

Saturday, October 21

DAY 1 TRAINING DAYS PROGRAM (IN-PERSON ONLY)

KBHN Training Days are two pre-conference days (October 21, 22 2023) of workshops, informal discussion, networking, and Career Pathways.

Time (ET)	Programming / Activity
8:00 am	Registration opens / breakfast
9:00 am	Opening Remarks
9:30 am	<p>KBHN National Training Program Evaluation: Where We Are and Where We Are Going</p> <p>Join us to explore the KBHN National Training Program and the recent findings from its strategic analysis. The presenters, including current KBHN trainees and persons with lived experience, will draw on the results of an environmental scan, survey, and semi-structured interviews to offer in-depth insight into the training program, including strengths and areas of need. As part of the presentation, attendees will have the opportunity to reflect on their own experiences with the KBHN training program and discuss how to ensure opportunities are aligned with trainees' diverse needs.</p> <p>Speakers Allie Minuk, Carly Magnacca, Amanda Doherty-Kirby, Jeffrey McCrossin Moderator: Jen Zwicker</p>
10:30 am	Networking Break
10:45 am	<p>Advancing Equity, Diversity, Inclusion, and Justice via Relationships and Research</p> <p>Michelle Phoenix, Assistant Professor in the School of Rehabilitation Science (SRS) and CanChild Scientist at McMaster University is working to advance equity, diversity, inclusion and justice through her role as Co-Chair of the SRS Anti-Racism, Anti-Bias, Anti-Oppression Committee. Michelle will share research, reflection and resources about her experiences integrating EDIJ into education, research and service. She will provide opportunities for dialogue, reflection and planning to encourage everyone to advance EDIJ in their own work and life.</p> <p>Speakers Michelle Phoenix, Moderator: Ayesha Siddiqua</p>
11:45 am	<p>Mitacs: Supporting Equity, Diversity, Inclusion and Decolonization</p> <p>Join David Plamondon, Senior Advisor of Indigenous Relations and Initiatives to learn about how Mitacs is actively working to create more equitable access to the Innovation and Research Ecosystem for Indigenous Peoples and other equity-deserving groups across</p>

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	<p>Canada and abroad. This presentation will include a brief overview of the model of intern co-funding support that Mitacs provides, engaging Indigenous Peoples in research and innovation projects, and the newly launched Inclusive Innovation Action Plan.</p> <p>Speakers David Plamondon, Moderator: Olivia Tsihlias & Melika Kangarani Farahani</p>
12:45 pm	Lunch
1:30 pm	<p>Knowledge Mobilization Skills & Policy</p> <p>Speakers Jen Zwicker, Sarah Raza; Moderator: Christiane Roth</p>
2:30 pm	<p>Networking BINGO break</p> <p>Take your conference networking to the next level with the exciting Networking Bingo Break! The bingo card contains fun challenges and conversation prompts that will break the ice and spark discussions. Get ready to dive into some fun, engaging conversations with other trainees. From industry insights to personal anecdotes, you'll be amazed at how quickly you connect with fellow attendees. Get ready to Bingo your way to meaningful connections and win some exciting prizes to take home!</p> <p>Bingo planner and entertainer: Olivia and Ann</p>
3:00 pm	<p>Implementation Science Skills</p> <p>Speakers Julia Moore; Moderator: Vanessa Thomas</p>
4:30 pm	<p>Evening Out and About in Ottawa</p> <p>Join us for an exciting evening at the KBHN Conference Trainee Games Night on October 21st, from 16:30 to 18:30. The event will take place at the Level One Game Pub, located at 14 Waller Street, Ottawa, Ontario, K1N 9C4 (7-minute walk from conference venue). This private KBHN gathering offers the opportunity to play various games and connect with fellow trainees from across Canada! Dinner and a drink will be provided, including options for vegan and gluten-free diets. Check out https://levelonegamepub.com/ for details about the venue. Don't miss out on this fun event!</p>

Sunday, October 22

DAY 2 TRAINING DAYS PROGRAM (IN-PERSON ONLY)

KBHN Training Days are two pre-conference days (October 21, 22 2023) of workshops, informal discussion, networking, and Career Pathways.

