OADD
RESEARCH SPECIAL INTEREST GROUP
30th Annual Research Day
Thursday, April 14th, 2022

WHO HAS A SEAT AT THE TABLE? CHANGING THE RULES OF ENGAGEMENT IN RESEARCH AND PRACTICE

CONFERENCE PROGRAM

RESEARCH

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*Also be sure to "like" us on Facebook at **OADD-RSIG***
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OADD Research Special Interest Group
30th Annual Research Day Conference Committee

It is our pleasure to welcome you to the 30th 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 2022 RSIG Conference Committee appreciates all the submissions that were received for this year’s conference.

Conference Committee

Emma Chaikowsky
Brock University

Cassidy Martel
Nipissing University

Olivia Dobson
University of Guelph

Nicole Bobbette
Queen’s University

Rebecca Hansford
Queen’s University

Sue Hutton
ARCH Disability Law

Alan Santinele Martino
University of Calgary

Laura Mullins
Brock University

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Concordia University

Brianne Redquest
University of Calgary

Shannon Norris
Point in Time Centre for Children, Youth and Parents

Cassandra Charbonneau
Community Practitioner

Sara Ouelette
HANDS The Family Help Network

Conference Chairs

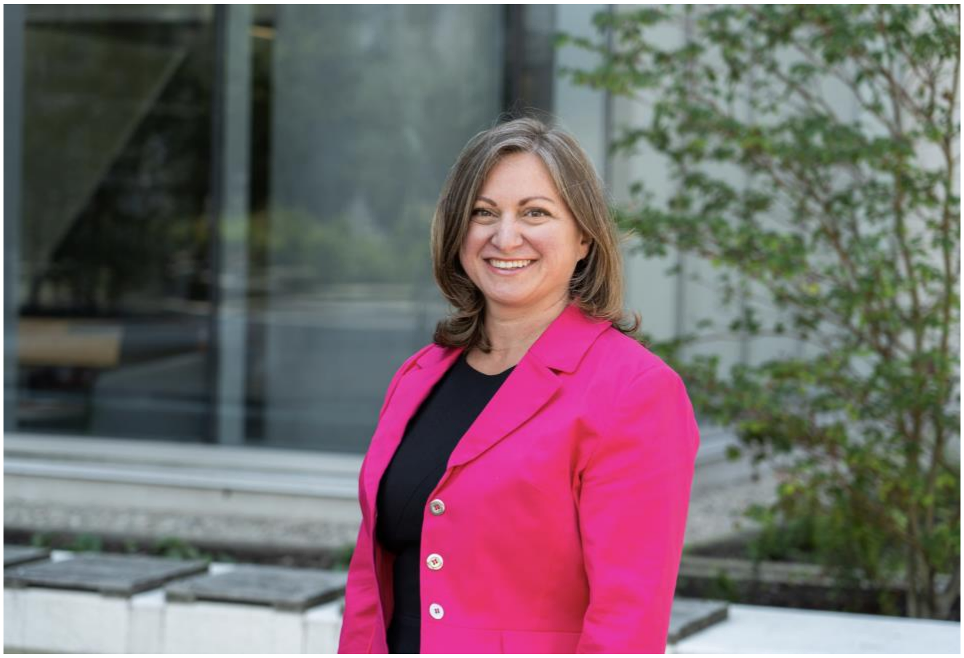
Anna Przednowek
Nipissing University

Lisa Whittingham
Brock University

Keynote Address

INCLUSIVE RESEARCH: WHY IT TAKES MORE THAN A SEAT AT THE TABLE?

Dr. Virginie Cobigo
Associate Professor, School of Psychology, University of Ottawa
Research Chair in Children and Youth Mental Health, CHEO Research Institute
Founding Director, Open Collaboration for Cognitive Accessibility



Virginie is an award-winning researcher and international leader in the promotion of social inclusion for persons with cognitive disabilities. Associate Professor at uOttawa's School of Psychology, she also holds a Research Chair at the CHEO Research Institute. She leads research that supports evidence-based practices in sectors supporting persons with cognitive disabilities and encompasses three streams: 1) Examining how to best support the social inclusion of people with cognitive disabilities and monitoring social inclusion barriers and facilitators 2) Developing and testing solutions for the cognitive accessibility of our environment, and 3) Fostering inclusive research approaches.

ABSTRACT

Please grab a chair and join our conversation on how to engage persons with intellectual and developmental disabilities in research. We will discuss best practices in inclusive research with persons with intellectual and developmental disabilities. These best practices include strategies to make research processes and methods accessible and to respect the autonomy of the people we want to engage in research. We will also discuss ways to build reciprocity and trust between researchers and persons with a range of cognitive abilities.

Invited Panel

SELF-ADVOCATES EXPERIENCES, PERSPECTIVES AND RECOMMENDATIONS ON INCLUSIVE RESEARCH PRACTICES

Ashlee Dagenais, Crystal Silverthorne, Zhade & Lana, Courtney Bishop & Laura Mullins
Brock University

Dr. Laura Mullins is an Assistant Professor in the Department of Applied Disability Studies at Brock University. Her research is rooted in critical disability, and in appreciation of the need for critical and transformative research she uses a variety of research approaches such as Participatory Action Research with persons with disabilities. She will be joined by two participant collaborators and a research assistant to discuss their experiences engaging in a Photovoice project.

