



ÉCOLE LE
SOMMET
SCHOOL

The Summit Centre For Education, Research, and Training Presents:

SCERT

conference

ON NEURODEVELOPMENTAL CONDITIONS

NOV 01 2019

FOR PARENTS AND PROFESSIONALS

New Residence Hall 3625 Park Ave - Montreal





Summit Centre for Education, Research, and Training Conference 2019 Program

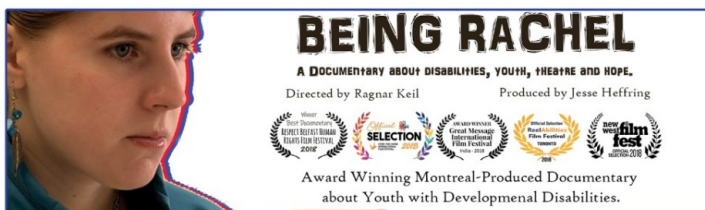
PRE-CONFERENCE EVENT: THURSDAY OCT 31ST, 2019

5:00PM to 7:00PM – EARLY REGISTRATION AND COCKTAILS – Lobby

Come register early at our casual cocktail meet-and-greet. Have a drink on us and get to know more about SCERT.

7:00PM to 8:15PM – MOVIE SCREENING “BEING RACHEL” – Salle du Parc

Presentation of the award-winning documentary, BEING RACHEL (60 minutes).



CONFERENCE: FRIDAY NOV 1ST, 2019

8:30AM to 9:20AM – REGISTRATION AND CONTINENTAL BREAKFAST – Lobby

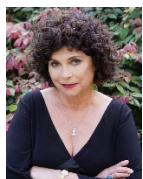
Register and collect your conference materials. Coffee and a continental breakfast will be provided.

9:20AM to 9:30AM – WELCOME ADDRESS – Ballroom A

Dr. Armando Bertone, SCERT Director, welcomes you to the first annual SCERT conference.

9:30AM to 11:00AM – MORNING KEYNOTE – Ballroom A

Reconceptualizing ASDs as Autistic Learning Styles and Autistic Learning Disabilities: Making Treatment Individual, Developmental, and Outcome-Oriented



BRYNA SIEGEL, PhD. *Executive Director, Autism Center of Northern California & Professor, Child and Adolescent Psychiatry, Univ. of Calif., San Francisco (Ret.)*

This keynote will begin by framing signs of autism in terms of relative strengths ('autistic learning styles'--ALSs) or weaknesses ('autistic learning disabilities'--ALDs) often observed in those with ASDs, and sometimes overlapping with other neurodevelopmental disorders. The

ALS/ALD framework will be applied to selecting specific treatment strategies to fit ALS/ALD profiles, adjusting for developmental level and learning rate, and emphasizing the selection of curriculum to reflect longer-term developmental expectations for educational attainment by the age of school completion.

11:00AM to 11:15AM – REFRESHMENTS – Lobby



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11:15AM to 12:15PM – BREAKOUT SESSIONS

Sleep Difficulties in Autism and Intellectual Disability: Causes and Interventions (Presented in French)



ROGER GODBOUT, PhD. Professor, University of Montréal Mental Health Research Institute & Director, Sleep Research Lab, Rivière-des-Prairies Hospital

Up to 85% of autistic children and adults suffer from sleep problems that exacerbate daytime symptoms. These sleep problems are caused by biological, behavioural and environmental factors. This presentation will report on: 1) recent discoveries on the mechanisms that regulate the sleep-wake rhythms; 2) sleep organization according to age; 3) the functions of sleep; 4) the main methods used to assess sleep; 5) probable causes of sleep problems autistic persons; 6) the case of Intellectual Disabilities; 7) strategies to improve sleep.