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Time (ET)	Programming / Activity
8:00 am	Registration opens / breakfast
9:00 am	<p>Youth Engagement Panel</p> <p>Speakers Amanda Doherty-Kirby, Kelsey Seguin, Linda Nguyen, Samantha Bellefeuille- Moderator: Samantha Noyek</p>
10:30 am	Break
10:45 am	<p>Family Engagement in Research (FER) Course in Practice - Innovation and Entrepreneurship in FER</p> <p>Speakers Andrea Cross, Connie Putterman, Donna Thomson, Alicia Hilderley, Kristina McGuire-Moderator: Alice Soper</p>
12:00 pm	Lunch
1:00 pm	<p>Entrepreneurship Skills</p> <p>Speakers Speaker: TBD. Venture Labs at SFU? Moderator: Jessica Hanson</p>
2:00 pm	<p>CanNRT Research Training Platform</p> <p>Speakers Ellie-Anna Minogianis and team</p>
2:45 pm	Networking Break
3:00 pm	<p>Solutions Rooms: KBHN Training Program-Paving the Path Forward</p> <p>Speakers Jen Zwicker, Allie Minuk and training program evaluation team- Moderator: Samantha Micsinszki</p>
4:30 pm	<p>Closing Remarks & Prize Winners</p> <p>Speakers Jen Zwicker, James Reynolds</p>

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5:00 pm	Training Program Ends
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Sunday, October 22

RECEPTION AND OUTSTANDING KBHN AWARDS

Time (ET)	Programming / Activity
4:30 pm	Conference registration opens / networking
6:00 pm	Reception and Outstanding KBHN Awards - (Details coming soon)
8:00 pm	Reception Ends

Monday, October 23

DAY 1 CONFERENCE PROGRAM (HYBRID EXPERIENCE)

Time (ET)	Programming / Activity
7:30 am	Conference registration opens
8:00 am	Breakfast
8:30 am	Conference Opening and Welcome Speakers Nicky Lewis, James Reynolds
9:00 am	Fraser Mustard Lecture: Childhood Disability in the 21st Century: Can We Create a Canadian Model for the World? The Fraser Mustard Lecture has been a signature event at the Kids Brain Health Network's annual conference since 2012. This lecture is dedicated to the memory of Fraser Mustard, a world-renowned clinician and researcher who pioneered research on the importance of early child development. Each year, KBHN invites an individual who has made significant contributions to advancing the science of early brain development and/or the well-being of children from the perspective of research, clinical practice, or policy and advocacy, to deliver the Fraser Mustard Lecture.

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	<p>Speakers Dr. Peter Rosenbaum, M.D., FRCP(C), DSc (HC), FRCPI Hon (Paed) RCPI.</p>
10:00 am	Break
10:30 am Concurrent Sessions (Track A)	<p>Track A1: Indigenous Communities Promoting and Supporting Infant and Early Mental Health through Community-Led Models Through a collaboration between Indigenous communities and Infant and Early Mental Health Promotion (IEMHP), innovative models for strengthening knowledge and skill specific to infant and early mental health were created. These models of capacity-building engage both community members and professionals to collectively support young children. Unique to these models is the embedding of Indigenous culture which guided content, structure and delivery of all elements. The programs aim to build knowledge and understanding about infant and early mental health and draw attention to the important role both professionals and non-professionals play in supporting the wellbeing of young children. The initiatives focus on the strengths of service providers, families and communities while building an awareness that everyone has something valuable to contribute in supporting future generations. This session examines the collaborative process used to build relationships and support the integration of the science of infant and early mental health through an Indigenous lens. Participants will hear about the importance of engaging both professionals and community members to create a system of change. Two innovative programs will be explored:</p> <ul style="list-style-type: none"> • Nurturing the Seed – A program providing professionals with training on infant and early mental health including the use of developmental support plans that are responsive to a child’s needs in a family-friendly and culturally-informed way. • Natural Helpers – An 8-week hybrid program designed for all community members to enhance knowledge about infant and early mental health and build community capacity through increased interest and commitment to better support very young children. <p>These initiatives demonstrate the benefits of sharing the science of infant and early mental health with ALL members of a community and doing so through an Indigenous lens. We will highlight preliminary evaluation results and plans for future evaluation strategies based on learnings from the projects to date.</p> <p>Track A2: Clinician-Caregiver Collaboration in Interventions for Caregivers There is a dearth of interventions to support the wellbeing of family caregivers of individuals with neurodevelopmental disorders, who often have the responsibility of not only providing direct care for their family member, but also play various roles, including carrying out interventions at home or being an advocate outside the home. Our team has been studying the use of Acceptance and Commitment</p>