ABSTRACT

This panel discussion will explore the experiences of self-advocates during an inclusive research process. Self-advocates will be asked pre-determined questions about a photovoice research process, Voices Lost in Crisis, to provide insight on best inclusive research practices from the perspective of collaborators with disabilities. The participatory action research (PAR) project being discussed highlighted self-advocates' lived experience in the COVID-19 pandemic. Through hearing self-advocates discuss their experiences with the Voices Lost in Crisis project, attendees will learn about preferred ways to engage persons with IDD throughout the research process as collaborators in a meaningful, accessible, and inclusive way.

Oral Presentations

PRESENTATION 1:

LET'S LISTEN: WHAT DO CAREGIVERS HAVE TO SAY ABOUT REDUCING THEIR CHILD WITH AUTISM'S NEEDLE FEAR AND PAIN?

***Olivia Dobson*[1]*, C. Meghan McMurtry*[1]*, and Frank J. Symons*[2]**
[1]*University of Guelph,* [2]*University of Minnesota*

Background: Children with Autism are at greater risk for difficulty undergoing needles due to their needs, including high rates of medical-related phobias, sensory atypicalities, and communication difficulties; all of the aforementioned can lead to poor management of their needle fear and pain, making medical visits complicated and/or traumatic. Despite all these risks and available guidance for neurotypical populations, little is known about how to make needle procedures more comfortable for children with Autism. Stakeholders have yet to be included in developing clinical practice guidelines or resources for managing needle pain and fear in this population.

Objective: To address this gap in the research, an initial needs assessment was conducted by interviewing 20 Canadian caregiver stakeholders. The in-depth and semi-structured interviews aimed to identify the modifications and additions caregivers perceive to be needed for needle fear and pain management protocols to be appropriate, actionable, and accessible for children with Autism and themselves as caregivers. Hypotheses were not generated given the exploratory nature of this work.

Methods: Caregivers reflected on their child's past experiences with needles and answered rating and open-ended questions about the appropriateness of different pain and fear management strategies for their child. Interviews have been transcribed verbatim and are being analyzed using descriptive statistics and inductive thematic analysis.

Results: Data analysis is in progress as of January 2022. Preliminary findings indicate that needle procedures in Canada have been challenging for families with a child with Autism and existing practices have often not been sensitive to and inclusive of children with Autism's needs. In line with the Conference theme, this presentation will focus on the themes identified that relate to inclusion, such as themes of individualized service delivery (e.g., no one-size fit all resource), self-advocacy (e.g., families calling ahead to advocate for child needs), and non-inclusive aspects of existing strategies (e.g., verbal distraction often being ineffective).

Implications: It is imperative to consult with stakeholders to make needle procedures accessible and comfortable for children with Autism and their families. This study has helped to identify how existing needle fear- and pain-reducing clinical practices can be adapted and what additional practices are needed. This knowledge can ultimately help to improve the health of the Autism population by reducing their risk for painful needles, chronic needle fear, and/or healthcare avoidance.

PRESENTATION 2:

EXPLORING A GOOD LIFE WITH PEOPLE WITH AN INTELLECTUAL DISABILITY USING PARTICIPATORY AUDIO/VISUAL METHODS

Josée Boulanger
University of Ottawa

2022 Co-Recipient of the Student Award for Excellence in Research

Objectives: The overarching purpose of my research was to explore the perspectives of people labelled with an intellectual disability (PLWID) on a good life and to create and share knowledge about the conditions that make it possible for PLWID to articulate their vision. The research was situated within the sociohistorical context of the province of Ontario. My main research questions were: 1) What is a good life from the perspectives of PLWID who use various forms of augmentative and alternative forms of communication (AAC) and, what can we learn from past advocacy efforts? What are the possibilities and limitations offered by participatory audio/visual methods for enabling PLWID to articulate their vision of a good life?

Methods: To explore these research questions, I used participatory audio/visual methods and combined approaches from supported decision-making (SDM) to facilitate thinking about and communicating ideas about a good life. A total of five adults identifying as having an intellectual or developmental disability and as facing significant daily barriers to communication took part in the study. A total of nine family members, support workers and friends also took part in the study at various stages and in different capacities. A visual representation of a quality of life framework linked to the Convention on the rights of persons with disabilities (Verdugo et al. 2012) served as a springboard to explore a good life with participants.

Results: Collaboratively, a total of 34 video vignettes were produced revealing that participants value participation (arts and sports) and relationships (family and friends). These results also reveal that individualized supports to facilitate thinking, choosing, and communicating ideas about the good, are necessary for meaningful participation in research and for exercising autonomy.

