OADD
RESEARCH SPECIAL INTEREST GROUP

29th Annual Research Day

Thursday, April 22nd, 2021

LIVING IN THE TIME OF THE COVID-19 PANDEMIC: EMERGING OPPORTUNITIES AND OBSTACLES

CONFERENCE PROGRAM

RESEARCH

SPECIAL
INTEREST
GROUP
O.A.D.D.

If you take pictures during the conference or want to live tweet your experiences, please be sure to use the Twitter/Instagram/Facebook hashtag ***#OADDRSIG2021*** *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***

OADD Research Special Interest Group
29th Annual Research Day Conference Committee

It is our pleasure to welcome you to the 29th 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 2021 RSIG Conference Committee appreciates all the submissions that were received for this year's conference.

Conference Committee

Courtney Bishop
Brock University

Lara Genik
Vanier Children's Mental Wellness

Daniel Dickson
Concordia University

Nicole Bobbette
Queen's University

Anne Readhead
Brock University

Sue Hutton
ARCH Disability Law

Alan Santinele Martino
Carleton University

Katelyn Soucie-Vukmanich
Brock University

Daniel Dickson
Concordia University

Brianne Redquest
Centre for Addiction and Mental Health

Cassandra Charbonneau
University of Windsor

Shannon Norris
Nipissing University

Sara Ouelette
Nipissing University

Conference Chairs

Anna Przednowek
Nipissing University

Lisa Whittingham
Brock University

Keynote Address

Emerging from the Cracks: Strengthening Our Place in a Post-COVID World

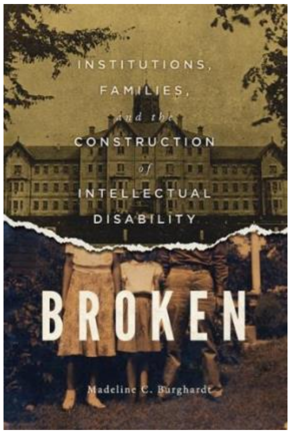
Dr. Madeline Burghardt

Madeline Burghardt has a PhD in Critical Disability Studies from York University. She is the author of *Broken: Institutions, Families and the Construction of Intellectual Disability* (McGill-Queen's University Press, 2018), a qualitative examination of the effects of institutionalization on people labelled/with intellectual disabilities and their families. She is an instructor in the graduate program in Critical Disability Studies at York University, is cross appointed to York's graduate programs in Development Studies and Music and is an instructor of Disability Studies at King's University College at Western University. Her research interests include the geopolitics and historical ontology of difference and disability, systemic oppression and marginality, generative conditions of social policy, and research methods.

ABSTRACT

The COVID-19 pandemic has revealed the depth of the gaps in the social support systems ostensibly designed to care for more vulnerable members of our communities, as well as the degree to which institutional models of care continue to dominate in the lives of people with intellectual disabilities in Ontario. In this talk, I present what we have learned about the place of marginalized people in Ontario as we begin to emerge from the destruction of the COVID-19 pandemic and call us to a commitment of agitation and activism towards creating a more just and equitable society in the post-COVID world.

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



PRESENTATION 1:

BEING MEN AND WOMEN “THE RIGHT WAY” AND STAYING OUT OF TROUBLE: GENDER IDENTITY AND PERFORMANCE AMONG ADULTS WITH INTELLECTUAL DISABILITIES IN ONTARIO, CANADA

Alan Santinele Martino
Carleton University

Objectives: To date, little attention has been paid to how people with intellectual disabilities develop and make sense of their gender identities (Björnsdóttir et al. 2017; Fitzgerald and Withers 2011; O’Shea and Frawley 2020), including how structural factors shape the very possibilities for multifaceted identities to exist within this social group. This gap is partly due to how people with intellectual disabilities are commonly de-sexualized and infantilized in ways that assume discussions about gender and sexual identities to be irrelevant (Björnsdóttir et al. 2017; Fitzgerald and Withers 2013). To address this gap, this presentation attends to how adults with intellectual disabilities make sense of their gender identities based on the “gender habitus” (Krais 2006) acquired in their lives. The gender habitus, which people acquire through socialization, shapes how individuals navigate the social world as gendered social actors.