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Training (ACT), a mindfulness and values-based intervention, to support caregiver well-being. One of the unique features of our program is the collaboration of clinicians and caregivers in the co-design and co-delivery of the intervention. We have also developed a comprehensive program to train and support clinician and caregiver facilitators.

In this panel, we will explore: 1) the benefits and challenges of clinician and caregiver collaboration in the design and delivery of the intervention; and 2) strategies, best practices and resources/policies to support, optimize and sustain clinician and caregiver partnerships. Our panelists will involve diverse perspectives, including organizational leadership, caregiver facilitators, clinician facilitators, ACT coaches and researchers, with varying degrees of experience and expertise with the intervention. As our model has been highly valued by clinicians, caregivers, and recipients of the intervention, we believe this will have relevance and implications to other caregiver interventions, training, and research initiatives.

Track A3:

Navigating Childhood Disability Policy in Canada: Discussing perspectives from Families and Case Law

As a signatory to the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), Canada has committed to protecting the rights of all Canadians with disabilities. Despite this commitment, Canadian children and youth with disabilities often experience barriers to participation in society resulting in higher rates of poor physical and mental health outcomes, lower educational achievement and fewer economic opportunities than youth without disabilities. Parents and caregivers of youth with disabilities also face a high burden of care, resulting in financial and social challenges, and increased parental stress. The care needs of a disabled child often require that family members forgo paid employment outside the home.

This symposium will provide a short overview of disability policy in Canada including laws (such as the Accessible Canada Act, Bill C-22, and Bill C-35), plans of action, and provision of government-funded disability programs by health, education, social services, and economic ministries. The panel will then discuss ways in which disability policy falls short and the practical realities and challenges experienced by children and youth with disabilities, their families, and care teams. Our discussion will center on two main topics:

- Barriers experienced by parents/caregivers when applying for and accessing government-funded disability programs, sourced from interviews with families.
- Implications of current disability policy failing to adequately address the consequences of unpaid carework provided by parents/caregivers. The presumption in most provincial programs that family caregivers ought to be unpaid stands in contrast to personal injury damages awards and public insurance benefits, such as no-fault automobile insurance, which fully reimburse family carework. This means that children born able-bodied who become disabled by an injury are more likely to have access to funding for family caregivers than children born with their disabilities.

