

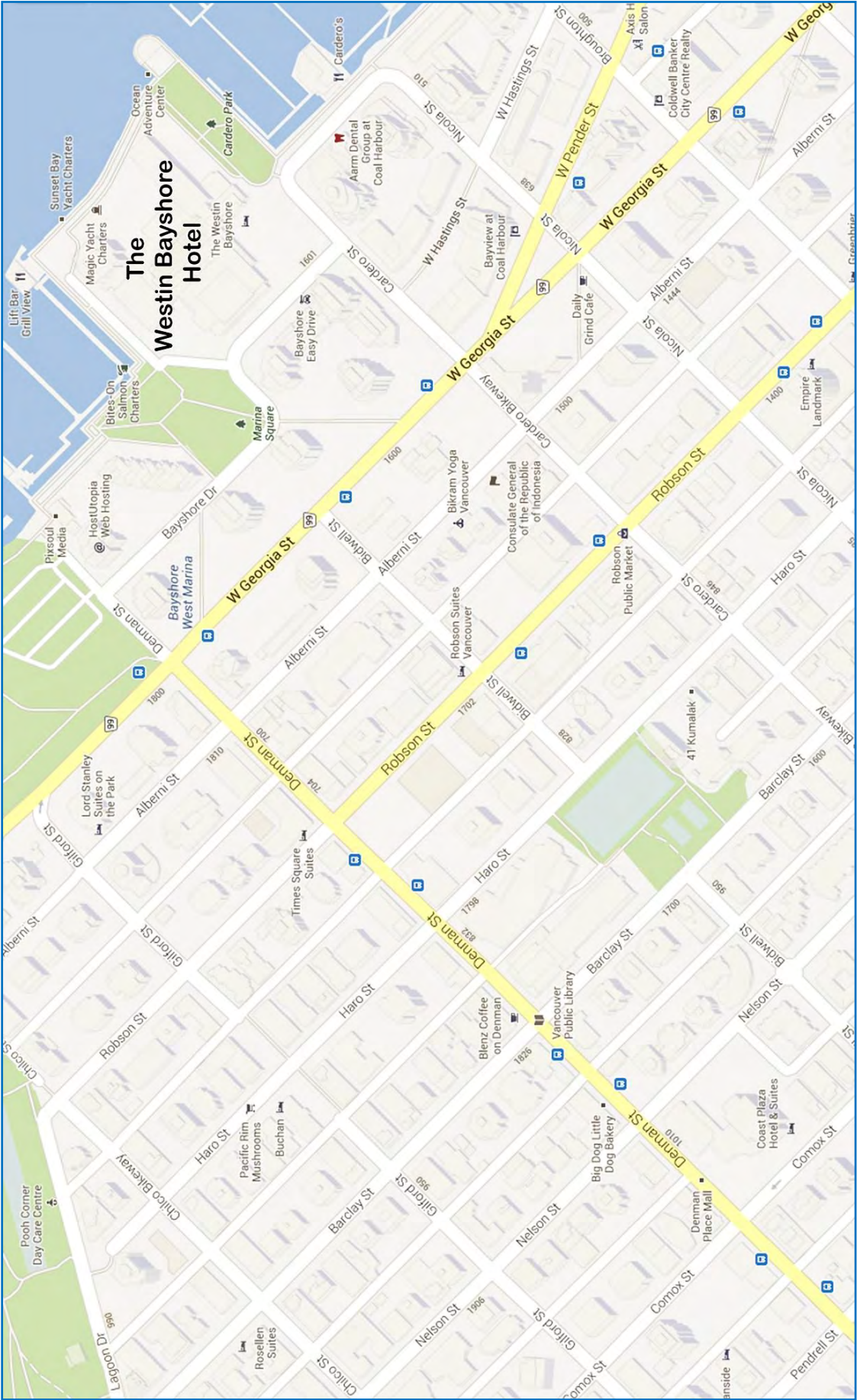
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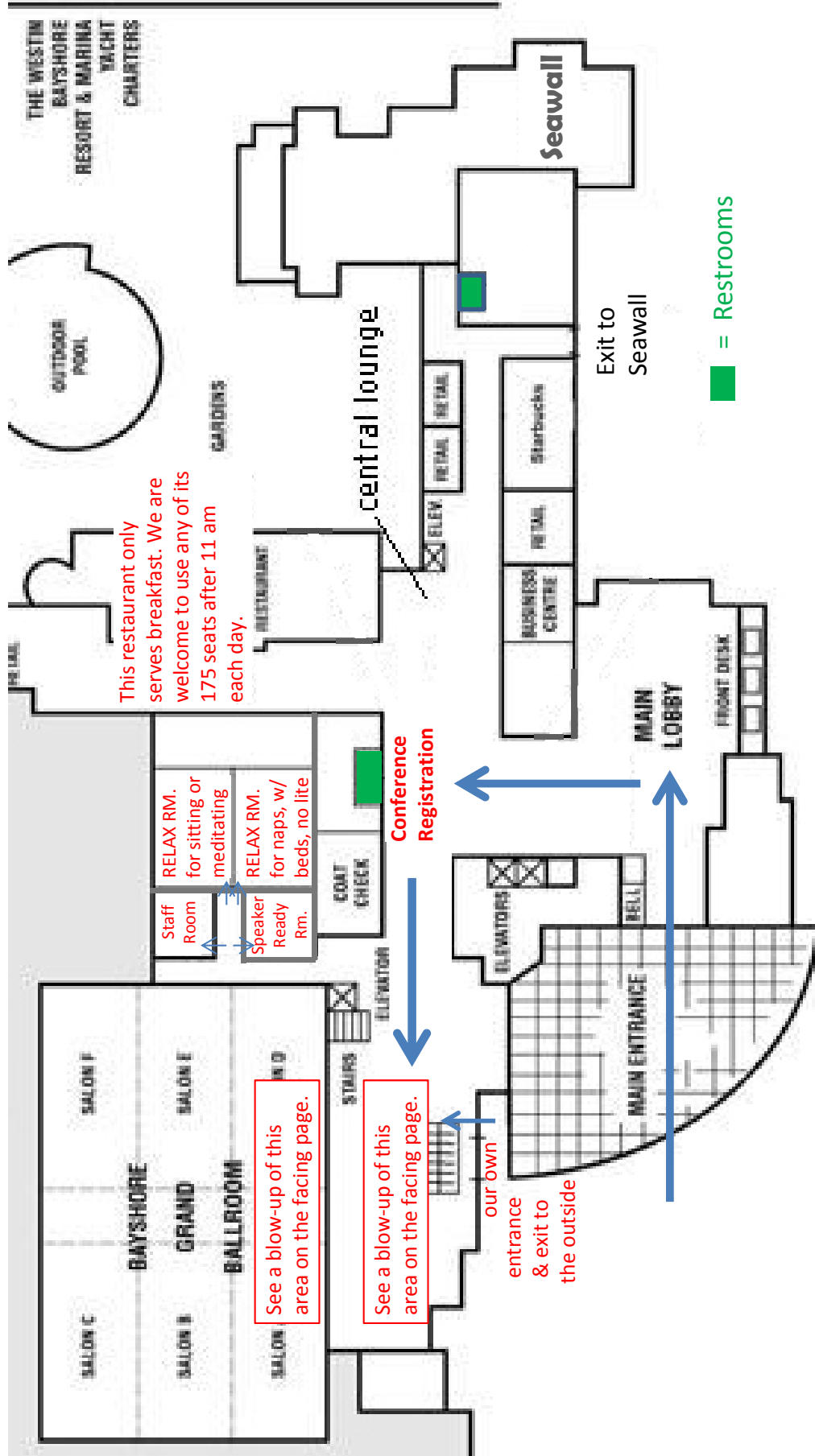
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Map of the Local Area near the Westin Bayshore Hotel