Method: Drawing on semi-structured, in-depth interviews with 46 adults with intellectual disabilities (33 men and 13 women) in Ontario and building on the theoretical concept of “gender habitus,” I explore participants’ understandings of what it means to be a man or woman. To be eligible, participants had to be at least 18 years old, self-identify as having an intellectual disability, have a clear understanding of their legal guardianship status, live in Ontario, and have an interest in sharing their romantic and sexual experiences. Combining a larger sample size and a comprehensive eligibility criterion allowed me to access a diverse sample, including men and women of different ages. The data was examined from a critical-constructivist framework (Guba and Lincoln 1994) using thematic analysis (Aurini et al. 2016).

Results: Participants commonly experienced gender-segregated spaces, faced surveillance, and were taught limited understandings of gender. Failing to perform gender “the way right way,” as some participants articulated, sometimes resulted in punishment and further surveillance in their lives. Unsurprisingly, many participants have striven to follow the limited gender roles offered to them. They often reported a shared belief that men and women are entirely different and that their roles differ within intimate relationships. However, for participants, it is not just a matter of drawing on dominant stereotypes. Instead, they have been actively taught simplistic formulas for being a ‘good’ man or a woman by people around them, which did not prepare them for real-life situations, much less for exploring the richness of gender identities.

Discussion/Conclusions: People with intellectual disabilities can sometimes be offered an extremely limited “menu of options” regarding gender identity and performance. Not only that, they were held accountable to heteronormative and de-sexualized ways of being a man or a woman by fear of landing into trouble with family members and direct care workers. The notion of “gender habitus” is useful for us to understand these sexualities as embodied gendered practices uniquely shaped by the intersections of disability, gender, and sexuality.

PRESENTATION 2:
COFFEE TALK: THE RIGHT TO BE AN ARTIST

Christina Yarmol
York University

Objectives:
The proposed presentation draws from my dissertation research entitled, The Right to Be an Artist: Operationalizing Studio Art Practices for People with Cognitive and Intellectual Disabilities that examines the practical, philosophical, fiscal and social policy realities of people over the age of 21 years with IDDs who want to live as artists in the community as a means of citizenship and life enhancement. The study strives to understand the importance of art practice in the lives of adults with IDDs to learn what they require in the studio to achieve their artistic goals.

Method:
The multi-methods qualitative study 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 everyday subjective conscious experience of artists form Creative Village Studio (CVS); an urban studio located in west end Toronto that is run by Community Living Toronto. The study drawings from 16 artists with IDDs artists' perspectives and includes interviews with three volunteers, three parents, three instructors and the site's facilitator who support the participants' art-making to learn how to operationalize studio practices and discover the conditions that make the studio a success for the participants.

Results:
The presentation will outline ways in which studio staff, a social services agency and parents can provide a supportive environment for artists with IDDs to participate in art making. A series of handmade books holding the researcher's arts-based research responses, images of the artist-participants' artwork, and a co-created project of participants' portraits created in conjunction, one of the study's artist-participants Evelyn van Duffelen will be shared. This digital presentation will demonstrate that art creation at this studio is not simply about a social services day program but how art creation can be a vocation and lifeline for study's artists.

Discussion/Conclusions:
The exhibition presents an example of how art practices, knowledge of artists with IDDs and artwork can be publicly commended, credited, and celebrated.

PRESENTATION 3:

"WE HAD TO SHIFT AND SHIFT": IMPACT OF COVID-19 SOCIAL AND PHYSICAL DISTANCING MEASURES ON DIRECT SUPPORT WORKERS SUPPORTING ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES IN RURAL ONTARIO

Anna Przednowek, Sharon Desormeau, & Sara Ouellette
Nipissing University

Objectives: To date, there is limited understanding of the impacts of COVID-19 and associated social and physical distancing measures on direct support professionals (DSPs) working in residential and community settings supporting adults with intellectual and developmental disabilities (I/DD). There has also been little acknowledgement of the innovative ways that direct support workers, agencies and communities have been responding to these situations, especially in often under-resourced rural settings. The perspectives of DSPs need to be investigated and included. Therefore, the purpose of this study is to explore the impacts COVID-19 and the associated public health measures and subsequent organizational policies and practices on the working conditions, care practices with, and care relations between DSPs and service users with I/DD.

