dr. Feldman, along with his colleagues and students have conducted innovative studies focusing on human rights for persons with IDD, including studies to show that persons with IDD can learn abstract concepts such as human rights.

Dr. Maurice Feldman is a distinguished scientist-practitioner, with a passion for positive interventions that are centered on improving the lives of people with IDD. His clinical work and mentorship over the past 40 years, much like his applied research, has focused on families, children, adolescents and adults with behavioral and psychiatric disorders, learning and developmental disabilities and autism spectrum disorder.

Read more about Dr. Feldman and his accomplishments here: https://brocku.ca/brock-news/2020/04/social-sciences-researcher-receives-prestigious-hull-roeher-award-of-merit/

OADD Award of Excellence

This award is presented to an individual who has contributed significantly to better understanding of, or enhanced the quality of life for, those with developmental disabilities.

2020 Recipient: Wade Durling, Retired

Wade Durling started his career in Developmental Services in the 1980s in Nova Scotia, moving to the Cochrane Temiskaming Resource Centre in 2003, then to Bethesda Community Services in Niagara in 2014, ending up as CEO of Ongwanada in Kingston. Wade retired from Ongwanada in January of this year.

Throughout his career Wade has been involved in broader sector, government and educational initiatives across the province including: Chair of the OADD, Executive member of the Great Lakes Society, Executive and founding member of Focus Accreditation, member and past chair of the Provincial Network Ontario Developmental Services sector, and member of the Human Resources Initiative for OASIS amongst others.

Wade is known to colleagues as “the guy with the big smile” and considered by friends and colleagues as a visionary leader: consistently energizing, committed, willing to engage with staff and consumers and always present and kind.

Kay Sansom Scholarships

This award is presented to three students with interests in the field of developmental disabilities. Students receiving the Kay Sansom Scholarships each receive $1,000.00, a certificate of recognition, and a one-year sustaining membership for OADD. One award is presented in each of three categories: community college students, undergraduate studies and graduate students.

2020 Community College Recipient: *No successful applications for the College Level Scholarship was received for 2020.*

2020 Undergraduate Level Scholarship Recipient: Victoria Cusumano, University of Toronto

Victoria is completing her third year as an undergraduate student at the University of Toronto, St. George Campus. She is pursuing an Honours Bachelor of Science in Psychology, with minors in Education & Society, and English.

Her academic, volunteer, and personal experiences contribute to, and motivate, her enthusiasm in further involvement in the field of developmental disabilities (DD). Victoria has worked as both a volunteer and staff person with individuals with exceptionalities of all ages in multiple settings including classroom, camps and athletic organizations. Her experience as a sibling of someone with Down syndrome has given her a unique personal connection to the field.

Over the course of her academic career, she has worked with Dr. Lunsky and the team at the Azreili Neurodevelopmental Centre at CAMH on several research projects, including a study examining the progression of healthcare access for individuals with DD and a study involving several research projects that examine the mental and physical health of adolescents and adults with developmental disabilities, and their caregivers.

Victoria hopes to continue her studies beyond an undergraduate degree and eventually complete a M.A and Ph.D. in Clinical Psychology.

2020 Graduate Level Scholarship Recipient: Anne Readhead, PhD Candidate, Brock University

Anne has worked in the field of developmental disabilities (DD) for over 40 years and is currently completing research for her PhD dissertation in the Department of Child and Youth Studies at Brock University. Anne’s extensive experience in the field of DD has given her a keen interest in the rights of people with DD and a desire to promote changes in the lives of persons with DD for the better.

Anne also completed her MA in Applied Disability Studies from Brock University. Her research focused on an innovative employment opportunity for people with DD. Her current research focuses on the planning process for transitional aged youth with ID and DD in collaboration with

Contact Niagara. The goal of the research is to assess how the current system for Transitional Aged Youth in Niagara is working. The research is using case studies and will conclude with a Social Return on Investment analysis. Anne hopes that the results of this study will highlight the successes for Contact Niagara and help to inform future changes focused on the improvement of the lives of people with DD. Upon completion of her PhD, Anne hopes to teach in the field of developmental disabilities.