Floor Plan for the Main Floor of the Westin Bayshore Hotel



GRAND BALLROOM

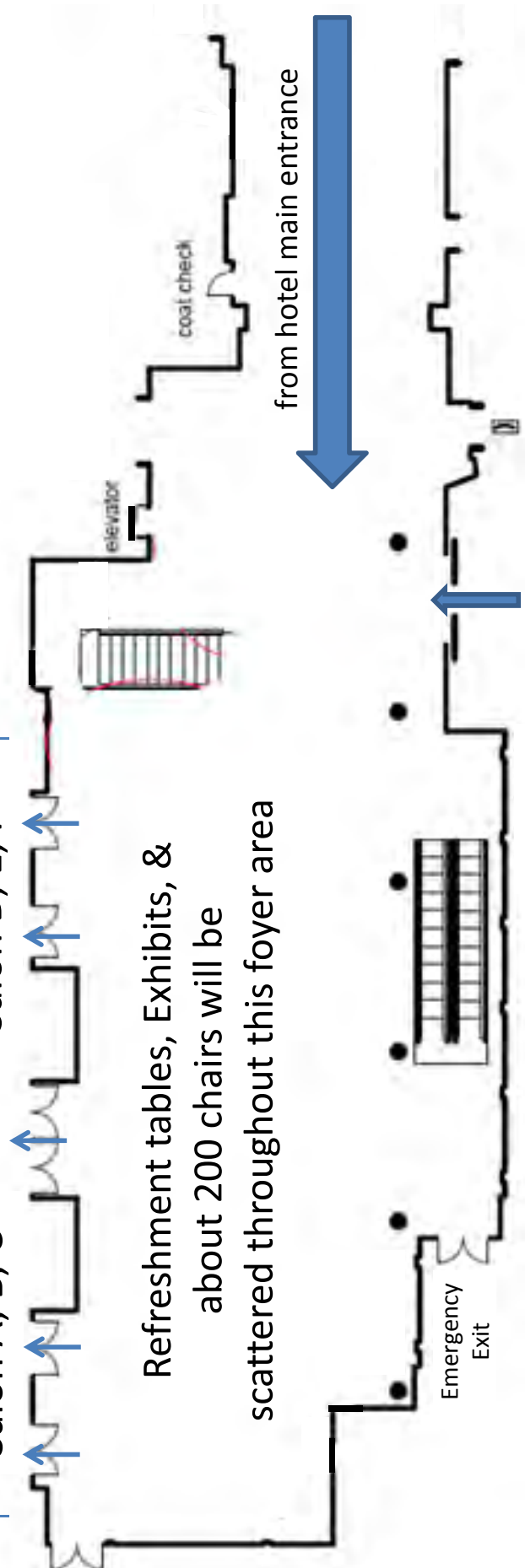
The Opening & Closing Sessions will occur here.
All other sessions will occur in A,B,C and D,E,F.

Salon A, B, C

Salon D, E, F

Refreshment tables, Exhibits, &
about 200 chairs will be
scattered throughout this foyer area

Emergency Exit



from hotel main entrance

our own
entrance & exit
to the outside

SCHEDULE FOR THE CONFERENCE

Day 1

Day 2

Wednesday, July 24, 2013		
7:45 AM	Registration	7:45 AM
9:00 AM	Gail Sparrow, Former Chief of the Musqueam, will honor us by opening the mtg Introductory Remarks	9:00 AM
9:30 AM	Opening Keynote: Sonia Lupien "Helping Children and Teenagers develop Resilience in the face of Stress"	9:30 AM
10:30 AM	Break	10:30 AM
10:45 AM	↓ ↓	10:45 AM
11:45 AM	Refreshment Break	11:45 AM
12:15 PM	Second Keynote: Greg Miller "The Biological Residue of Early-Life Adversity"	12:15 PM
1:15 PM	Lunch	1:15 PM
	Salon A, B, C Salon D, E, F	
2:30 PM	Joe Gone "Mental Health Treatments: Insights from Indigenous Community Collaborations"	2:30 PM
3:30 PM	Kiley Hamlin "Moral Judgments in the Cradle: Infants Recognize Right From Wrong"	3:30 PM
	Refreshment Break	
4:00 PM	Brian Warren "Fostering Social Change through the Nurture and Support of Young People"	4:00 PM
5:00 PM	Kevin Miller "Cross-Cultural Perspectives on Classroom Learning"	5:00 PM
	Break	
5:15 PM	Gordon Neufeld "Relationship Matters: Harnessing the Power of Attachment"	5:15 PM
6:15 PM	↓	6:15 PM