Method: An instrumental case study of an agency supporting persons with I/DD was employed. In-depth interviews were conducted with 15 key agency staff, direct support workers, and family members of service users with intellectual and developmental disabilities. Preliminary data analysis was informed by feminist theories of political economy, ethic of care and critical disability which attend to the relationship between care or social reproduction (Duffy, 2011), capitalism and the market processes, and the role of states (Armstrong, 2010); and ensures that explanations of social and material worlds begin with disability (Kelly, 2013). The research integrates these with a feminist ethic of care framework, which uses a relational approach to understand vulnerable and oppressed people (Tronto, 1993).

Results: DSPs reported changes in their working conditions in a multitude of ways including having to change jobs, reduced/changed working hours, and increased uncertainty in the working conditions such as last minute and on-call work shifts. DSPs also reported engaging in technology related training that enabled them to pivot to remote service delivery. Finally, DSPs discussed the impact of these changes in their working conditions on their own wellbeing and the continuity of care and quality of services being provided to the people they support.

Discussion/Conclusion: This research highlights the impact that COVID-19 and associated public health measures are having on the working conditions of DSPs working in a rural Ontario setting. The preliminary findings of this study also highlight the importance of understanding the care relations between staff and the service users they support, and how these are shaped by organizational polices and practices. Understanding the experience of DSPs through a care relation lens is novel and contributes to the broader care theory scholarship (Armstrong, 2010; Duffy, 2011) which highlights the interrelation between conditions of work and quality of service/support delivery. Employing a relational lens warrants the inclusion of the perspectives of service users with I/DD about the impacts of COVID-19 on their support delivery and the conditions of their everyday lives, which will be taken up by the authors in the next phase of the study.

***PRESENTATION 4**:*

COVID-19 PANDEMIC - PARENTING AN ADULT CHILD WITH AUTISM SPECTRUM DISORDER AND AN INTELLECTUAL DISABILITY

Kirsten Penrose, Nadine Minott, Kelly Carr, Patti Weir, Nadia R. Azar,
Chad A. Sutherland, & Sean Horton
University of Windsor

Objectives: COVID-19 has altered everyone's lives, creating uncertainty regarding the 'new normal' we will experience in the future. Precautions to prevent the spread of COVID-19 include the closure of schools, recreation facilities, businesses (cafés/theatres), and public places (parks), as well as the cancellation of social events. Throughout the COVID-19 pandemic, individuals have been confined to their homes, which created drastic changes to the everyday life of adults with disabilities as well as the mothers who maintain the role of primary caregiver. During these unprecedented times, where many support services have been cancelled or severely altered, it is important to understand the immediate and future needs of these caregivers. Therefore, the purpose of this study was to explore the everyday experience of parenting an adult child diagnosed with autism spectrum disorder and an intellectual disability (ASD-ID) during the COVID-19 pandemic.

Methodology: Ten mothers (M_{age} = 49.5 years) of adult, male children (M_{age} = 25.5) diagnosed with ASD-ID completed a semi-structured interview (35 to 90 minutes; April - October). Nine of the adult children co-resided with their mothers and one resided in an alternative living arrangement. A strengths-based perspective, which emphasizes abilities and resources, was utilized in this study to counter the traditional deficits-based perspective that focuses on impairment, weakness, and pathology. As such, non-directive probes were utilized to acquire information on resources, care, and alternative measures that otherwise might not be mentioned. Inductive thematic analysis was used to analyze the data.

Results: Three themes emerged, accompanied by seven subthemes, and were given meaning through participant quotes. The first theme, **Parenting Through a Pandemic**, included: (1) *talking to their child about the virus* - "I really felt [virus] was scary. But [child] doesn't understand that.", (2) *disruption to routine* - "it's been a huge, huge adjustment for [child] because he's used to going to a day program every day.", and (3*) social isolation* - "But he is isolated, totally isolated in a way, he's not with anybody." The second theme, **Resilience**, encompassed: (1) *adaptive strategies* - "We've altered the activities, like he's been doing some baking. And I got some activities, educational activities to work on, manipulatives and things to keep him occupied." and (2) *finding silver linings* - "We're all spending more time together…So, for me, I'm enjoying having this dinner at the table every night, like we don't usually have that." Finally, the third theme, **Future Considerations**, consisted of: (1) *financial hardship -* "[funding] still another issue. It's never enough to get me through the year." and (2) *parental recommendations* - "I think that where there should have been more support, is in places of mental health for families, it's hard enough to be in the home."