Discussion/Conclusions: The findings of this research indicate the need to continue exploring methodological approaches that facilitate the participation of people with intellectual disabilities and others who face barriers to communication and cognition in research. The research documents how participatory audio/visual methods in combination with strategies drawn from supported decision-making provided practical assistance to people with intellectual disabilities when thinking about and communicating their ideas of the good. At an individual level, cognitive and communicative assistance that is tailored to each participant is a necessary condition for meaningful participation. At a societal level, this research also suggests that deep structural changes are needed to enable the direct participation of people with intellectual disabilities in the design, implementation, and evaluation of supports and services meant to enable their full participation. A few possibilities are explored.

PRESENTATION 3:

EXAMINING THE EFFECTIVENESS AND EFFICIENCY OF INDIVIDUAL SUPPORT PLANS: A COMMUNITY BASED RESEARCH PROJECT

Courtney Bishop
Brock University
2022 Co-Recipient of the Student Award for Excellence in Research

Background: Individual Support Plans (ISPs) play a significant role in ensuring that the value-based disability-related goals of international and provincial legislation—promoting human rights and improving quality of life (QOL) outcomes—are brought to fruition. The ISP is a living document that, through person-centered planning practices, guides the day-to-day supports provided to persons labelled with an intellectual and/or development disability (PLWID/D). The quality and standards of care that are received by an individual can be linked to the effectiveness and efficiency of an individual's ISP. Literature has demonstrated that ISPs are most effective when an individual's identified needs and wants are aligned with clearly defined goals, when matched support strategies are used to meet those goals, and when measurement tools to monitor and evaluate individual and team progress toward those goals are in place. Further, ISPs are more likely to demonstrate improved QOL outcomes when the goals capture and promote the following QOL domains: self-determination, personal development, interpersonal relationships, social inclusion, rights, and physical, emotional, and material well-being.

Unfortunately, research has demonstrated that the ISP and accompanying processes are often inadequate in meeting the intended purposes of guiding day-to-day supports and practices and improving QOL outcomes. This project aimed to promote the achievement of improved QOL outcomes for PLWID/D supported by Community Living Haldimand through a collaborative examination of their current ISP framework and processes. The goal was to provide recommendations for a new ISP framework shaped by current research on effective and efficient ISPs, and authentically founded in the expressed concerns and recommendations of those who currently are responsible for developing, implementing, monitoring, and evaluating the effectiveness of the organization's ISP.

Methods: In a document analysis, 9 completed ISPs were examined to determine the presence or absence of the components of an effective ISP and the number and types of QOL domains. A Nominal Group Technique (NGT) and participation from Coordinators and Supervisors assisted in capturing culturally sensitive language surrounding QOL and the ISP process. This involved asking participants to provide written responses to questions about how they would define QOL and the 8 QOL domains (noted above), as well as what it means for someone to have a good QOL. The NGT was followed by a focus group that discussed the processes related to the development, implementation, monitoring, and evaluation of ISPs. The final phase involved a questionnaire that was distributed to 180 Direct Support Workers (DSWs). DSWs were asked to rank order their preference for the descriptions and definitions developed through the NGT process and rate their agreement with the description of concerns and recommendations related to the ISP process as identified by Coordinators and Supervisors.

Results: The results of this study are forthcoming.

Conclusions: Recommendations for a new ISP framework included the use of culturally sensitive language and support and training for identified areas of concern (e.g., training on identifying needs and wants and defining goals). A description of the methods used in this study may assist other organizations in the evaluation and improvement of their ISP process.

PRESENTATION 4:

COVID-19 PANDEMIC: PARENTS FIND INNOVATIVE WAYS TO CONNECT WITH THEIR CHILDREN WHO RESIDE IN SUPPORTED INDEPENDENT LIVING ENVIRONMENTS

Kirsten Penrose, Micheline Senia, Chad A. Sutherland, and Sean Horton
University of Windsor

Objectives: The COVID-19 pandemic has forced individuals with autism spectrum disorder and an intellectual disability (ASD-ID) out of their daily routines, often triggering anxiety and challenging behaviours. With the cancellation or modification to daily supports, parents have experienced difficulties accessing resources. Notably, the environment in which an individual with ASD-ID lives is crucial to their well-being. Unique challenges exist for parents with children residing in supported independent living environments. Social distancing measures often resulted in limiting interactions to 'virtual visits', or 'physical distancing visits', increasing anxiety for both parents and their adult child. In specific instances, families were no longer allowed to visit their loved ones at all. Therefore, the purpose of this study was to explore the everyday experience of parenting an adult child diagnosed with ASD-ID who were residing in supported independent living environments during the COVID-19 pandemic.

Methodology: Ten mothers (M_{age} = 60.3 years) of 8 male (M_{age} = 30.6 years) and 2 female (M_{age} = 34.5) adult children diagnosed with ASD-ID completed a semi-structured interview (May – December, 2020). 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. Non-directive probes were utilized to acquire information on resources, care, and alternative approaches that parents utilized. Inductive thematic analysis was used to analyze the data.