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	<p>We will conclude with a discussion of our recommendations for solutions to these issues that can help to ensure children and youth with disabilities and their families are able to receive the support they require.</p>
<p>11:10 am Concurrent Sessions (Track B)</p>	<p>Track B1: Building Systems, Breaking Down Silos: Intersectoral collaboration to support access to care for infants, children, and their families</p> <p>Infancy to early childhood is critical for healthy brain and social-emotional development and an optimal time to identify and address early signs of mental health issues. However, access to care is often complicated and barriers can lead to inequitable care access, delivery and wellness outcomes for infants and young children. Care pathways help families and service providers by taking the guesswork out of what services are available and how to access them to ensure early intervention.</p> <p>The Knowledge Institute on Child and Youth Mental Health and Addictions and Infant and Early Mental Health Promotion are working with communities across Ontario to strengthen cross-sector partnerships that support streamlined pathways for infant and early mental health care. We will share outcomes from our pilot project where we partnered with cross-sector infant and early mental health service providers to create, implement and evaluate mental health care pathways for prenatal to age six.</p> <p>Through facilitated activities, we will showcase our new pathway resource guide: “From building blocks to care pathways: Working together to support access to infant and early mental health care.” This guide leverages the latest evidence on how to plan, develop and implement care pathways with a focus on resources that build on community strengths and support families in accessing the right care in a timely manner. We will outline the processes and considerations that all communities should integrate into planning to sustain care pathways for effective and coordinated infant and child mental health services.</p>
	<p>Track B2: Early Detection and Evidence-Based Early Interventions for Better Outcomes in Young Children with Cerebral Palsy</p> <p>International clinical practice guidelines exist for early identification and early evidence-based interventions for young children with cerebral palsy (CP). Adoption of these guidelines requires integrated knowledge mobilization and implementation science strategies to support a change in practice. For early detection, different approaches are required for neonatal follow-up medical specialists who see children who are at higher risk for developing CP (e.g., born pre-term) compared to community-based primary care physicians where children will present during their well-baby care visits with motor impairments. For early intervention, a knowledge gap exists for rehabilitation professionals, where there is a need for them to familiarize themselves with different therapy options and the evidence behind these approaches to support them as they move towards ‘best’ practice. Purpose: To present progress on knowledge mobilization and implementation science strategies to support early identification and intervention for young children with CP across Canada. For Early Detection, an overview of the EDIT-CP Toolkit (Early Detection section), including early attributes that can be detected by primary care providers and caregivers will be provided. Moreover, the progress on current implementation strategies will</p>

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	<p>be summarized. For Early Intervention, an orientation to the Early Intervention section of the EDIT-CP Toolkit, which includes evidence-based information on more than 20 interventions, will be offered. The implementation strategies and the perspectives of a clinical partner will also be presented. These tools will assist physicians and rehabilitation specialists in expediting diagnosis and providing early interventions that are evidence-informed to ensure better outcomes.</p>
11:45 am	Lunch
12:30 pm	Poster Session 1
2:00 pm Concurrent Sessions (Track C)	<p>Track C1: Individual Orals #1</p> <ul style="list-style-type: none"> (1) Moving forward: Mobilizing knowledge to co-develop the Siblings Training, Empowerment, and Advocacy Kit (Siblings TEAKit) (Nguyen & Pietrangelo) (2) The forgotten caregivers: A qualitative study exploring the experience of fathers of children with medical complexity (Fong) (3) Caring for the Caregiver (C4C): An Integrated Stepped Care Model for Caregivers of Children with Medical Complexity (Bruno) (4) Co-designing solutions to enhance access and engagement in pediatric telerehabilitation (Reitzel) (5) KidsAction Coaching in Action with Challenger Baseball-Jays Care Foundation (Field)
	<p>Track C2: Supporting diverse families of children with neurodevelopmental disabilities- insights from community-based research</p> <p>Navigating behavioural and mental health services for children and youth with neurodevelopmental disabilities can be incredibly disorienting, and often lead to high frustrations and stress for parents and families. Importantly, there is a growing awareness of the inequities experienced by families from diverse communities who face more barriers to accessing adequate care. There is an urgent need to act and co-create collaborations with community partners that can utilize research expertise to find solutions to real-world problems faced by diverse families across Canada. This symposium will provide insights from 4 community-based research projects and bring together the perspectives of researchers and community partners who have an interest in supporting families.</p>
	<p>Track C3: FASD & Me - Strengthening My Community: Leveraging the value of peer support and community advocacy to improve outcomes for youth with FASD</p> <p>The FASD & Me program aims to decrease stigma, build understanding, and develop actionable resources that are accessible to parents, caregivers, and youth with FASD themselves. FASD & Me resources celebrate children and youth with FASD and their families; equip members of their communities to better support them by strengthening understanding of the unique strengths and challenges of individuals with FASD; and dispel myths and stereotypes.</p>