Discussion/Conclusion: The COVID-19 pandemic has forced mothers to provide around-the-clock care for their adult children with ASD-ID, while maintaining their other family and employment obligations. While the COVID-19 virus has produced obstacles, mothers have utilized various strategies to compensate for the changes in available services and programs, illustrating great perseverance during this unprecedented time.

PRESENTATION 5:
SUICIDALITY AMONG INDIVIDUALS WITH PRENATAL ALCOHOL EXPOSURE AND FETAL ALCOHOL SPECTRUM DISORDER IN ONTARIO, CANADA

Kelly D. Harding[1,2], Katherine Flannigan[1], Amanda Ewasiuk[3], Dorothy E. Badry[1,4], Carly McMorris [5], Kathy Unsworth[1], Jocelynn L. Cook[1,6,7]
[1]Canada Fetal Alcohol Spectrum Disorder Research Network, [2]Laurentian University, [3]CASA Child, Adolescent and Family Mental Health, [4]University of Calgary, [5]University of Calgary, [6]University of Ottawa, [7]The Society of Obstetricians and Gynaecologists of Canada

Objectives: Individuals with prenatal alcohol exposure (PAE) and Fetal Alcohol Spectrum Disorder (FASD) experience significant mental health concerns, including suicidality (i.e., ideation, attempts, and deaths). Despite the high rates of suicidality documented within this population, the heterogeneity of this experience has not been investigated in Canada. The aim of the current study was to ascertain: 1. the prevalence of suicidality among individuals assessed for FASD in Ontario; 2. the demographic profile of individuals in Ontario assessed for FASD who experience suicidality; and 3. the demographic factors that may increase the risk for suicidality among these individuals.

Methods: Data for this study were obtained from the Canada FASD Research Network's National FASD Database. The database includes clinical and diagnostic information from individuals in Canada who are assessed for FASD. As part of a larger project examining suicidality among individuals with PAE and FASD across the country, a subset of data was analyzed for individuals residing in Ontario. Suicidality in this study was defined as previous suicide attempt(s) and/or suicidal ideation.

Results: The total number of participants in this sample was 144. Participants had a mean age of 13 years (SD = 7.7, range = 0 to 49) and 43.8% were female. Almost one-third (n = 45; 31.3%) of participants experienced suicidality; among these individuals, the mean age was 14.8 years (SD = 7.3) and 42.2% were female. Most participants who experienced suicidality were living with biological parent(s) (n = 12, 27.3%), other family members (n = 9, 20.5%), or in adoptive homes (n = 9, 20.5%). Sixty percent of participants experiencing suicidality were diagnosed with FASD. After controlling for multiple comparisons, there were no statistically significant differences in suicidality based on sex, living situation, or diagnostic factors. However, there was a significant age group difference, X2(2, 144) = 10.68, p = .005, with adolescents 13- to 17-years old experiencing the highest rate of suicidality (n = 18, 47.4%), which was significantly higher than that found in children 0-12 years (n = 17, 20.5%); the rate among adults 18 years and older fell in between (n = 10; 43.5%). Although differences in suicidality based on living situation were not statistically significant, two-thirds (n = 6, 66.7%) of participants living in institutional settings (i.e., group home, custody, or hospital in-patient) experienced suicidality, which was notably higher than those living in other settings.

Discussion: We found an overall endorsement of suicidality in 31.3% of the study sample, with individuals in adolescence and those living in systems-based placements demonstrating markedly higher risk. The prevalence rate found in this study is similar to findings published in other recent studies, both in the United States and Germany. These findings speak to the urgent need for screening, early identification of risk factors, timely intervention specific to mental health and suicidality, and broad suicide prevention initiatives across the lifespan for individuals with PAE and FASD.

Data Blitz Talks

What is a Data Blitz?

Also known as "lightning 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. **Evaluation of Autism Ontario's Service Navigator Program**
   Vivian Lee[1], Dr. Jonathan Weiss[1], & Margaret Spoelstra[2]
   [1]York University, [2]Autism Ontario

2. **Choosing Pivotal Response Treatment or the Picture Exchange Communication System for Improving Communication in Children with Autism: Review of the Relevant Child Characteristics**
   Olivia Dobson[1] & Dr. Doug K. Symons[2]
   [1]University of Guelph, [2]Acadia University

3. **COVID-19 Test Results Among a High-Risk Sample of Adults with Intellectual and Developmental Disability in Ontario**
   Rebecca Hansford[1], Dr. Helene Ouellette-Kuntz[1], & Dr. Lynn Martin[2]
   [1]Queen's University, [2]Lakehead University