Results: Three themes emerged and were given meaning through participant quotes to expose the realities that parents faced through the COVID-19 pandemic. The first theme, **Visitation Restrictions**, helped to elucidate how parents experienced different challenges when living separately from their child – "I couldn't see him for months because of the rules put out by the Ministry of Health. So, that was a little bit hard for me as a mother." Parents sought ways to bypass these restrictions - "We just went and sat outside for an hour." The second theme, **Limitations in Communications**, demonstrated the difficulty parents had communicating with their child - "She can't talk, so I just felt that if I saw her or if she saw me [on video chat], she wouldn't understand why I wasn't there, and I was afraid she would get self-abusive or upset and agitated". However, some were able to overcome these barriers – "They set up an Instagram for her... they would post pictures of her for me to see." The third theme, **Need for Emergency Services**, signified the urgency for appropriate services during periods of crisis – "When she left home, ...she was only 15, and there wasn't a place for her (to go) at that time." Parents laboured to ensure their voices were heard – "We had to advocate for the smallest things."

Discussion/Conclusion: While restrictions have been put in place to prevent the spread of COVID-19, mothers and their adult children with ASD-ID residing in supported independent living environments have experienced several obstacles to their daily routines. However, mothers have been innovative in utilizing various strategies to adapt to the ever-changing protocols, illustrating profound resilience during this unprecedented time.

PRESENTATION 5:

WHEN A SEAT AT THE TABLE IS NOT ENOUGH: A PARTICIPATORY ACTION RESEARCH STUDY ON COLLABORATIVE PARTNERSHIPS IN ONTARIO DEVELOPMENTAL SERVICES ORGANIZATIONS

Kaylagh Vanwyck[1,2] and Dzidra Halar[2]
[1]Wilfrid Laurier University, [2]Christian Horizons

Objectives: Historically, developmental services (DS) evolved largely guided by the knowledge and direction of non-disabled service providers and government. However, a human rights approach, as promoted in the UN CRPD, demonstrates the need to shift power toward service users labeled with developmental disabilities (lw/DD) such that they have greater voice, choice, and control over the design, implementation, and evaluation of DS. Unfortunately, little research exists on how service users are participating in Ontario's DS organizations nor how they would prefer to have their voice heard at an organizational level. Existing theories and literature reveal the importance of *collaborative partnerships* where power is shared with service users through participatory decision-making, shared leadership, and opportunities to participate with influence. Addressing this gap, this study explored how service users envisioned collaborating in partnership with DS organizations and what model of collaborative service planning and participatory decision-making best met their goals for inclusion.

Methods: Four self-advocates lw/DD collaborated as co-researchers in all phases of a participatory action research study. The study explored methods of collaborative service planning and participatory decision-making, and facilitators of participation service users identified as inclusive and effective in DS organizations. Nine adult service users lw/DD and twelve leaders/managers of eight Ontario DS organizations participated in virtual semi-structured interviews. Thirteen service users participated in two focus groups. Consensus coding and thematic analysis were applied, and results are currently being written.

Results: Findings suggest a model that may meet service users' inclusion goals is a s*trategy* of participation that integrates service user's expertise at each level and stage of the service delivery cycle coupled with an approach to involvement that positions them as experts and partners with the power to effect change. This model consists of the following key elements. At an outer layer is a **supportive organizational culture** including leaders who value it, champion it, and offer multiple means to participate at multiple levels. Service users are viewed as partners and collaborators in designing and planning services and their input is actively sought through consistent means of participation. Within that supportive context, are **methods of participation that are inclusive and influential.** This involves formal methods of participation integrated into organizational planning and decision-making processes. These methods position service users as experts and full members of the group with equal decision-making authority and power to influence change on important topics affecting services. Participation is accessible and involves equipping and education. Methods include a representational body of service users (e.g., advisory council) with representatives on the organization's board. At the centre are **committed and supported members** who are passionate about making the lives of people lw/DD better and the services they use stronger. These members are supported and encouraged to participate.

Discussion: Our findings draw from the experiences and expertise of service users lw/DD to offer key elements of effective collaborative partnerships between service users and DS organizations. This presentation will discuss our collaborative approach to research and the key elements of this model including its consistency with existing literature and unique contributions.

SYMPOSIUM
WE SAVED YOU A SEAT- TAILORING SUPPORTS TO STRENGTHEN DIVERSE SERVICES PROVIDED TO DEVELOPMENTAL SERVICE STAFF AND CAREGIVERS

Discussant: Dr. Rosemary Condillac
Brock University

Presentation 1:
A Pilot Evaluation of an Acceptance and Commitment Training Workshop for Developmental Sector Staff

Kendra M. Thomson*[1,2]*, Yona Lunsky*[1]*, Sarah Davis*[1,2]*, Carly Magnacca*[1,3]*, Sarah Bernier*[1,2]*,
***& Stephen Noone*[4]**
[1]Centre for Addictions and Mental Health, [2]Brock University, [3]York University, [4]Northumbria University

Objective: Developmental service (DS) staff may experience significant work-related stress that adversely impacts their own wellbeing and how they provide support. During the pandemic, DS staff may be experiencing even higher levels of stress. Acceptance and Commitment Training (ACT) has been shown to be an effective method for reducing stress through promoting psychological flexibility in various populations. Promotion of Acceptance in Carers and Teachers (PACT) is an ACT-based intervention that has been used to address work-related stress in DS staff in the United Kingdom. We have been evaluating the impact of a virtual delivered PACT on indicators of wellbeing of DS staff since the pandemic began. We have adopted a co-facilitation model, which includes professionals from the DS sector as co-facilitators.