NADD-OADD Scholarships

OADD received one-time funding from the National Association of Dual Diagnosis (NADD) Ontario on its dissolution in December 2016. This has enabled OADD to provide 3 new scholarships for people working and studying in the field of developmental disabilities. There is a maximum of four (4) scholarships awarded per year as:

- Up to two (2) Continuing Education bursaries (maximum of $435 awarded annually)
- One Student Research Scholarship $1,000, and
- One Participation Scholarship $1,000

2020 Continuing Education Bursaries: *No successful applications were received for 2020.*

2020 Student Research Scholarship: Autumn Kozlak, Brock University

Autumn is currently in her first year of a Master of Arts program in Applied Disability Studies at Brock University with a focus in ABA. Her undergraduate degree at Laurentian University primarily focused on a mixed-methods approach in examining medical student knowledge of fetal alcohol spectrum disorder (FASD). This experience has helped focus her career goals in the developmental services sector.

Autumn's current research focuses on the effects, or lack thereof, of psychotropic medication on challenging behaviour in individuals with intellectual and developmental disabilities (IDD). The project seeks to investigate the potential relationship between preferences (i.e., reinforcers and punishers) and psychotropic medication in persons with IDD who engage in challenging behaviours.

Autumn presented her undergraduate research at the RSIG Research Day and ONTABA and hopes that her current research will propel her career while developing a new repertoire of presentation materials for use in an international capacity. Autumn will use the Student Research Scholarship for materials associated with the cost of her research study.

Participation Scholarship: Kaylagh VanWych, Wilfrid Laurier University

Kaylagh is a part-time student completing her Masters of Community Psychology at Wilfrid Laurier University. She also works at Christian Horizons, most recently as the Manager of Strategic Initiatives. Kaylagh is motivated to foster more communities where people with disabilities have equal opportunities to engage, contribute, and thrive in their communities.

Kaylagh's research involves self-advocates and examines how to develop a model of participatory decision making and service co-designed by a council of people using services and leaders in a developmental services organization. Working from a citizen engagement and empowerment approach, Kaylagh's research explores a model of participatory decision-making and co-design, including those with mental health needs, and the DS organization they receive services from. Her research requires the individuals with intellectual and developmental disabilities (IDD) to co-design, enact, evaluate, and reflect on a model of participatory decision making and co-design with hopes of sharing the model and lessons learned within the developmental services sector. Kaylagh will use the scholarship fund for general costs and to cover the costs for self-advocates participating in the research.

Dr. Bruce McCreary Memorial Scholarships

Dr. Bruce McCreary (1938 – 2017) was a consulting psychiatrist at Ongwanada and Professor Emeritus of Psychiatry at Queen's University. He was a gifted psychiatrist, mentor, scholar and compassionate crusader for people with a developmental disability, their families and caregivers. The intent of this scholarship is to honour Dr. McCreary's legacy through the support of individuals in clinical disciplines and academic studies.

The scholarship is $5,000 provided through a collaboration between Ongwanada, the Great Lakes Society (Clinical Services of Ontario) and OADD in tribute to Dr. McCreary. The Scholarship will be awarded annually to an individual who is furthering his/her education in a clinical program of study with a focus on developmental disabilities. The funds can be used for tuition, research or general support to the nominee (practicum, living expenses etc.).

2020 Scholarship Recipient: Hilda Ho, York University

Hilda Ho is currently a fourth-year doctoral student in the Clinical Developmental Psychology program at York University. Her long-term goal is to become a child clinical psychologist working with children with developmental disabilities (DD), while also positively impacting the field of DD through research that will benefit the lives of children with DD and their families.

Hilda applied for the Dr. Bruce McCreary Memorial Scholarship, to allow her to continue her research on helping understand parent experiences in navigating the healthcare system for children with DD.

Clinically, she has had 6 years of specialized training in the assessment of DD, works as a therapist, utilizing cognitive behaviour therapy for youth with autism spectrum disorder (ASD), was a mentor in the York Autism Mentoring Program for 3 years and has 3 years of clinical experience working as an applied behavioural analysis (ABA) therapist for children with DD, both in Hong Kong and in Canada.