4. **Associations Between Transdiagnostic Symptoms and Parent-Child Relationship Quality in Families of Children with Neurodevelopmental Disabilities**
   Nisha Vashi, Jonathan Weiss, & Yvonne Bohr
   York University

Poster Presentations

Digital copies of the posters can be found on the following website accompanying the 2021 OADD RSIG Conference

2021 RSIG Research Day | OADD (oaddrsig2021.vercel.app)

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

1. **Autism after the age of 18: Investigating Mothers' Perspectives**
   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

2. ****Core Emotional Regulation Training Combined with Differential Reinforcement for Reducing Escape-Related Emotional Outbursts**
   Lily Wallis[1] & Jessica Jeong[1,2]
   [1]*St. Lawrence College,* [2]*York University*

3. **Using Social Stories and Differential Reinforcement to Increase Academic Functioning For an Adolescent with Autism Spectrum Disorder**
   Krista Walsh[1] & Jessica Jeong[1,2]
   [1]*St. Lawrence College,* [2]*York University*

4. **Practices for Inclusive Education in Informal Settings: A Scoping Review of the Literature**
   Julia Ranieri & Nicole Neil
   Western University

5. ****Ready2Work Development of a User-informed Employment Website for Job Seekers with Autism**
   Jean Phan, Lisa Whittingham[1], Courtney Bishop[1], Nickolas Kenyeres[2], Brynn Jichici[1], Qi Wan[1], Wendy Robert[3], Briana Di Rezze[4], Neil Walker[5], Janette Seymour[5], & Priscilla Burnham-Riosa[1]
   [1]*Brock University,* [2]*HelpScout Canada,* [3]*Integrated Services for Autism and Neurodevelopmental Disorders (ISAND),* [4]*McMasters University,* [5]*York ASD Partnership*

6. **Effects of Prosocial to Improve Group Cohesion among Developmental Support Agencies' Management Teams During Coronavirus**
   Sabrina Nifo, Emma Chaikowsky, Laura Mullins, & Priscilla Burnham-Riosa
   Brock University

7. **Mental Health and Coping in the Time of COVID-19: Perspectives of Direct Support Professionals in Canada**
   Nicole Bobbette[1], Megan Abou Chacra[2], Katie Cardiff[2], Yani Hamdani[3,4], Kendra Thomson[4,5], Yona Lunsky[4]
   [1]*Queen's University,* [2]*Centre for Addiction and Mental Health,* [3]*University of Toronto,* [4]*Centre for Addiction and Mental Health,* [5]*Brock University*

8. **Early Intervention Research in the Time of COVID - Possibilities through Telehealth**
   Claire Shingleton-Smith, Maurice Feldman, Alicia Azzano, & Julie Koudys

Brock University

9. **Associations Between Transdiagnostic Symptoms and Parent-Child Relationship Quality in Families of Children with Neurodevelopmental Disabilities**
   Nisha Vashi, Jonathan Weiss, & Yvonne Bohr
   York University

10. ****Undergraduate Students' Knowledge About Fetal Alcohol Spectrum Disorder and Fetal Alcohol Spectrum Disorder Prevention**
    Taylor Watkins & Kelly Harding
    Laurentian University

11. **Canadian Media Coverage of the Impact of COVID-19 on the Lives of People with Intellectual and Developmental Disabilities: Critical Presences and Absences**
    Anna Przednowek[1], Lisa Whittingham[2], Courtney Bishop[2], Mariana Castelli Rosa[3], Shannon Norris[1]
    [1]Nipissing University, [2]Brock University, [3]Trent University

2021 RSIG AWARDS

Student Poster Awards Process

The 2021 RSIG Conference Committee created a subcommittee to review all submissions for the 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 four candidates (who received the top four 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.

2021 Poster Award Recipients:

First Place Poster Award: *Lily Wallis*

Second Place Poster Award: *Jean Phan*

People’s Choice Poster Award: *Nadine Minott*

Student Award for Excellence in Research

2021 Award Recipient: *Christina Yarmol*

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.

2021 Award Recipients: *No travel awards were given this year due to the virtual nature of the conference.*

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 professors – 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 the 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/

2021 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/

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.