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	<p>The FASD & Me: For Teens pilot was added in 2023, providing peer mentoring opportunities to teens with FASD and enabling these youth to gain a better understanding of FASD while developing self-advocacy skills to share with extended family, community members, and potential employers. Peer support, mentoring, and community connections are enhancing lives at all stages through innovative community-inspired approaches.</p>
2:40 pm Concurrent Sessions (Track D)	<p>Track D2: From basic science to community, new perspectives from developmental neuroscience There is a movement towards fostering greater researcher-family partnerships within the realm of neurodevelopmental research. These partnerships are important because they have the potential to create better research questions that have stronger and more applicable outcomes for the community. These kinds of partnerships have formed more readily between researchers in applied, health, and clinical settings, yet researchers from the basic sciences (e.g., cognitive and neuroscience) have yet to have as many opportunities to make direct connections with families. In this panel discussion, neuroscientists from Carleton University will describe their work and its applicability to neurodiverse children and youth, and their families.</p>
	<p>Track D3: Weathering the Storm: Strengthening outcomes for families experiencing AFCCA (Aggression toward Family/Caregivers in Childhood/Adolescence) Aggression towards Families/Caregivers in Childhood and Adolescence (AFCCA) can be experienced by families impacted by neurodevelopmental disabilities and complex trauma; and this issue has been aggravated by the COVID pandemic. Early indicators support the hypothesis that combining peer supports, supportive communities, and effective evidence-based interventions can significantly change outcomes for both youth and their parents/caregivers, and potentially mitigate the need for more costly, intensive interventions in later developmental stages.</p> <p>Research often takes 10+ years to be implemented into clinical practice; these projects show how implementation can be accelerated through effective, meaningful family and community engagement in all stages of research and application.</p>
3:15 pm	Break
3:45 pm Concurrent Sessions (Track E)	<p>Track E1: Individual Orals #2 (1) Community Training and Implementation of the Social ABCs, an Intervention for Toddlers with Autism: Spread, Scale, Sustainment (Brian)</p>

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- (2) Implementation of a Novel Family-Centered Program within an Ontario Autism Service Setting: Baseline Findings from a Mixed Methods RCT (Bennett)
- (3) The Ultimate Research Partner Guide to the Applicant Profile CV (Heathcote)
- (4) Genetically programmed retinoic acid deficiency during gastrulation phenocopies developmental defects due to acute PAE in FASD (Petrelli)
- (5) The Journey of Becoming and Being a Father to a Child with Cerebral Palsy (Seguin)

Track E2:

Innovative programs meeting the needs of students with NDDs in the classroom

There are many students, including those neurodevelopmental disorders (NDDs), who require support to be successful in today's classrooms. To be able to provide this support, educators need ongoing access to evidence-based practices. Dr. McGonnell, teacher and psychologist, will open the symposium with an introduction to the current context of these needs and to the importance of evidence-based interventions being accessible to teachers so they can better meet the needs of students with NDDs. Dr. Corkum, child psychologist and researcher, will discuss the development, evaluation, and implementation of the ASSIST (Accessible Strategies Supporting Inclusion for Students by Teachers) program, an online program to provide classroom teachers with professional development on how to work effectively with children with NDDs, including ADHD, ASD, and LD. This presentation will highlight lessons learned from a national implementation study.

Drs. Rasmussen and Pei will discuss the implementation and evaluation of the Math Interactive Learning Experience (MILE), which was originally developed for children with FASD. MILE supports math learning by building underlying cognitive skills critical to math while as well as supporting the development of problem-solving strategies that facilitate emotional regulation.

This presentation will 1) highlight adaptations made to the MILE program to allow for classroom-wide implementation and 2) introduce the website-hosted training that supports asynchronous MILE training. Dr. Timmons will discuss the findings a four year-longitudinal mixed-methods study evaluating the effectiveness of an outreach program designed to build capacity of educators to support students with FASD. This presentation will highlight the importance of a collaborative approach to program evaluation while highlighting how practitioners can leverage the results to increase access to equitable learning opportunities for students with FASD globally. The symposium will conclude with discussant Adelee Penner, community partner and educator, reflecting on key points, including EDI considerations, from an educational perspective.