Hilda has a Masters of Public Health degree from Hong Kong and worked on a collaborative study with the University of Leeds, comparing the parent experiences of raising a young child with ASD in the United Kingdom and in Hong Kong. As part of her doctoral dissertation, she collaborated with the National Taiwan Normal University to examine how the diagnosis of ASD is understood as well as to assess the perception and acceptability of ASD interventions within a Chinese-cultural context.

Hilda's cross-cultural research focus is on the needs of families, treatment evaluation, and access to services and treatment both in Canada and in Asia. The findings from this study will help inform the adaptations needed for evidence-based interventions to be accepted and used within a Chinese-cultural context.

Brown and Percy Student Publication Prize

2020 Scholarship Recipient: Maja Rehou

The Brown and Percy Student Publication Prize is awarded to a student author of what is judged to be the most outstanding contribution to the *Journal on Developmental Disabilities* (JODD) in a calendar year. A student contribution is deemed to be a paper that has been successfully peer-reviewed and published in the JODD based on research or ideas of someone who is currently a student, or of someone reporting work completed while they were a student (e.g., a thesis).

The award was given this year for Maja's contributions to System Kids: Transition-Aged Youth from Foster Care to Developmental Services. The article can be found **here**!

AGENDA

8:00 am - 8:30 am	**Registration**
8:30 - 9:15 am	**Poster Session 1** (*Poster Judging)*
9:15 – 9:25 am	**Opening Remarks**
9:25 – 10:25	**Keynote Address:** *Madeline Burghardt*
10:25 – 10:40 am	**Break**
10:40 – 11:05 am	**PRESENTATION 1:** **APPLIED PSYCHOLOGY STUDENTS' EXPERIENCES WITH FETAL ALCOHOL SPECTRUM DISORDER: A MIXED METHODS STUDY** *Kaley Pepin[1] & Kelly Harding[1,2]* *[1]Psychology Department, Laurentian University, [2]Canada FASD Research Network*
11:05 – 11:30 am	**PRESENTATION 2:** **SOCIAL ANXIETY SYMPTOMS AMONG YOUTH WITH DEVELOPMENTAL DISABILITIES: TRAJECTORIES AND RELATED FACTORS** *Janette McDougall[1,2] & Virginia Wright[3]* *[1]Thames Valley Children's Centre, [2]Western University, [3]Bloorview Research Institute*
11:30 – 11:55 am	**PRESENTATION 3:** **A SYSTEMATIC REVIEW OF BEHAVIOURAL INTERVENTIONS FOR YOUNG CHILDREN WITH INTELLECTUAL DISABILITIES** *Hilda S. Ho[1], Adrienne Perry[1], Julie Koudys[2], Bonnie Liu[3], Christina Carrier[1], Wai Ling Wong[1], Jeffrey Esteves,[1] & Paige O'Neill[2]* *[1]York University, [2]Brock University, [3]McMaster University*
12:00 – 1:00 pm	**Catered Lunch** **Networking and Poster Session 2**
1:00 – 2:00 pm	**Data Blitz Presentations**
2:00 – 2:25 pm	**PRESENTATION 4:** **ATTITUDES TOWARDS INDIVIDUALS WITH INTELLECTUAL DISABILITY AND INTEGRATED SPORT PARTICIPATION** *Annie Mills, Carly Albaum, & Jonathan Weiss* *York University*
2:25 – 2:40 pm	**Break**
2:40 – 3:05 pm	**PRESENTATION 5:** **THE RIGHT TO BE AN ARTIST: OPERATIONALIZING STUDIO ART PRACTICES FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES** *Christina Yarmol,* *York University*
3:05 – 3:50 pm	**SYMPOSIUM:** **LONGITUDINAL TRENDS AND OUTCOMES OF THE FACILIITES INITIATIVE STUDIES: WHAT WE HAVE LEARNED** *Chair: Rosemary Condillac*
3:50 – 4:15 pm	**Awards Presentation; Closing Remarks**
4:15 – 5:15 pm	**Networking and Poster Session 3** **Wine and Cheese Event**

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 an anonymous 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 Committee would like to thank the following sponsors for their generous contributions to the conference:

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