Healthy Sexuality: Adaptive Skills for students with ASD



ISABELLE HÉNAULT, PhD. Clinical Psychologist, Director of the Autism & Asperger Montreal Clinic

The last numbers of years have seen rapid development in interventions related to Asperger's Syndrome (AS) & ASD. However, programs incorporating themes related to interpersonal relationships and healthy sexuality are very few in number despite the pressing concerns of families and professionals. This presentation concerns the understanding of the sexual development and learning of appropriate sexual behaviours for students with ASD/Asperger's Syndrome. The goal is to check how much intensive sex education could replace problem sexual behaviours by new behaviours that enhance social adaptation.

Autism Family Wellness: Educating and Training Parents and Professionals to Support Children with Autism from Diagnosis through Adulthood



BRYNA SIEGEL, PhD. Executive Director, Autism Center of Northern California & Professor, Child and Adolescent Psychiatry, Univ. of Calif., San Francisco (Ret.)

For most families, autism will be a chronic disorder but with a positively progressive course. Realistic appraisal of adult outcomes based on existing data will be discussed in the context of developing targeted expectations, as well as curriculum that in secondary and post-secondary education will be most likely to support positive adaptive behavior, minimize teen and adult mental health and physical health risks, as well as develop viability for successful employment, and independence in adulthood.

12:15PM to 1:15PM – SEATED LUNCH – Ballroom B



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1:15PM to 2:45PM – AFTERNOON KEYNOTE – Ballroom A

Autonomy, Self-Determination, and Strengths-Based Approaches to All Learners with Disabilities: A Bridge for 21st Century Transitions



MICHAEL WEHMEYER, PhD, Ross and Marianna Beach Distinguished Professor in Special Education, University of Kansas

Research has established that promoting the self-determination of youth with disabilities results in more positive school and transition outcomes. This session will examine self-determination, its application to the field of transition, and the central role of self-determination in newly emerging strengths-based models of disability. The session will overview research knowledge with regard to self-determination and student involvement in education and transition planning and explore how changing understandings of disability are impacting the education of students with and without disabilities.

2:45PM to 3:00PM – REFRESHMENTS BREAK – Lobby

3:00PM to 4:00PM – BREAKOUT SESSIONS

Cognitive Assessment in Children with Neurodevelopmental Conditions (Presented in French)



ISABELLE SOULIERES, PhD. Professor and Research Chair for the Cognitive Optimization in Autism, Departement de Psychologie, UQAM

Assessing cognitive potential in children with neurodevelopmental conditions is a complex but exciting challenge. Starting from research and clinical examples, we will discuss the following questions: Does poor performance on cognitive assessment always mean poor cognitive potential? Are testability and performance always linked in children with ID and autistic children? How can we capture their personal strengths and in which situations do they learn/perform well? How can focussing on these strengths help stimulate learning?

Documenting the Lives of Families of Children with Neurodevelopmental Conditions: From Understanding to Impact



LUCYNA M. LACH, MSW, PhD. Associate Professor, School of Social Work, McGill University

Dr. Lach's recent work has focused on documenting issues faced by families of children with neurodevelopmental conditions (NDCs) and using this knowledge to challenge practitioners and service providers to think critically about how to best support these individuals. She will discuss the practical implications of research centred around intervention for parents whose children present significant behavioural challenges, and findings from a community-based participatory project that aims to strengthen the collaborative efforts of service providers (health, social services, education, and non-government organizations) to improve their services and access.



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Building the Bridge to 21st Century Transitions: Methods, Materials, and Strategies to Promote Self-Determination



MICHAEL WEHMEYER, PhD, Ross and Marianna Beach Distinguished Professor in Special Education, University of Kansas

This session will overview research- and evidence- based practices to promote the self-determination of students with disabilities, to enhance student involvement in transition planning, and to assess self-determination. Attendees will be provided information about resources that will enable them to implement effective practices to promote self-determination and promote student involvement in planning.

4:00PM - 4:15PM – CLOSING REMARKS -Ballroom B

4:15PM – 5:30 PM – POSTER SESSION AND COCKTAILS - Ballroom B