Thursday, July 25, 2013		
7:45 AM	Light Continental Breakfast Salon A, B, C Salon D, E, F	7:45 AM
8:45 AM	Gabor Maté "The Biology of Loss and Early Life Stress"	8:45 AM
9:45 AM	Bidyut Bose "Heal Before You Teach"	9:45 AM
	Break	
10:00 AM	↓	10:00 AM
11:00 AM	Dare Baldwin "The Eventfulness of Development"	11:00 AM
	Refreshment Break	
11:30 AM	Monique Gray Smith "Fostering Resilience with Indigenous Children and Families"	11:30 AM
12:30 PM	Mel Goodale "'Visual' Activity in the Blind Brain"	12:30 PM
	Lunch	
1:45 PM	Bessel van der Kolk "How Traumatic Memories Can be Stored in the Body and Released"	1:45 PM
2:45 PM	Daniel Kish "No Sight, No Limits: How the Blind Learn to See"	2:45 PM
	Break	
3:00 PM	↓	3:00 PM
4:00 PM	Shawn Marsolais "Beginning to Believe" Lindsay Yazzolino "The Excitement of Being a Blind Tech Enthusiast"	4:00 PM
	Refreshment Break	
4:30 PM	Bruce Perry "The Impact of Trauma and Neglect on the Developing Child"	4:30 PM
5:30 PM	Susan Goldin-Meadow "How Our Hands Help Us Think"	5:30 PM
	Break	
5:45 PM	↓ ↓	5:45 PM
6:45 PM	↓ ↓	6:45 PM
	Free	
7:00 PM	Dinners with Speakers	7:00 PM
9:00 PM	Dinners with Speakers	9:00 PM

Day 3

Day 4

Friday, July 26, 2013			
7:45 AM	Light Continental Breakfast Salon A, B, C Salon D, E, F		7:45 AM
8:45 AM	Karen Pape "Baby Brains DO Recover, but Habit Hides it"	John Cacioppo "Social Relationships Matter and Why We Need One Another"	8:45 AM
9:45 AM	Break		9:45 AM
10:00 AM	↓ ↓		10:00 AM
11:00 AM	Refreshment Break		11:00 AM
11:30 AM	Kurt Hass "The Role of Environmental Experience in Brain Development"	Michael Elkin "Knowing and Healing your Internal Family"	11:30 AM
12:30 PM	Lunch		12:30 PM
1:45 PM	Terry Ford "From Hope to Empowerment: Education that Succeeds in Underserved Communities"	Michael Stryker "Enhanced Plasticity in Brain Recovery and Function"	1:45 PM
2:45 PM	Break		2:45 PM
3:00 PM	↓ ↓		3:00 PM
4:00 PM	Refreshment Break		4:00 PM
4:30 PM	Mary Gordon "Building on the Love between Parents and Newborns to Help Families"	Moshe Szyf "Epigenetics of Early Life Adversity: Implications for Mental Health"	4:30 PM
5:30 PM	Break		5:30 PM
5:45 PM	↓ ↓		5:45 PM
6:45 PM	Free		6:45 PM
7:00 PM	Dinners with Speakers		7:00 PM
9:00 PM			9:00 PM

Saturday, July 27, 2013			
7:45 AM	Sleep in		7:45 AM
8:30 AM	Light Continental Breakfast Salon A, B, C Salon D, E, F		8:30 AM
9:30 AM	Michele Chaban " 'Growing Better People' in the 'soil' of Compassion"	Helen Neville "Experiential, Genetic & Epigenetic Effects on Human Brain Development"	9:30 AM
10:30 AM	Break		10:30 AM
10:45 AM	↓ ↓		10:45 AM
11:45 AM	Lunch		11:45 AM
1:00 PM	William Beardslee "Prospects for Preventing Depression in Families: Think Globally, Act Locally"	Peg McCarthy "The Biological Basis of Sex Differences in the Brain"	1:00 PM
2:00 PM	Break		2:00 PM
2:15 PM	↓ ↓		2:15 PM
3:15 PM	Refreshment Break		3:15 PM
3:45 PM	Matt Lieberman "The Social Brain and its Implications for Classroom Education"	Tracy Bale "Prenatal Stress Wires your Brain before you're"	3:45 PM
4:45 PM	Break		4:45 PM
5:00 PM	↓ ↓		5:00 PM
6:00 PM	Free		6:00 PM
7:00 PM	Dinners with Speakers		7:00 PM
9:00 PM			9:00 PM

