



ANDREA RAZA ÁLVARO

INEPE (Institute for Research, Education and Promotion of Ecuador)

Holistic education that emphasizes dialogue, participation, and solidarity among mestizos, descendants of the Quitu-Cara tribe, in communities with limited economic resources southwest of Quito.

Presenting on Day 1 (July 17) in the 11:55 am session on Education

Andrea was born in Quito, Ecuador and has an MA in Music Education and an MA in Teaching English as a Foreign Language. She is part of the first group of graduates of [INEPE](#) School (Institute for Research, Education and Promotion of Ecuador). Her parents helped found INEPE, a community-based organization created in 1985, located in the “La Dolorosa” neighborhood southwest of Quito, 10,170 feet above sea level, on the slopes of Ungüi hill.

INEPE’s main objective is to provide a holistic education to guarantee the formation of good, sensitive human beings, capable of building a better humanity, and to contribute to the comprehensive and harmonious development of children, youth, adults and communities with limited economic resources SW of Quito through the principles of Popular Education: dialogue, participation and solidarity. The above permits humanizing the educational process to form a new social fabric.

Most of the families we work with are considered mestizos. Students who live in La Dolorosa are descendants of indigenous natives from the sector, from the Quitu-Cara tribe. It is an area inhabited by low-income families, who maintain ancestral practices of solidarity to respond to the collective needs they face. The ancestral culture of the area is maintained as the legends and traditions are part of the texts, narrations, and festivities the community lives year after year.

Andrea has been an English teacher at INEPE School since she graduated from there in 2002. She was the coordinator of the English Area for 6 years and created the Music Talent Education Program of INEPE, an unprecedented and innovative space that contributes to the holistic approach to education which is vital at INEPE to support building a better humanity through art. Andrea has been invited to give many talks to share the work INEPE has carried out and the impact it has had on the Ecuadorian society.



TREVOR ROBBINS

Professor of Cognitive Neuroscience Cambridge University
Fellow of the British Psychological Society, Academy of Medical Sciences
and Royal Society

Especial interest in frontal lobe function, cognitive flexibility and its
neurochemical modulation, relevant to clinical disorders

Presenting on Day 3 (July 19) in the 5.30 pm session on Cognitive
Neuroscience: Prefrontal Cortex

Trevor has co-edited nine books, most recently (with N. Fineberg) *Neurobiology and Treatment of OCD: Accelerating Progress*. (Springer, 2021). He directs the 'Behavioural and Clinical Neuroscience Institute' (founded in 2005) the mission of which is to enhance translation from basic to clinical neuroscience. In 1987, he co-invented the CANTAB computerized neuropsychological test battery.

Trevors' work is focussed on the functions of the frontal lobes of the brain and their regulation by the chemical neurotransmitter systems in humans and other animals. This work is relevant to neuropsychiatric disorders including schizophrenia, depression, drug addiction, obsessive compulsive disorder(OCD), attention deficit hyperactivity disorder (ADHD), as well as Parkinson's and Alzheimer's diseases. He also employs psychological paradigms for investigating cognitive functions, including planning, decision making, learning, attention and self-control, often with [brain imaging](#)

Trevor received the Distinguished Scientific Contribution Award from the American Psychological Association (2011). In 2014 he shared the Brain Prize of the Grete Lundbeck European Brain Research Foundation, for his work on human mental disorders. He received Lifetime Achievement Awards from the British Association for Psychopharmacology (2015) and the British Psychological Society (2018). In 2016, he received the Robert Sommer Award for research into schizophrenia. In 2017 he received the Gold Medal



BARBARA ROGOFF

Pioneer and Leader in Cross-Cultural Human Development

Author of award-winning books published by Oxford, including [Learning Together: Children and Adults in a School Community](#); [The Cultural Nature of Human Development](#); [Developing Destinies: A Mayan Midwife and Town](#)

Presenting on Day 2 (July 18) in the 4:05 session on Indigenous Cultural
Wisdom & Programs #2

Barbara has spent years trying to understand a puzzle she found as a graduate student when she was studying children's learning in a Maya community. When she asked parents how they teach their children the complex technologies and concepts involved in weaving and agriculture, they said, "We don't teach them. They learn." This was puzzling because the children clearly weren't discovering this complex knowledge on their own. Since then, Barbara has tried to **understand how children learn without being taught**.