Track E3:

The F-words Implementation Journey: From Publication to Global Impact

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	Implementation is a central component of CanChild's 'F-words for Child Development' Research and Knowledge Translation Program. Our collaborative implementation work to date has catalyzed our understanding and the momentum of F-words implementation globally and resulted in numerous learnings and subsequent projects/initiatives. This presentation provides an overview of our implementation efforts and highlights the essentiality of Implementation Science to move evidence-based innovations into practice.
4:25 pm Concurrent Session (Track F)	<p>Track F3: The Importance of Telling and Sharing Your Story - Using Digital Storytelling to Foster Healing and Resilience</p> <p>Stories connect us to each other. Stories are a compelling and meaningful way of sharing wisdom, not just data. Join Kristy Wolfe as she shares what digital storytelling is, what is involved in the process and how it can be used within the context of knowledge translation. This interactive session includes digital story examples, space for conversation and opportunities to reflect on how your research project could benefit from digital storytelling.</p> <p>Guests will learn:</p> <ul style="list-style-type: none"> • what a digital story is and why it matters • the process of creating a digital story • identifying key moments and uncovering lessons • the impact of sharing digital stories

Tuesday, October 24

DAY 2 CONFERENCE PROGRAM (HYBRID EXPERIENCE)

Time (ET)	Programming / Activity
7:00 am	Conference registration opens
7:30 am	Breakfast
8:30 am	Opening Remarks
8:45 am	Plenary Session: Mobilizing Knowledge and Changing Practice

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	<p>The gap between knowledge creation and knowledge uptake means that research innovations frequently do not reach their intended audience. The Kids Brain Health Network has positioned itself to be an instrument of change in this equation, with a focus on the skills and pathways necessary for implementation of research innovations into practice. In this exciting plenary session, KBHN has invited three change leaders from the areas of research, advocacy and policy who will bring a multisectoral lens to the discussion of what it takes bridge the gap between knowledge creation and uptake to improve outcomes for children with neurodevelopmental disabilities.</p> <p>Speakers Dr. Susanne Benseler, Director, Alberta Childrens Hospital Research Institute, University of Calgary Sue Robins, Healthcare Activist, Speaker, and Author The Honourable Rosemary Moodie, Senate of Canada</p>
10:00 am	Break
10:30 am Concurrent Sessions (Track G)	<p>Track G1: "Nothing About Us Without Us": Equitable and Accessible Youth Engagement in Research This session will briefly explain the Youth Engagement in Research Project results. However, more importantly, by utilizing our experience as a research team, we will demonstrate an accessible patient partnership. We will cover our team's journey, from creating the research idea to disseminating knowledge. We hope those who attend will leave with a more robust understanding and appreciation of how to develop research projects that, from the start, focus on patient engagement in a way that helps not only further research but also continues to push back against the ableist foundations of research.</p> <p>Track G2: Re-balancing the Wheel in the diagnosis, intervention, and prevention of NDD - It Takes a Universe--and Lots of Love- This symposium offers a look at the accomplishments and the challenges of two community based clinics delivering services for trauma based NDD. Both clinics opened more than 15 years ago serving youth and families in small but diverse communities--one in the inner city and one in a rural indigenous community. Both view youth health in a larger social context and healing in terms of strengthening relationships and restoring balanced environments to promote the development of youth gifts. In both communities there were social and economic barriers to accessing diagnostic and intervention services leading to youth health inequities. This in turn perpetuated a cycle of social and economic disadvantage among youth and families living with Neurodevelopmental disabilities that needed accommodations. The Eastern Door opened in 2006 and was the first multi-disciplinary team offering assessment for FASD and related ND conditions in Atlantic Canada. With ED practice there has been an increase in protective factors: earlier diagnosis and implementation of accommodations in school and family supports at home. This has in turn has led to individual success and transformation. One of the first mothers whose daughter was diagnosed through the ED will share her perspective and experience and how she overcame stigma and helped her daughter graduate HS. The Richer initiative (Responsive, Interdisciplinary, Intersectoral Child</p>