Methods: A quasi-experimental (pre-post) design was used to evaluate the impact of the brief workshop on DS staff wellbeing. A total of 50 DS staff have participated in the workshop, which is delivered across three, 2-hour virtual sessions. Twenty participants completed measures of psychological flexibility, workplace stress, and general wellbeing pre- and post-workshop: Depression Anxiety Stress Scale-21 (DASS-21), Acceptance and Action Questionnaire (AAQ), Staff Stressor Questionnaire (SSQ), and the Valued Living Questionnaire (VLQ). Participants also completed a consumer satisfaction questionnaire post-workshop.

Results: A bias corrected and accelerated (BCa) paired sample t-test was used to analyze pre-post scores. Participants' overall scores on the DASS-21, decreased from pre-workshop (M = 38.25, SE = 2.24), to post-workshop (M = 34.67, SE = 2.50), suggesting improvement. Although this difference, 3.25, BCa 95% CI [-0.50, 7.20], was not significant, t(19) = 1.57, p = .15, it produced a moderate effect size D= 0.35. Similarly, participants reported decreased scores on the AAQ pre-workshop (M = 22.15, SE = 2.07), to post-workshop (M = 19.40, SE = 1.95), suggesting improvements in their perceptions of difficult situations. This difference, 2.75, BCa 95% CI [-0.00, 5.40], was not significant, t(19) = 1.71, p = .10; however, it produced a moderate effect size D= 0.38. Changes on the SSQ and the VLQ were not significant and effect sizes were negligible. Participant satisfaction questionnaires consistently reported strong satisfaction ratings (M = 4.4/5; SD = 0.45; where 5 reflects "strongly agree"). Participants were very pleased with the workshop delivery, felt supported and said they would recommend it to others.

Discussion/Conclusion: Preliminary results show promising trends on some of the measures used to assess stress and perceptions of stressful situations, which may provide support for the PACT workshop as an effective support for DS sector. We are currently offering another cycle of the workshop to increase the sample size, which will be analyzed by April 2022. Implications of improved coping and wellness in the DS will be discussed
Evaluating Virtual Training for Increasing Community Clinicians' Fidelity of

Presentation 2:

Evaluating Virtual Training for Increasing Community Clinicians’ Fidelity of Implementation of the Facing Your Fears Curriculum

Sarah Ludmilla Bernier[1], Kendra Thomson[1], Judy Reaven[2], Maurice Feldman[1], Tanya Makela[3], Melissa Susko[4], and Julia De Santis

[1]Brock University, [2]University of Colorado Anschutz Medical Campus, [3]Lake Ridge Community Support Services, [4]Dalhousie University

Objectives: Facing Your Fears (FYF) is a group-based cognitive-behaviour therapy program that has been shown to be effective for reducing anxiety and increasing emotion regulation in children with autism. Treatment fidelity, or the accuracy of treatment delivery, is a critical component for sustainable implementation and positive child outcomes. Few studies have focused on clinicians’ fidelity implementing FYF or maintenance of accuracy over time. To our knowledge, no research has examined the use of virtual behaviour skills training with self-monitoring for improving clinicians’ fidelity implementing FYF.

Methods: Participants were recruited from a community agency implementing FYF. In a multiple-baseline design across three clinicians we evaluated the efficacy of the virtual training model for increasing fidelity of an important target from the FYF curriculum. We asked clinicians to select a skill for additional training. With input from one of the FYF authors (Reaven), we developed clinically relevant checklists to measure fidelity of this skill (preparing for and conducting exposures).

Results: All clinicians met the mastery criterion (i.e., 90% fidelity across two sessions) within three training sessions (M = 2.33 hours). Clinician performance maintained at two-month follow-up and will be reassessed again at six-months. Clinicians also rated their confidence and competence of FYF implementation pre-and post-training, and all clinicians’ ratings increased post-training. We will reassess their confidence and competence ratings at six-month follow-up. Clinicians reported that the training procedures were highly acceptable on a social validity measure administered post-training.

Discussion/Conclusion: Obtaining the input from frontline clinicians and manager at the agency to identify a relevant target skill and working closely with the co-creator of the FYF curriculum to develop the checklist provided rich information for creating meaningful and relevant training procedures to improve fidelity. Taking the time to understand multiple perspectives can lead to a better integration of feasible evidence-based training that can improve service delivery which may positively impact child outcomes.