Day 5

Sunday, July 28, 2013			
7:45 AM	Sleep in		7:45 AM
8:30 AM	Light Continental Breakfast Salon A, B, C Salon D, E, F		8:30 AM
9:30 AM	Linda Lantieri "Cultivating the Inner Lives of Students and Teachers"	Evan Adams "First Nations, Métis and Inuit Children: Barriers and Solutions to Health"	9:30 AM
10:30 AM			10:30 AM
	Brunch		
11:45 AM	Judith Black "Mirror in the Daylight: The Stories of Our Lives"		11:45 AM
12:45 PM	Break		12:45 PM
1:00 PM			1:00 PM
2:00 PM			2:00 PM
	Refreshment Break		
2:30 PM	Closing Keynote: Dan Siegel "Interpersonal Neurobiology of the Developing Mind: How Relationships and the Brain Interact to Shape Who We Are"		2:30 PM
3:30 PM	Break		3:30 PM
3:45 PM			3:45 PM
4:45 PM			4:45 PM

Dinners with Speakers

THURSDAY DINNERS

Dinner A: Stress will be in the **CHAIRMAN's** room with Sonia Lupien, Greg Miller, Michele Chaban, & Bessel van der Kolk

Dinner B: Blind and Thriving **PRESIDENT's** room with Mel Goodale, Daniel Kish, Shawn Marsolais, & Lindsay Yazzolino

Dinner C: First Nations Speakers **MARINE** room with Evan Adams, Joe Gone, & Monique Gray Smith

FRIDAY DINNERS

Dinner D: Neuroplasticity & Epigenetics will be in the **CHAIRMAN's** room w/ Kurt Haas, Helen Neville, Michael Stryker, & Moshe Szyf

Dinner E: Companionship, Compassion, & Empathy will be in the **PRESIDENT's** room with John Cacioppo, Kiley Hamlin, Matt Lieberman, & Mary Gordon

Dinner F: Trauma will be in the **OAK** room with Bessel van der Kolk, Gabor Maté, & Bruce Perry

Dinner G: Early Brain, Behavior, & Mind Development in the **PROSPECT** room w/ Dare Baldwin, Susan Goldin-Meadow, & Karen Pape

Dinner H: Education that Works **MARINE** room w/ Judith Black, Terry Ford, Linda Lantieri, & Kevin Miller

SATURDAY DINNERS

Dinner I: Healing in the **PRESIDENT's** room with William Beardslee, Bidyut Bose, & Michael Elkin

Dinner J: Mindful Parenting **CHAIRMAN's** room with Michele Chaban, Dan Siegel, & Linda Lantieri

Dinner K: Trauma #2 will be in the **OAK** room with Bessel van der Kolk & Gabor Maté

Dinner L: Caring for our Children **MARINE** room with Mary Gordon, Terry Ford, Gordon Neufeld, & Monique Gray Smith

Dinner M: Gender Differences **PROSPECT** room with Tracy Bale & Peg McCarthy

Wednesday Morning, July 24, 9:30 am – 11:45 am

Sonia Lupien, PhD: “Effects of Stress on Cognition and More”

in Grand Ballroom

Sonia Lupien’s Bio



**Associate Professor, Department of Psychiatry, Université de Montréal, QC
 Founder and Director, Centre for Studies on Human Stress & Scientific Director,
 Fernand-Seguin Research Centre, Louis-H. Lafontaine Hospital, Montréal, QC**

Everybody suffers from stress, but understanding the effects of stress on the human brain at different ages is something that Sonia Lupien has studied for the last 20 years. Her studies have shown that children are as vulnerable as adults to stress, and that children as young as age 6 can produce high levels of stress hormones. Her studies in adults have shown that stress can significantly impair memory performance and her studies in older adults have shown the effects of stress on the aging of the brain. She is also developing new educational programs on stress in adolescents and workers. To help adolescents make the transition from elementary to high school, Lupien developed the ‘*DeStress for Success Program*’, and has recently shown that the program leads to a significant decrease in stress hormone levels and depressive symptoms in adolescents with high levels of anger. Greatly involved in the transfer of scientific knowledge to the public, Lupien has recently published a book entitled ‘*Well Stressed: Manage Stress before it Turns Toxic*’. This book focuses on helping the public gain a better understanding of stress as it has been studied for the last 50 years by scientists across the world.