During her career, Barbara has worked in several Indigenous communities and had the good fortune to be in conversation with other scholars (many of them Indigenous) who are also interested in this question. They describe a way of learning that they call **Learning by Observing and Pitching In** to family and community endeavors (LOPI). LOPI involves including learners as contributors, building collaboratively on their interest, treating learning as a process of growth, by means of observing and pitching in during shared ongoing activity; and evaluating the guidance as well as learners' contributions.

Barbara is the UCSC Foundation Distinguished Professor of Psychology at the University of California-Santa Cruz. She has received awards for Distinguished Lifetime Contributions (Society for Research in Child Development), Distinguished Contributions to Developmental Science (Jean Piaget Society), and Outstanding Research (UCSC). She is an elected member of the [American Academy of Arts and Sciences](#) and the [National Academy of Education](#), and a Fellow of the AAA, APS, APA, and AERA. She has held the University of California Presidential Chair and Fellowships from the Center for Advanced Study in the Behavioral Sciences, Kellogg Foundation, and the Exploratorium, and served as Editor of *Human Development*.

SAINT JAMES MUSIC ACADEMY

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MICHELE SAM

Leads the Indigenous Studies program at the College of the Rockies
For over two decades, her work has focused on building relationships with
Indigenous Peoples across Canada within the disciplines of Health,
Government, Education, Human Development, and Social Work

Presenting on Day 3 (July 19) in the 4:10 pm session on Indigenous
Peoples' Cultural Wisdom & Programs #3

Michele is Ktunaxa ʔaqʔsmaknik—a Ktunaxa human being. Michele has familial ties across all 6 current Ktunaxa/Ksanka “Indian” bands and is an “official state identified band member” of ʔaqʔam—her people claim her. Her mother is one of the murdered and missing Indigenous women in Canada, who as a child, attended St Eugene’s residential school. Her father’s heritage is British from the Sheffield area in England and, Mik’maq and Acadian with no claims to heritage. Michele returned home to the Ktunaxa homelands as a 60s scoop survivor, having been in child protection and adopted in Southern Ontario by a Dutch Catholic immigrant family. Michele is a first-generation homeowner and a small business owner. Michele is first-generation in her adoptive family and Ktunaxa family to have earned university degrees. She holds graduate and undergraduate degrees in Social Work, English Literature, and Indigenous Learning.

Michele’s lifework is guided by principles of: Nation Rebuilding, Good Governance, Restoration of Peoplehood, Cultural Continuity, (Re) Attachment to Lands and Waterscapes, Intellectual Sovereignty and Cognitive Justice according to place based Indigenous Peoples’ ways of being, doing and knowing. She is a storyteller with plenty of stories to tell of how to live life well based upon her academic and lived experiences called “[A Ktunaxa Her Story](#)”. Michele’s interest has long been focused upon Indigenous Peoples’ place-based re-attachment to landscapes and waterways. In light of the genocide of Intergenerational Trauma and Stress and informed by her own experiences of returning home, Michele has worked to ensure that, despite the instability of her own life, her two children were raised to have both a sense of place and home in their lives. When she’s not working, she can be found outside. www.michelesam.com



CLIFFORD SARON

Research Scientist, UC Davis Centre for Mind and Brain, MIND
Institute

Early researcher of Buddhism and current director of the Shamatha
Project, which studies the effects of meditation on well-being.

Presenting on Day 3 (July 19) in the 9:00 am session on
Mindfulness and Stress Resilience

Clifford received his Ph.D. in neuroscience from the Albert Einstein College of Medicine in 1999. In the early 1990s, he conducted field research investigating Tibetan Buddhist mind training under the auspices of the Office of H.H. the Dalai Lama and has been involved with the Mind and Life Institute since then - as faculty at Summer Research Institutes, conference planning, and membership on MLI Program and Steering Councils. In 2012, Clifford’s research team was awarded the inaugural Templeton Prize Research Grant in honor of H.H. the Dalai Lama. His other research area, in collaboration with colleagues from the MIND Institute, focuses on sensory processing and multisensory integration in autistic children. This team uses behavioral and electrophysiological methods to better understand how these individuals experience their everyday sensory environments.

In his talk, Clifford will highlight the ways in which our longitudinal research on the effects of intensive meditation in retreat settings points toward the growth of compassionate responses to suffering. Touching on a heuristic phenomenological state-space model of mental processes impacted by mindfulness training, he will describe findings in the domains of behavioral and neural markers of attentional performance, and emotional and physiological responses to suffering that suggest the growth of this compassionate capacity.