Presentation 3:

Let’s Talk About It! Assessing the Impact of Acceptance and Commitment Training from What Caregivers Say

Taylor Manuge[1], Kendra Thomson[1,3], Kenneth Fung[2], and Johanna Lake[3]
[1]Brock University, [2]University of Toronto, [3]Centre for Addictions and Mental Health

Objectives: Acceptance and Commitment Therapy/Training (ACT) has been shown to improve caregiver wellbeing. One of the six core processes of ACT is defusion, which refers to a person distancing themselves from negative self-thoughts or beliefs. Opposite to this is fusion, in which a person may believe that their negative self-thoughts are true. Thoughts and beliefs are typically inaccessible to clinicians, and therefore difficult to measure. This study is evaluating a novel process to assess the impact of ACT through coding statements from caregiver speech samples as either indicating fusion or defusion.

Method: The study is using a pre-post (with follow-up) quasi-experimental design across 5 caregivers of children with neurodevelopmental disabilities (NDD). All participants are enrolled in a virtual ACT workshop that is cofacilitated by clinicians and caregivers. Data collection is ongoing and consists of three meetings with each participant. Baseline data collection is complete, with the progress meeting and a 1-month follow-up meeting remaining. During each meeting, participants complete the Cognitive Fusion Questionnaire (CFQ), followed by a virtual semi-structured interview about their responses with the researcher. Interviews with the caregivers are recorded for later analysis of indicators of defusion and fusion, as a potential measure of the impact of the ACT group.

Results: Data collection and analysis for this study are ongoing. The semi-structured interview results from baseline, progress meeting, and 1-month follow-up will be presented to compare the speech samples for indicators of defusion/fusion pre-, post-, and during ACT. Researchers anticipate that speech samples in baseline will display higher indicators of fusion than defusion across participants. Later samples (from the progress meeting and follow-up) may show a decrease in indicators of fusion and an increase in defusion compared to baseline levels. Maintenance of any changes in indicators of fusion/defusion will be assessed and categorized in the speech samples from the 1-month follow-up meetings.

Discussion/Conclusions: If this system for coding speech samples can reliably indicate fusion and defusion, findings may inform how future studies measure the impact of ACT. For example, the methodology could be applied in other ACT evaluations with additional populations (e.g., educators, medical staff, Personal Support Workers, group home staff) who experience high levels of stress or burnout due to their caregiving roles.

Poster Presentations

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

1. ****EVALUATING THE ROLE OF STRENGTHS IN POSITIVE OUTCOMES FOR JUSTICE-INVOLVED YOUTH WITH FASD: A SCOPING REVIEW**
   Chantel Ritter[1], C. Meghan McMurtry[1,2], Margaret Lumley[1], Muhummad Baig[1], & Kaitlyn McLachlan[1,3]
   [1]University of Guelph, [2]McMaster Children's Hospital, [3]Canada FASD Research Network

2. **FACILITATORS AND BARRIERS TO INCLUSION OF CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES AT INFORMAL LEARNING CENTERS IN CANADA**
   Julia Ranieri, Nicole Neil, & Anton Puvirajah
   Western University

3. **SUPPORTING HEALTHY PREGNANCIES: UNDERSTANDING PREGNANT WOMEN AND NEW MOTHERS' PERSPECTIVES REGARDING FETAL ALCOHOL SPECTRUM DISORDER PREVENTION CAMPAIGNS TO INFORM EFFECTIVE AND NON-STIGMATIZING APPROACHES IN NORTHEASTERN ONTARIO**
   Taylor Watkins, Kelly Harding, & Shelley Watson
   Laurentian University

4. **"BECAUSE IF YOU WERE A PARENT AND YOUR CHILD HAD FASD…AND YOU WALK BY THIS, WHAT IS YOUR RESPONSE?": LAURENTIAN UNIVERSITY STUDENT PERSPECTIVES ON FASD PREVENTION CAMPAIGNS**
   Celisse Bibr[1], Shelley Watson[1], Kelly Harding[1], & Nicole Stewart[2]
   [1]Laurentian University, [2]Public Health Sudbury and Districts

5. **UPDATING THE SSKAAT-R: FOCUS ON CLINICAL UTILIZATION**
   Carly Bumbacco[1], Shelley Watson[1], & Yona Lunksy[2]
   [1]Laurentian University, [2]Centre for Addiction and Mental Health

6. ****"EVERYTHING HAS CHANGED SINCE COVID": ONGOING CHALLENGES FACED BY CANADIAN ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES**
   Yousef Safar, Fatima Formulli, Tizana Volpe, Megan Abou Chacra, & Yona Lunsky
   Azrieli Adult Neurodevelopmental Centre, Centre for Addiction and Mental Health

7. **STRATEGIES TO SUPPORT PERSONS WITH DEVELOPMENTAL DISABILITIES DURING POLICE INTERACTIONS: A CONTENT ANALYSIS OF POLICE SERVICES' WEBSITES IN ONTARIO, CANADA**
   Lisa Whittingham
   Brock University