Her Talk Abstract

Contrary to popular belief, children and adolescents are just as capable as adults of experiencing stress and the stress-related health outcomes that ensue. Exposure to stress activates the hypothalamic-pituitary-adrenal axis and leads to production of stress hormones. These stress hormones can easily cross the blood brain barrier and access brain regions involved in learning/memory and in emotional regulation. The effects of stress on the well-being of children and adolescents are substantial, as stress has been shown to increase incidence of psychiatric problems at this period of development. Adolescence is also a period in which the long-lasting effects of earlier stress become evident. Dr. Lupien will present the state of knowledge on the effects of stress on brain development in children and adolescents and how parental and social influences can shape the stress response in children and teenagers. Given the negative effects of chronic production of stress hormones on the developing brain, the development of prevention programs for stress in children and adolescents is an opportunity to modify developmental trajectories in these populations. In the second part of her presentation, she will describe various types of interventions that are now being developed in order to prevent the effects of early stress on brain development. Results from validation studies of these interventions will also be presented in order to help those working with children and adolescents get the tools needed in order to help our children and adolescents develop resilience instead of stress.

Wednesday Morning, July 24, 12:15 pm – 1:15 pm

Greg Miller, PhD: “The Biological Residue of Early-Life Stress”

in Grand Ballroom

Greg Miller’s Bio



**Professor, Department of Psychology, and Faculty Fellow,
Institute for Policy Research, Northwestern University, Evanston, IL**

The question of exactly how stress affects health is the focus of Greg Miller's research. In recent years, he has become especially interested in stressors that occur during early life, and how they might get biologically embedded in people in a manner that reverberates across the lifespan. To study issues like this, his lab brings together theories and methods from across the behavioral and biomedical sciences. His long-term goal is to establish a behaviorally and biologically plausible understanding of the connections between stress and health.

Miller has received a number of honors and awards for his research, including the Young Investigator Award from the Society for Behavioral Medicine, the Herbert Weiner Early Career Award from the American Psychosomatic Society, and the Distinguished Scientific Award for Early Career Contributions to Health Psychology from the American Psychological Association. His research has received funding from the National Institutes of Health, Brain and Behavior Research Foundation, and Canadian Institutes of Health Research.

His Talk Abstract

Children who are exposed to social and economic adversity in the early years of life show increased susceptibility to chronic diseases of aging, like heart disease, when they reach their 50's and 60's. These findings raise a difficult mechanistic question: How does early adversity "get under the skin" in a manner that is sufficiently persistent to affect vulnerability to diseases that arise many decades later? In this lecture Dr. Miller will discuss findings from his ongoing research, which suggest that early adversity gets embedded in cells of the immune system at the level of the genome, resulting in a pro-inflammatory tendency that probably contributes to the chronic diseases of aging. He will also discuss newer findings which identify the family context as a powerful moderator of these effects, such that high levels of maternal warmth in early life can promote resilience to the health effects of childhood adversity.

Learning Objectives

1. See the link between stress in childhood and health problems later in life.
2. Understand the biological mechanisms thought to be responsible for this link.
3. Learn about resources that help some children to be resilient to the adverse long-term health effects of stressors.