JUSTIN SCARIMBOLO

Traditional Musician, Ethnomusicologist, classical guitarist and sitarist focused on the role of expressive culture in shaping identity
His blog, “Soundscapes of Pune City” explores the relationship between sound, place, and culture.

Presenting on Day 2 (July 18) in the 6:10 Music and Dance Performance

Justin obtained his PhD from the University of California, Santa Barbara, in 2014. He is based in Pune, India, where he lives with his son, Neel, and his wife, Radhika Bapat (a clinical psychologist who is also presenting at this Celebration). His research has focused on the pre-history of North Indian classical music’s Hinduization, the role of expressive culture in shaping communal identities, and the intersection of recording technologies and musical transmission.

Justin will perform a short piece on the sitar, an instrument born out of the Indo-Islamic encounter as early as the mid-eighteenth century. Typologically and etymologically, the sitar descends from the Persian *setar*, a long-necked, bowled lute. Over the centuries, however, aspects of both the sound and appearance of the sitar have come to resemble an older, indigenous Indian stick or tube-zither called the *bīn* or *rudra vīna* (the fearsome stringed instrument of lord Shiva), which features two large gourd resonators that, in the traditional seating posture, vibrate against the performer’s body—a vestige, perhaps, of the instrument’s connection, through its antecedents, to occult yogic practices.

The piece of music that Justin will be presenting, and that is closely associated with the *bīn* repertoire, is called *ālāp*, which is a solo improvisation that begins in free time and gradually builds in rhythmic intensity. Like a prelude, the *ālāp* introduces the chosen melodic mode or *rāga* by embellishing its characteristic phrases over the entire range of the instrument. The specific *rāga* that Justin will be presenting is called *bihāg*, which is normally performed in the hours before midnight and is said to have a romantic sentiment.



KIMBERLY SCHONERT-REICHL

Professor, Department of Psychology at University of Illinois at Chicago
NoVo Foundation Endowed Chair in Social and Emotional Learning,
Board Member at CASEL, and trusted advisor in education

Presenting on Day 2 (July 18) in the 11:40 am session on Social-Emotional Development & Plasticity: Compassion & Empathy #1

Prior to her graduate work, Kim worked as middle school teacher and as a teacher at an alternative high school for adolescents identified as at risk. She is the recipient of several awards, including the 2021 Janusz Korczak Medal for Children’s Rights Advocacy, the 2019 Postsecondary Leader of the Year Award - Canadian Edtec, the 2015 Joseph E. Zins Distinguished Scholar Award for outstanding SEL research, and the 2009 Confederation of University Faculty Associations BC’s Paz Buttedahl *Career Achievement Award* in recognition of sustained outstanding contributions to the community beyond the academy through research over the major portion of a career. Kim has over 175 publications in scholarly journals, book chapters, and reports, has edited two books on mindfulness in education, and has an upcoming co-edited book (with Sara Rimm-Kaufman & Michael Strambler) titled “SEL in Action” to be published by Guilford in 2023.

Kim is a Board Member of the Collaborative for Academic, Social, and Emotional Learning (CASEL), a Steering Committee Member for Karanga: The Global Alliance for SEL and Life Skills, the Chair of the Scientific Research Advisory Committee for the Goldie Hawn Foundation, and an advisor to UNESCO’s Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) on SEL. She served as an advisor to the British Columbia (BC) Ministry of Education on the development and implementation of the redesign of the Curriculum and Assessment Framework that focuses on the promotion of students’ personal and social competencies (SEL) and was an Expert Advisor to the Organization for Economic Co-Operation and Development’s (OECD) Education 2030 initiative.

SEATTLE YOUTH ORCHESTRA

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JENNY SEHAM

Founder & Director of both, the Arts and Integrative Medicine (AIM) and the Youth Empowerment Series (YES), at Montefiore Medical Centre/Albert Einstein College of Medicine, NYC

Director, Dance Education for legally blind children & adolescents, for the [National Dance Institute \(NDI\)](#)

Co-Founder, [YES Art Gallery](#), a rotating exhibition of artwork from youth in Montefiore's Child Outpatient Psychiatry Div., publicly displaying it off the main lobby of Montefiore Medical

[Presenting on Day 2 \(July 18\) in the 12:30 session on Inspiring and Empowering Youth](#)