8. **KNOWLEDGE MOBILIZATION OF SUCCESSFUL HOUSING ELEMENTS AND DEVELOPMENTAL DISABILITIES**
   V. Armineh Babikian[1,2], Jane Casson[1], Bhavnita Mistry[1], Fatima Formuli[1,2], & Yani Hamdani[1,2]
   [1]University of Toronto, [2]CAMH Azrieli Adult Neurodevelopmental Centre

9. ****ASSOCIATIONS OF AGGRESSION WITH ANXIETY, SOCIAL PROBLEMS, AGE, AND COGNITIVE LEVEL IN YOUTH WITH AUTISM**
   Ethan Rinaldo & Adrienne Perry
   York University

10. **EXPERIENCES OF IMMIGRANT AND CANADIAN-BORN FAMILIES OF CHILDREN WITH AUTISM SPECTRUM DISORDER
    Tian Kuan[1], Odette Weiss[2], & Adrienne Perry[1]
    [1]York University[1], [2]Surrey Place Centre

11. **AN UPDATED REVIEW OF LITERATURE ON THE SOCIAL, EMOTIONAL, AND BEHAVIOURAL ADJUSTMENT OF SIBLINGS OF AUTISTIC INDIVIDUALS**
    Stephanie Andreasen[1], Heidi O'Brien[1,2], Carly McMorris[1,2], Brianne K. Redquest[1,2]
    [1]University of Calgary, [2]Alberta Children's Hospital Research Institute

12. **JUDGMENT ERRORS WHEN PROCESSING EMOTIONAL AND LINGUISTIC EVENTS IN ASD**
    Talia Vacca[1], Faryal Khan[1], Melissa Ferland[1], Magali Segers[2], Busi Louise Zapparoli[3], & James M. Bebko[1]
    [1]York University, [2]University of Western Ontario, [3]The Hospital for Sick Children

13. **THERAPIST TRAINING EXPERIENCES AND THE USE OF ADAPTATIONS IN PSYCHOTHERAPY FOR AUTISTIC CHILDREN AND YOUTH**
    Jordana DeSouza, Caitlyn Gallant, Paula Tablon Modica, Flora H. Roudbarani, & Jonathan Weiss
    York University

14. **EVALUATING THE EFFICACY OF A MOBILE TREATMENT TEAM: A COLLABORATIVE EFFORT**
    Autumn Kozluk, Shawna Gain, & Jacqueline Colosimo
    Bethesda Services

15. **COMPATIBILITY OF ROOMMATES ON THE AUTISM SPECTRUM: A SCOPING REVIEW**
    Amanda Bailey[1] Laura Mullins[1], & Marco Kilada[2]
    [1]Brock University, [2]Niagara College

2022 RSIG AWARDS

Student Poster Awards Process

The 2022 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. 2022 RSIG Conference Committee members are not eligible to win this award.

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.

2022 Poster Award Recipients:

First Place Poster Award: *TBD*

Second Place Poster Award: *TBD*

People’s Choice Poster Award: *TBD*

Abstract Review Process

A subset of the 2022 RSIG 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.

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. 2022 RSIG Conference Committee members are not eligible to win this award.

2022 Award Recipients: *No travel awards were given this year due to the virtual nature of the conference.*

Student Award for Excellence in Research

2022 Award Co-Recipients:

Josée Boulanger

University of Ottawa

Josée Boulanger is currently a PhD candidate in Rehabilitation Sciences at the University of Ottawa. Her experience as a sibling propelled her to work alongside self-advocates to co-create *The Freedom Tour* documentary. To further explore the social roots of intellectual disability, she did a master's degree in Disability Studies at the University of Manitoba. As part of her doctoral research at the School of Rehabilitation Sciences, she used audio/visual methods to explore a good life and meaningful participation in research with people labeled with an intellectual disability who face significant barriers to communication. Josée is interested in creative and critical research that generates new insights into human experiences and promotes social justice and equality.

Courtney Bishop

Brock University

Courtney Bishop is currently a PhD candidate in Child and Youth Studies at Brock University. As a community-based researcher, Courtney collaborates with organizations, supporting persons labeled with an intellectual and/or developmental disability, to improve practice, and promote the rights and overall quality of life of those supported. Her work aims to include and support the voices of those who are typically under-represented in research—finding creative and authentic practices to promote engagement. Her doctoral research is a collaborative project that examines the strengths and limitations of the current ISP framework, and to capture the concerns and recommendations of those who are responsible for its development, implementation, and evaluation.

This $250 award is given to a nominated student who has made an exceptional contribution to the research in the field of developmental disabilities. Recipients of the Student Award for Excellence in Reasearch are also given the opportunity to present at the RSIG Research Day. 2022 RSIG Conference Committee members are not eligible to win this award.

The RSIG Conference Committee would like to thank all award applicants for their submissions this year and encourages all students to apply next year. Student 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/

2022 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.

2022 Community College Recipient: *No successful applications received this year.*

2022 Undergraduate Level Scholarship Recipient: *Tiun Kuan, York University*

2022 Graduate Level Scholarship Recipient: *Golnaz Gharderi, University of Ottawa & Frances Routledge, University of Toronto*

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

2022 Continuing Education Bursaries: *No successful applications received this year.*

2022 Student Research Scholarship: *Brianne Anderson, Brock University*

2022 Participation Scholarship: *Courtney Bishop, Brock University*

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: *Olivia Dobson, University of Guelph*

Brown and Percy Student Publication Prize

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).