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	<p>and Community Health Education and Research) developed as collaborative interdisciplinary partnerships of primary health providers to build evidence based services for socially isolated and materially disenfranchised families in Vancouver's DTES. It has led to a critical difference in the vulnerability of the children in the area. RICHERS interdisciplinary research to practice model has been recognized internationally for its development of an effective health service delivery model linking services across sectors. The ED just won the Korczac prize awarded by social pediatricians at the Pediatric Conference in Halifax.</p>
	<p>Track G3: 21st Century Philosophies for Developmental Disability: Exploring Approaches and Applications in Practice and Policy 'Developmental Disability' is undergoing a profound sea change. In this symposium, we will propose a uniquely Canadian approach to 'developmental disability' that is having international impact on the field of child health and development. We will share updated information on CanChild's F-words for Child Development; Family-Centred Services; family engagement in research; and non-categorical approaches to functioning. We will then discuss next steps for working with policy makers and organizations to update and, in some cases, redesign systems of care need to meet these contemporary views. Importantly, we will challenge the traditional approach to services based on diagnosis, and propose and support alternate ways to think, plan and act.</p>
<p>11:10 am Concurrent Sessions (Track H)</p>	<p>Track H1: Prioritizing children in policy: Lessons learned from a scoping review of national autism strategies around the world This session presents select findings from an in-depth international scoping review of national autism strategies with the overarching aim of informing the development of Canada's own federal autism framework. Using the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) as an organizational framework, panelists will talk about why a national autism strategy is essential and discuss both quantitative findings and qualitative findings of the review. Panelists with lived experience will provide critical context for the panel discussion, offering their perspectives and priorities. Drawing on diverse areas of expertise, panelists will speak to the topics of awareness-raising; health, habilitation, and rehabilitation; political participation; education; employment; intersectionality; and research, statistics, and data collection, which is followed by a question and answer session.</p>
	<p>Track H2: Building an Evidence-Informed Knowledge Translation Resource to Promote Healthy Outcomes in Individuals with FASD: Development and Process This presentation will characterize the three developmental phases we have undertaken to build COMPASS. In the first section, we will summarize the results of a secondary data analysis of a large national database of individuals with FASD across the lifespan, through which neurodevelopmental periods and their relationship to interventions and recommendations were identified. The second section will describe the developmental process of building a pilot version of COMPASS using the Towards Healthy Outcomes framework, an evidence-based framework developed to help support consistent and strength-based intervention planning across the lifespan. In the</p>

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	<p>third section of the presentation, we will summarize evidence collected through the Tool pilot. We will highlight community-based collaborative processes woven through all COMPASS development and implementation aspects. One of our clinic partners, Dr. Valerie Temple, will provide information on her role in supporting our research team, the challenges and the importance of developing an evidence-based resource that effectively communicates knowledge and recommendations for best practice.</p>
11:45 am	Lunch
12:30 pm	Poster Session 2
2:00 pm Concurrent Sessions (Track I)	<p>Track I1:</p> <p>Individual Orals #3</p> <ol style="list-style-type: none"> (1) Caring for a Child with Prader-Willi Syndrome: A Narrative Inquiry (Currie) (2) The Role of Emotion Regulation and Joint Attention in the Emergence of Autism Spectrum Disorder: An Infant Siblings Study (Raza) (3) Using Machine learning to identify clinical and socioeconomic predictors of acute care use among medically complex children in Alberta (Sidra) (4) Exploring the relationship between emotion and features of eye-gaze in youth with severe motor and communication impairment (SMCI) and typical (Collins) (5) Comparative Strengths and Challenges on Face-to-Face and Computer-Based Attention Tasks in Autistic and Neurotypical Toddlers (Sacrey)
	<p>Track I2:</p> <p>Better Nights, Better Days for Children with Neurodevelopmental Disorders Program: So What Happens After the RCT?</p> <p>Sleep problems are highly prevalent and impactful on children with NDDs and their families. Dr. Corkum, child psychologist and researcher, will introduce the Better Nights, Better Days for Children with NDDs (BNBD-NDD) program, an online, transdiagnostic, self-guided behavioural sleep intervention. She will review the steps taken to develop this program and the preliminary results of a Canada-wide randomized controlled trial (RCT). Alzena Ilie, Clinical Psychology PhD student, will discuss the results of exit interviews with 20 parents who completed the RCT of BNBD-NDD. This presentation will highlight the barriers and facilitators that affect the Reach, Effectiveness, Adoption, Implementation, and Maintenance of the program. Katie Vaughan, BNBD-NDD Project Manager, will discuss how feedback from parents who participated in the RCT and exit interviews was used to modify the BNBD-NDD program. This presentation will highlight the modification process, as well as preliminary findings of the ongoing implementation study. Mya Dockrill, incoming Clinical Psychology PhD student, will discuss how an EDI lens can be applied to the BNBD suite of programs. This is particularly relevant given that there is a higher prevalence of sleep problems among children from racial and ethnic minorities, resulting in the need for equitable and inclusive access to sleep health care. Jocelyn Paul, a Mi'kmaw Clinical Psychology PhD student, will share the</p>