An activist for access to the arts in healthcare and education, Jenny was recognized as a National Thought Leader by the Kennedy Center for the Performing Arts. Her multi-arts programming gained international attention at the 2022 National Organization for Arts in Health (NOAH) Conference with '*A Flicker of Light in Me Grew,*' featuring original songs by children in psychiatric treatment. In 2021, [Corman IMPACT Honors](#) celebrated Jenny for having a transformational impact by creating programs that promote compassionate, collaborative care, particularly noting '*We Are Here,*' a photovoice project, that as part of Jenny's YES program, recorded life before and after COVID-19 through photos and narration, amplifying the voices of Bronx youth and frontline healthcare workers. A research study on the impact of the YES Gallery on doctors, patients, visitors, and other community members found a significant improvement in mood for people walking through the gallery and seeing the pieces made by the YES artists.

Jenny is a bilingual (English/Spanish) performing and teaching artist, as well as being a clinical psychologist, who has collaboratively developed sustainable, community arts programming in Mexico, Ecuador, and Honduras. Her choreography has been performed at the White House, the UN, & Madison Square Garden.

Jenny & Adele Diamond forged an abiding friendship through their shared belief in the power of the arts to change lives.

ANDRÉ SHEARER

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DANIEL J. SIEGEL

Clinical Professor of Psychiatry, UCLA School of Medicine
Executive Director of the Mindsight Institute
Focused on the interface between human relationships and basic biological processes
Prolific and beloved author for both professional and public audiences

Presenting on Day 4 (July 20) in the 9:00 am session on Interpersonal Neurobiology

Dan is the founding codirector of the Mindful Awareness Research Center at UCLA. An award-winning educator, he is a Distinguished Fellow of the American Psychiatric Association and recipient of several honorary fellowships. Dan is also the Executive Director of the Mindsight Institute, an educational organization, which offers online learning and in-person seminars that focus on how the development of mindfulness in individuals, families and communities can be enhanced by examining the interface of human relationships and basic biological processes. His psychotherapy practice includes children, adolescents, adults, couples, and families. He serves as the Medical Director of the LifeSpan Learning Institute and on the Advisory Board of the Blue School in New York City, which has built its curriculum around Dan's Mindsight approach. Dan has published extensively for the professional audience. He is the author of numerous articles, chapters, and the internationally acclaimed text, *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are* (3rd. Ed., Guilford, 2020). This book introduces the field of interpersonal neurobiology and has been utilized by a number of clinical and research organizations worldwide. Dr. Siegel's unique ability to make complicated scientific concepts exciting and accessible is evident in his many highly popular public-facing publications and has led him to be invited to address diverse local, national and international groups including mental health professionals, neuroscientists, corporate leaders, educators, parents, public administrators, healthcare providers, policy-makers, mediators, judges, and clergy.



TANIA SINGER

Tania is a world expert on compassion and empathy and has a passion for creating bridges between fields that typically never interact, including the arts, economics, clinical, social and natural sciences. Tania is the Scientific Head of the Max Planck Society's Social Neuroscience Lab in Berlin.

Presenting on Day 3 (July 19) in the 6:35 pm session on Social-Emotional Development & Plasticity, Compassion & Empathy #2

Tania is a professor of social neuroscience and psychology. After her PhD in psychology at the Max-Planck-Institute for Human Development, Tania worked at the Wellcome Centre for Imaging Neuroscience, at the Institute of Cognitive Neuroscience in London and held the inaugural Chair of Social Neuroscience and Neuroeconomics at the University of Zürich. Her research focus is on the hormonal, neuronal, and developmental basis of human sociality and social emotions as well as their malleability through mental training. She has initiated and headed one of the largest meditation-based secular mental training studies on the plasticity of care, compassion and mental health, the *ReSource* project. Linking such findings to the field of (neuro)economics, she developed a *Caring Economics* approach, developing new models of economy based on care and social cohesion.

Tania is also heading the *CovSocial* project, a large-scale study on stress, resilience and social cohesion during the Covid19 pandemic. In phase2 of this project, she started investigating scalable digital mental training approaches based on partner-based dyadic mental practices and their effects on mental health, resilience and social skills, so-called Dyads, and is now advising a start-up, *humanize*, to bring these intersubjective practice formats in society as large. Tania Singer is author of more than 160 scientific articles and book chapters and edited together with Mathieu Ricard the two books *Caring Economics* (2015) and *Power and Care* (2019). Throughout her life she has explored how inner change can bring about societal change putting science in the service of societal transformation.