Wednesday Afternoon, July 24, 2:30 pm – 3:30 pm

**Joe Gone, PhD: “Mental Health Treatments:
Insights from Indigenous Community Collaborations”**

In Salon A, B, C



Joe Gone’s Bio

**Associate Professor, Department of Psychology and Native American Studies,
University of Michigan, Ann Arbor, MI**

Joe Gone has dedicated his career exploring the intersection of “evidence-based practice” and “cultural competence” in mental health services. He embraced neither of these charges uncritically, even while struggling to reconcile the core commitments of these powerful professional mandates. As a citizen of the Gros Ventre tribal nation of Montana, Gone specifically investigated these issues through collaborative research partnerships in both reservation and urban indigenous communities in the United States and Canada. For example, he attended to the distinctive ethnopsychologies of tribal communities in formulating local concepts of wellness and distress; considered the principles and logics of indigenous therapeutic traditions relative to conventional psychosocial interventions; engaged Native traditional epistemologies as alternative ways of knowing and evaluating mental health outcomes; and has imagined how the clinical enterprise would differ if indigenous worldviews and experiences were centered and acknowledged. In each of these endeavors he was careful to question claims and evaluated evidence as a skeptic. He has received two national awards as an emerging scholar in his fields and was appointed a residential fellow at the Center for Advanced Study in the Behavioral Sciences at Stanford University.

His Talk Abstract

Multiculturalist mental health professionals routinely assert that clinical and counseling practice requires cultural adaptation for ethnoracial minority clients. Termed cultural competence, such adaptations are typically described as involving specialized knowledge, skills, and experiences that promote psychotherapeutic change while protecting the distinctive cultural orientations of “diverse” clients. Indigenous communities in North America represent interesting sites for rethinking received notions of cultural competence, owing to widespread aboriginal commitments to indigenous cultural reclamation in the context of (post)coloniality. In this presentation, research collaborations with diverse Native-controlled treatment settings afford opportunity for reimagining cultural competence in light of local discourses concerning “traditional” culture. Specifically, alternative conceptualizations of cultural competence will be situated along a continuum of therapeutic integration that ranges between global psychotherapeutic approaches at one end and local healing traditions on the other. Brief case studies of treatment programs in Native communities will illuminate the prospects and pitfalls of embracing alternative construals of cultural competence along this continuum.

Wed (7/24) PM

Wednesday Afternoon, July 24, 2:30 pm – 3:30 pm

**Kiley Hamlin, PhD: “Moral Judgements in the Cradle:
Infants Recognize Right from Wrong”**

In Salon D, E, F



Kiley Hamlin’s Bio

**Assistant Professor and Tier 2 Canada Research Chair, Department of Psychology,
University of British Columbia, Vancouver**

How is it that people come to have a moral sense? Are adults’ conceptions of behavior wholly the result of experience, such as social interactions and explicit teaching? And at what point during cognitive development are humans capable of making nuanced judgments about right and wrong? Dr. Kiley Hamlin studies these fundamental questions of human nature, and her work suggests that rather than being solely the result of learning and hard-won cognitive change, human infants show social preferences that map surprisingly well onto seemingly complex adult moral intuitions, including notions of intentionality, deservedness and punishment. Her work has significant implications for how we think about moral development in particular, and about human morality in general. Dr. Hamlin has won multiple awards, including the APA Division 7 Award for best dissertation in the field of developmental psychology and the International Society for Infant Studies Award for best dissertation in the field of infant studies.

Her Talk Abstract

How do humans come to have a “moral sense”? Are adults’ conceptions of which actions are right and which are wrong, of who is good and who is bad, and of who deserves praise and who deserves blame wholly the result of experiences like observing and interacting with others in one’s cultural environment and explicit teaching from parents, teachers, and religious leaders? Do all of the complexities in adult’s moral judgments reflect hard-won developmental change coupled with the emergence of advanced reasoning skills? This talk will explore evidence that, on the contrary, preverbal infants’ social preferences map surprisingly well onto adult moral intuitions. Within the first year of life, infants prefer those who help versus harm third parties, those who reward prosocial individuals and punish wrongdoers, and privilege the intentions that drive actions over the outcomes they lead to. In the second year of life, toddlers direct their own helpful actions toward helpful individuals, and harmful actions toward harmful individuals. These results suggest that our adult moral sense is rooted in and supported by early-developing mechanisms for social evaluation.

Learning Objectives

1. Learn how studying preverbal infants helps us understand child & adult socio-moral development.
2. Discover how infants’ simple behaviors can reveal complex social-cognitive processing.
3. Consider the ways in which infants’ socio-moral evaluations are like, and also unlike, those of adults’, and contemplate the significance of these similarities and differences with regard to our understanding of socio-moral development.