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	<p>results of a scoping review examining the current literature about sleep and Indigenous peoples and discuss the next steps including learning circles and usability studies. The results of these studies will be used to determine if BNBD is able to be modified to be culturally appropriate and usable in this population. The symposium will conclude with lived experience discussant, Connie Putterman, reflecting on key points from the perspective of a parent of a child with NDD and insomnia.</p>
	<p>Track I3: The Family Engagement in Research Training Program: An Opportunity to Connect, Collaborate, and Co-Create Solutions to Common Challenges in Patient-Oriented Research In 2018, family partners and health service researchers at CanChild Centre for Childhood Disability Research at McMaster University partnered with Kids Brain Health Network to launch the Family Engagement in Research (FER) Course. Over the past five years, this 10-week online course for researchers and family members/caregivers with lived/living experience has evolved into an internationally recognized multi-faceted training program. Our program is unique in that it is designed to nurture connections, collaboration, and co-creation, and to build trusting relationships between people with lived/living experience and researchers. We achieve this by enabling co-learning in a safe and welcoming environment. In this workshop, we will facilitate roundtable interactive solutions-focused discussions about strategies to address two common barriers to engagement identified from graduates and instructors of the FER Course: i) readiness to partner in research for family partners and researchers; and ii) creating psychologically safe spaces and welcoming environments for partnership. Workshop presenters and small group facilitators include FER Course developers, instructors, coordinators, knowledge brokers, and graduates who are both researchers and family partners. Workshop participants will be invited to join an ongoing FER Community of Practice to support continued connection, collaboration, and co-creation opportunities. This workshop can lead to the identification of strategies and development of collaborative working groups that will support the advancement of best practices in family engagement in research across Canada.</p>
<p>2:40 pm Concurrent Session (Track J)</p>	<p>Track J1: Pediatric Cognitive Rehabilitation: Implementation lessons learned across diverse contexts. Attention and executive functions (A/EF), critical for academic success and quality of life, are almost universally disrupted in children with neurodevelopmental disorders (NDDs). Untreated A/EF problems lead to long-term mental health/behavioural, academic, and occupational/social difficulties, in addition to lower quality of life. While a number of cognitive rehabilitation programs have sought to address the needs of children with NDDs, those currently available are typically ineffective, expensive, or inaccessible to those in remote communities or without access to specialized professionals. Dino Island is an innovative cognitive intervention for children with NDDs that is designed to bridge this significant treatment ‘gap’. It combines the appeal of tablet-based gaming with the effectiveness of an in-person, interventionist-child structure. We will discuss the unique implementation considerations of Dino Island in three distinct contexts: parent/home delivery, therapist/hospital-based delivery, and international remote delivery (Malawi, Africa). Our symposium</p>

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	will focus on unique considerations for delivering cognitive rehabilitation across these distinct contexts in addition to community impacts, successes, and lessons learned.
3:15 pm	Award Presentation & Closing Remarks
4:00 pm	End of 2023 KBHN Conference