SITKA STRING QUARTET



Presenting on Day 4 (July 20) at 10 am. Music Performance

The Sitka String Quartet was formed by friends and colleagues in the Vancouver Symphony Orchestra. After years of playing together in the larger ensemble, and sharing numerous concerts as chamber musicians within the VSO Chamber Players, it was a natural extension of their like-minded musical curiosity, open-heartedness, and a fearless willingness to explore quartet repertoire across many genres that propelled these four musicians to form a professional quartet. The members are: violinists Cassandra Bequary and Karen Gerbrecht, violist Emilie Grimes, and cellist Olivia Blander. Coming from disparate but complementary backgrounds, the four members of the Sitka String Quartet have toured the world performing. They have enjoyed shared and individual performances in Italy, France, Germany, Denmark, Poland, Austria, Japan, China, Korea, Iraq, Lebanon, and Australia. Their affection for British Columbia has kept them living within a few kilometres of one another, and they are proud to perform in their home, BC, whenever the opportunity arises. To enjoy a recent audio recording of Sitka String Quartet playing the music of Caroline Shaw, go here:

https://drive.google.com/drive/folders/1ru_TDDIYg6Vih0pgciHK7O1qfl7Seld3?usp=sharing



EMILIE GRIMES

VIOLA

Emilie Grimes holds a Master of Music degree from the Juilliard School, where she studied with Michael Tree and Steven Tenenbom. She completed her Undergraduate degree at the University of Montreal under the tutelage of Neal Gripp.

As an orchestral and chamber musician, Emilie has performed in venues worldwide. She was appointed Adjunct Professor of Viola at the University of British Columbia from 2017 to 2019. Emilie joined the viola section of the Vancouver Symphony in 2012. She won the position of Assistant Principal Viola in September of 2019.



OLIVIA BANDER

CELLO

Olivia Blander completed her Masters of Music Degree at Yale University in the studio of professor Aldo Parisot. She received her Bachelor's of Music Degree from the Harid Conservatory (Boca Raton, Florida) where she studied with Canadian cellist Johanne Perron. Olivia has appeared frequently as a soloist and chamber musician on CBC radio, including the nationally broadcast "Debut Series". After returning to Ottawa from the U.S. in 2000, Olivia enjoyed four months working with the Thunder Bay Symphony Orchestra, and joined the Vancouver Symphony in September 2001.



KAREN GERBRECHT

VIOLIN

Karen is a fourth generation professional musician, she is a classically trained violinist who first trained and now performs in the United States, and Canada, and Europe. Karen particularly enjoys exploring new and experimental music and in creating staged and site-specific performances.

Karen is based in Vancouver and holds the position of Acting Principal Second Violin with the Vancouver Symphony Orchestra (VSO), where she is on faculty at the VSO school of Music. Before joining the VSO, Karen spent two years as Director of Chamber Music at Davidson College, NC.



CASSANDRA BEQUARY

VIOLIN

Cassandra started playing violin at the age of 5, and went on to perform in solo, chamber, and orchestral settings throughout North America and Europe. In her early professional years, Cassandra had the opportunity to perform at such festivals as the Galluzzo International Chamber Festival, Mendocino Music Festival and many others. After graduating from Oberlin Conservatory and College with degrees in both violin performance (both modern and baroque) and English literature, Cassandra moved to San Francisco where she completed her Masters of Music degree at the San Francisco Conservatory of Music. She studied privately with Marilyn McDonald, Greg Fulkerson, David Bowlin, Ian Swensen, Mark Sokol, and Catherine Von Hoesen.



H EL ENE (SIOUI) TRUDEL

Lawyer, certified mediator, and founder of an innovative children’s-rights-based approach to child health

Recipient of the inaugural Janusz Korczak Statuette Award for Children’s Rights and Quebec’s Prix de la Justice

Presenting on Day 3 (July 19) in the 9:40 a.m. session on Social Determinants of Health; Social Justice

The daughter of a Huron-Wendat mother, H el ene is constantly inspired by Aboriginal ways, culture, and values. She firmly believes that failure to satisfy children’s fundamental needs equates to a violation of their rights. She feels privileged and honoured to be among you on the unceded ancestral lands of the Musqueam, Squamish and Tsleil-Waututh Nations.