2022 Scholarship Recipient: *Dr. Margherita Cameranesi, Department of Community Health Sciences, University of Manitoba*

The award was given this year for Margherita's contributions to "Quality of Life of Persons with Severe or Profound Intellectual and Developmental Disabilities Transitioning into Community from a Complex Care Residence in Canada". The article can be found here.

2022 RSIG ONLINE RESEARCH DAY 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** **INCLUSIVE RESEARCH: WHY IT TAKES MORE THAN A SEAT AT THE TABLE** **Virginie Cobigo** *Associate Professor, School of Psychology, University of Ottawa* *Research Chair in Children and Youth Mental Health, CHEO Research Institute* *Founding Director, Open Collaboration for Cognitive Accessibility*
10:45 – 11:05 am	**Break** *Mindfulness Break with Sue Hutton*
11:05 – 11:25 am	**Presentation 1: LET'S LISTEN: WHAT DO CAREGIVERS HAVE TO SAY ABOUT REDUCING THEIR CHILD WITH AUTISM'S NEEDLE FEAR AND PAIN?** **Olivia Dobson & C. Meghan McMurtry** *University of Guelph*
11:25 – 11:45 am	**Presentation 2: EXPLORING A GOOD LIFE WITH PEOPLE WITH AN INTELLECTUAL DISABILITY USING PARTICIPATORY AUDIO/VISUAL METHODS** **Josée Boulanger** *University of Ottawa* ***2022 Co-Recipient of the Student Award for Excellence in Research***
11:45 – 12:05 pm	**Presentation 3: EXAMINING THE EFFECTIVENESS AND EFFICIENCY OF INDIVIDUAL SUPPORT PLANS: A COMMUNITY BASED RESEARCH PROJECT** **Courtney Bishop** *Brock University* ***2022 Co-Recipient of the Student Award for Excellence in Research***
12:05 – 1:05 pm	**Lunch** *Posters Available Online*
1:05 – 2:15 pm	**Invited Panel** **SELF-ADVOCATES EXPERIENCES, PERSPECTIVES AND RECOMMENDATIONS ON INCLUSIVE RESEARCH PRACTICES** **Ashlee Dagenais, Crystal Silverthorne, Zhade & Lana, Courtney Bishop & Laura Mullins** *Brock University*
2:15 – 2:35 pm	**Presentation 4: COVID-19 PANDEMIC: PARENTS FIND INNOVATIVE WAYS TO CONNECT WITH THEIR CHILDREN WHO RESIDE IN SUPPORTED INDEPENDENT LIVING ENVIRONMENTS** **Kirsten Penrose, Micheline Senia, Chad Sutherland & Sean Horton** *University of Windsor*
2:35 – 2:55 pm	**Break** *Movement Break with Bri Redquest*
2:55 – 3:15 pm	**Presentation 5: WHEN A SEAT AT THE TABLE IS NOT ENOUGH: A PARTICIPATORY ACTION RESEARCH STUDY ON COLLABORATIVE PARTNERSHIPS IN ONTARIO DEVELOPMENTAL SERVICES ORGANIZATIONS** **Kaylagh Vanwyck[1] & Dzidra Halar[2]** *[1]Wilfrid Laurier University & [2]Christian Horizons*
3:15 – 4:15 pm	**Symposium: WE SAVED YOU A SEAT- TAILORING SUPPORTS TO STRENGTHEN DIVERSE SERVICES PROVIDED TO DEVELOPMENTAL SERVICE STAFF AND CAREGIVERS** **Discussant: Rosemary Condillac** **Presentation 1: A Pilot Evaluation of An Acceptance and Commitment Training Workshop for Developmental Sector Staff** Kendra M. Thomson[1,2], Yona Lunsky[1], Sarah Davis[1,2], Carly Magnacca[1,3], Sarah Bernier[1,2] & Stephen Noone[4] **Presentation 2: Evaluating Virtual Training for Increasing Community Clinicians' Fidelity of Implementation of the Facing Your Fears Curriculum** Sarah Ludmilla Bernier[2], Kendra Thomson[1,2], Judy Reaven[5], Maurice Feldman[2], Tanya Makela[6], Melissa Susko[7], and Julia De Santis **Presentation 3: Let's Talk About It! Assessing The Impact of Acceptance and Commitment Training From What Caregivers Say** Taylor Manuge[2], Kendra Thomson[1,2], Kenneth Fung[8], and Johanna Lake[1] *[1]Centre for Addictions and Mental Health, [2]Brock University, [3]York University, [4]Northumbria University, [5]University of Colorado Anschutz Medical Campus, [6]Lake Ridge Community Support Services, [7]Dalhousie University, [8]University of Toronto*
4:15 – 4:45 pm	**Award Presentation; Closing Remarks** *Anna Przednowek, Co-Chair*