2021 Community College Recipient: *Mong Lay Klo,*

2021 Undergraduate Level Scholarship Recipient: *No successful applications were received for 2021.*

2021 Graduate Level Scholarship Recipient: *Arezu Alami, Brock University*

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

2021 Continuing Education Bursaries: *No successful applications were received for 2021.*

2021 Student Research Scholarship: *Golnaz Ghaderi, University of Ottawa.*

2021 Participation Scholarship: *Sara Davies, Brock University (acclaimed).*

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.).

2021 Scholarship Recipient: *Cara Grossett, Wilfrid Laurier University*

Brown and Percy Student Publication Prize

2021 Scholarship Recipient: *Lynn Potvin, University of Ottawa*

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 Lynn's contributions to *"**Preparing for Motherhood: Women with Intellectual Disabilities on Informational Support Received During Pregnancy and Knowledge about Childbearing**".* The article can be found **here.**

AGENDA

9:00 – 9:30 am	**Zoom Link Opens** *Posters Available Online & Poster Adjudication*
9:30 – 9:45 am	**Opening Remarks** *Lisa Whittingham, Co-Chair*
9:45 – 10:45 am	**Keynote Speaker** **Emerging from the Cracks: Strengthening Our Place in a Post-COVID World** *Madeline Burghardt* *Department of Disability Studies, King’s College, Western University* *Graduate Program in Critical Disability Studies, York University*
10:45 – 11:05 am	**Break** *Mindfulness Practice with Sue Hutton*
11:05 – 11:35 am	**Presentation 1** **Being Men and Women “The Right Way” and Staying Out of Trouble: Gender Identity and Performance Among Adults with Intellectual Disabilities in Ontario, Canada** *Alan Santinele Martino* *Women’s and Gender Studies, Carleton University*
11:40 – 12:05 am	**Presentation 2** **Coffee Talk: The Right to Be an Artist** *Christine Yarmol* *Critical Disability Studies, York University*
12:05 – 1:00 pm	**Lunch** *Posters Available Online*
1:00 – 1:30 pm	**Data Blitz Presentations** *Anne Readhead, RSIG Committee Member*
1:30 – 1:55 pm	**Presentation 3** **“We Had to Shift and Shift”: Impact of COVID-19 social and physical distancing measures on Direct Support Workers Supporting Adults With Intellectual And Developmental Disabilities In Rural Ontario.** *Anna Przednowek, Sharon Desormeau, Sara Ouellette* *School of Social Work, Nipissing University*
2:00 – 2:25 pm	**Presentation 4** **COVID-19 Pandemic: Parenting an Adult Child with Autism Spectrum Disorder and an Intellectual Disability** *Kirsten Penrose, Nadine Minott, Kelly Carr, Patti Weir, Nadia R. Azar, Chad A. Sutherland, & Sean Horton* *APEX Research Group, Department of Kinesiology, University of Windsor*
2:25 – 2:45 pm	**Break** *Movement Break with Bri Redquest*
2:45 – 3:10 pm	**Presentation 5** **Suicidality Among Individuals with Prenatal Alcohol Exposure and Fetal Alcohol Spectrum Disorder in Ontario, Canada** *Kelly D. Harding, PhD,[1,2] Katherine Flannigan, PhD, R. Psych,[1] Amanda Ewasiuk, MSc,[3] Dorothy E. Badry, PhD, RSW,[1,4] Carly McMorris, PhD, R. Psych,[5] Kathy Unsworth, MBA,[1] Jocelynn L. Cook, PhD, MBA[1,6,7]* *[1]Canada Fetal Alcohol Spectrum Disorder Research Network, [2]Department of Psychology, Laurentian University, Sudbury, ON, [3]CASA Child, Adolescent and Family Mental Health, Edmonton, AB, [4]Faculty of Social Work, University of Calgary, Calgary,*

	AB, [5]Werklund School of Education, University of Calgary, Calgary, AB, [6]Department of Obstetrics, Gynaecology and Newborn Care, The University of Ottawa, Ottawa, ON, [7]The Society of Obstetricians and Gynaecologists of Canada, Ottawa, ON
3:15 – 4:00 pm	**Award Presentations & Closing Remarks** *Anna Przednowek, Co-Chair*
4:00 – 5:00 pm	**Presenters Q & A Period** *An opportunity to meet with the Presenters and make connections* *Zoom link will remain open until 5:00pm*

Abstract Review Process

A subset of the RSIG 2021 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.