Building on Dr. Gilles Julien’s Community Social Pediatrics model, H el ene’s work goes further by integrating the practice of law and the respect of children’s rights enunciated in the *United Nations Convention on the Rights of the Child*. For her, lack of resources in a community to stimulate children’s brain is not only a serious social injustice, but also a violation of their right to develop a healthy life. In a world where adults often fail children, H el ene is deeply committed to empowering children to advocate for themselves. She has developed several powerful tools that facilitate the meaningful participation of children in all decision-making processes that concern them, ensuring they have agency in their own lives based on the respect for all their rights and responsibilities.

In 2009, H el ene developed the [Garage   musique](#), the first specialized Community Social Pediatrics Centre that provides powerful developmental tools to help children enhance their executive functions. It democratizes access to learning music within groups and offers a specialized academic upgrading centre for children living in difficult conditions. When Adele Diamond crossed H el ene’s path a decade ago, this moment helped H el ene better promote the importance and necessity of the *Garage   musique* to foster the healthy brain development of the most vulnerable children. Adele’s important work confirmed that neuroscience knowledge is an essential key to respecting all children’s rights.



MONICA TSETHLIKAI

Associate Professor in the School of Social and Family Dynamics
Arizona State University

Committed to promoting social justice through research that promotes positive development by reclaiming and restoring original instruction, traditional values, and protective cultural practices.

Presenting on Day 3 (July 19) in the 4.00 pm session on Indigenous Cultural Wisdom & Programs #3

Monica worked with youth as a supervisor for a residential treatment center and then as a Juvenile Probation Officer. This work convinced her that we needed to do more for children. Society does little to address the dire circumstances many are in – instead we punish them. She decided to go back to school to research and advocate for all children living with trauma and poverty with a special focus on Native American children. She is a member of the A:shiwii people (Zuni Nation) and is committed to promoting social justice through basic research that promotes positive development through reclaiming and restoring original instruction, traditional values, and protective cultural practices.

Monica earned her BA from the University of Notre Dame, her MA in Indigenous Nations Studies and PhD. in psychology (cognitive and quantitative) at the University of Kansas. Her research integrates the rigorous theoretical pursuit of knowledge and the application of this knowledge to public policy to promote the health and well-being of American Indian/Alaska Native/Indigenous Hawaiian (AI/AN/IH) children.

Monica’s recent study incorporated a strengths-based focus on the role cultural connectedness plays in shaping cognition development and well-being in AI/AN/IH children; the finding was that cultural connectedness buffered urban AI children from stress (measured by parental report and cortisol levels in children’s hair). Monica was recently selected as a William T. Grant Advanced Quantitative and Computational (AQC) Scholar which challenges researchers to use quantitative methods in ways that dismantle structural barriers and systemic racism to enable human flourishing for underrepresented communities, professionals, and young people.



CHRISTA TURKSMA

Christa is a child-clinical psychologist trained in the Netherlands. Before that she was a kindergarten teacher and principal. Christa works with the PATHS curriculum and is co-developer of the Cultivating Awareness and Resilience in Education (CARE) program for teachers.

Presenting on Day 3 (July 19) in the 2:50 pm session on Social-Emotional Development: Human Flourishing

Christa has worked on various research and intervention projects including the Fast Track Project in Seattle. Christa began providing training in the PATHS program in 1988 and has trained thousands of teachers across the US and Canada, the Netherlands, Northern Ireland, England, and Australia. The PATHS curriculum is a comprehensive, developmentally based curriculum intended to promote social and emotional competence, prevent or reduce behavioral and emotional problems in young children, prevent future adjustment problems through the development and integration of essential skills in emotional literacy, behavioral self-control and problem solving, and improve the social and academic climate of the classroom and school.

Christa is a co-developer of the [Cultivating Awareness and Resilience in Education \(CARE\)](#) for teachers program. She coordinates all workshops and the certification of new facilitators. CARE is a unique professional development program that helps teachers and administrators handle their stress and rediscover the joys of teaching. CARE offers teachers and administrators tools and resources for reducing stress, preventing burnout, enlivening teaching, and helping students thrive socially, emotionally, and academically.

Christa is also a certified trainer for the Mindful Parenting Program. Christa is interested in further developing mindfulness-based programs for people in other stressful occupations. Website: www.createforeducation.org/care

VANCOUVER SYMPHONY MEMBERS biosketches
see SITKA STRING QUARTET above



ROBERT VICHNIS

Rob is a 5th degree black belt in the Japanese martial art, Aikido. He has been practicing for 35 years
Presenting on Day 1 (July 17) in the 5.55 pm. session on
From Conflict to Connection: Creating Harmony via Aikido

In his presentation he will discuss the ideas of conflict, connection, and unity, providing examples as he demonstrates Aikido. Aikido translates into English as “The Way of Harmony.” It is powerful and effective, yet beautiful to watch. What drew Rob to Aikido was its philosophy of harmony. The Aikido student learns to build connections with others, to move past differences towards unity, which cultivates self-awareness. How we connect to ourselves impacts how we connect to others. In his psychotherapy practice he translates the lessons of Aikido into mindful ways of bringing these concepts into our interactions and relationships.

Rob understands the importance of bringing play, joy, and creativity into whatever he does. Trained as a sculptor, he created, exhibited, and taught art for many years. Much of his focus as a social worker has been with families - working with children of all ages and their parents individually, as a family, and in groups. He found his years co-leading Multiple-Family Groups particularly rewarding where 4-6 families with parents, extended family, and children of all ages would come together to support each other. They connected, played, created art, and helped each other find new ways to interact and gain fresh perspectives.

After September 11th Rob visited schools in New York City as part of a Project Liberty grant to train teachers how to better support students who lost family members, jobs, and stability. In addition, he led groups for students traumatized by this tragedy. Rob has also done work with Sustaining All Life, a climate change initiative, and gone into organizations as part of trainings addressing structural racism.

MARGARET WEISS

Unfinished; writing in progress



MICHEL WESTENBERG

Professor of Developmental Psychology at
Leiden University, Netherlands

Lab Director of the Social Anxiety and Specific Phobia Research
Group Focused on the difference between the typical and
atypical course of social anxiety

Presenting on Day 3 (July 19) in the 3:00 pm session on Social-Emotional
Development: Human Flourishing

Michiel met Adele at Washington University – she was teaching a course on developmental psychology, and he was just getting started with his PhD. Her work has inspired him to take children and adolescents seriously in every possible way. They are generally capable of much more than what parents, teachers and academics may think.

Social anxiety in adolescence has been a main focus of Michiel's research for the past 20+ years. It is an incredibly fascinating research area: it touches on a key normative aspect of development and at the same time it relates to a common and debilitating mental health problem. What is the overlap and the difference between the typical and the atypical course of social anxiety, and how can we influence the atypical course? Michiel has studied this topic from various perspectives and with various methods, including self-report questionnaires, procedures to elicit social-evaluation stress, endocrine and (neuro)cognitive methods, family genetics, cross-sequential work, intervention studies, and more.

Michiel's presentation will focus on his most recent and ongoing research on social anxiety and eye contact. As the data of the study are still being collected, he can only speculate about what the results will be like and what the implications might be for an ongoing debate in our field: are socially anxious youths mostly plagued by negative cognitions or is it (also) a matter of social skills deficits? This study exemplifies the need for a developmental understanding of clinical phenomena.



AMANDA WOODWARD

Dean of the Division of Social Sciences, University of Chicago
Pioneering researcher of infant social understanding, early conceptual
development, sensitivity to interpersonal social structure, and social-
cognitive development.

Presenting on Day 1 (July 17) in the 11:55 am session on
Developmental Science; Cognitive Development

Amanda is Dean of the Division of the Social Sciences and the William S. Gray Distinguished Service Professor of Psychology. She joined the University of Chicago faculty in 1993 and served as Deputy Dean for Faculty Affairs in the Division from 2015-2017 and as Chair of the Department of Psychology from 2013-2015. Amanda has pioneered the development of experimental methods to investigate social cognition in infants and young children. She was a founding member of the Center for Early Childhood Research and currently directs the Infant Learning and Development Laboratory. Amanda's research has received many awards, including the Ann L. Brown Award for Excellence in Developmental Research, the APA Boyd McCandless Award for an Early Career Contribution to Developmental Psychology, and the John Merck Scholars Award. Amanda was elected as a fellow of the American Academy of Arts and Sciences in 2014. She is also a fellow in the Association for Psychological Science, the American Psychological Association, and the American Association for the Advancement of Science. She completed her undergraduate degree at Swarthmore College in 1987 and her doctoral degree at Stanford University in 1992.

KAREN WYNN

Unfinished; writing in progress

NANCY YÁÑEZ

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