Wednesday Afternoon, July 24, 4:00 pm – 5:00 pm

Brian Warren, BA: “Fostering Social Change Through the Nurture and Support of Young People”



In Salon A, B, C

Brian Warren’s Bio

Founder and Executive Director, Start2Finish

Breaking the cycle of child poverty is something Brian Warren has been focused on since founding Start2Finish in 2000. Warren, a child advocate and humanitarian, founded Start2Finish, a national non-profit organization that is dedicated to providing ongoing educational support to Canada’s at-risk children throughout their school years by nurturing their minds, bodies and social health. Start2Finish uses an innovative Fitness Literacy Model that features comprehensive programs that focus on educational support, academic achievement, physical fitness and social interaction. Through these programs, Start2Finish aims to break the cycle of intergenerational poverty by empowering children to achieve life-long success and to become role models for change for other children. Brian Warren graduated from the University of Arizona with a degree in communications, and minors in marketing and physical education, but many will recognize his name from his true passion – football. Warren played for the Arizona Outlaws for two years, and then came to Canada where he was awarded AllOStar honours. He played for eight years total, suiting up with the Edmonton Eskimos, BC Lions, Ottawa Rough-Riders, and he finally retired with the Toronto Argonauts. He helped his team win the Grey Cup championship twice, in 1987 with the Eskimos and in 1991 with the Argonauts.

His Talk Abstract

The Running & Reading clubs of **Start2Finish** have supported more than 60,000 children across Canada. Start2Finish has a specific agenda to break the cycle of child poverty by providing continuous educational support to Canada’s at risk children. This is done by fostering social change through nurturing and supporting the minds and bodies of our young people. By pairing exercise with reading, Start2Finish shows how exercise primes the brain for learning. Furthermore, Start2Finish is an example of how youth’s resilience is linked with a positive relationship with a caring adult. As we journey through what Start2Finish does, you will see that when literacy, physical activity, inclusion, mentorship and community involvement are mobilized together by a program like Start2Finish, that mix can create a tremendously powerful tool in the fight against child poverty.

Learning Objectives

1. Recognize the developmental neuroscience underpinnings of literacy and activity programs.
2. Identify a working model that has shown proven success as a strategy for developing cognitive and character skills in the early years.
3. Learn about the cognitive and physical benefits of activity and literacy for children’s health.

Wednesday Afternoon, July 24, 4:00 pm – 6:15 pm

Kevin Miller, PhD: “Cross-cultural perspectives on classroom learning”

in Salon D, E, F



Kevin Miller’s Bio

**Professor, Departments of Psychology and Education,
University of Michigan, Ann Arbor, MI**

Kevin Miller studies how culture – language and symbol systems, beliefs, and practices of education and child-rearing – shape the course of children’s cognitive development. Most of his work involves studies of native speakers of English (in the U.S.A.) and Chinese (in Mainland China). Most recently, he has been using mobile eye-tracking methods to explore the cognitive processes of teachers and students during classroom lessons, with a goal to identifying successful strategies for managing limited attention to promote learning. His talk at the conference will focus on how comparing classroom practices in China and the U.S. can help us identify strategies to help children learn more effectively.

His Talk Abstract

Because children's learning is vital to the future of any society, cultures develop sets of beliefs and practices that guide how children are taught and what we expect them to learn. Yet these ideas can vary substantially across cultures. Classroom video can give us nearly direct access to what goes on in classrooms around the world, and provides a new perspective on what goes on at home. Dr. Miller will present video examples of elementary school teaching practices in two settings, Mainland China and the United States, with a goal to identifying ideas that might improve children's learning (particularly of mathematics). In the second half, he will describe a project to change how teachers discuss mathematics with their students, inspired by earlier cross-cultural research, and have a discussion of what kinds of practices could or could not be employed realistically in North American settings.

Learning Objectives

1. Re-examine ideas about who can learn math and how it should be taught.
2. Gain a better appreciation of Chinese education, particularly the importance of the relationship between teacher and student and between different aspects of mathematics.
3. Learn successful strategies for promoting classroom discussion.



Wednesday Afternoon, July 24, 5:15 pm – 6:15 pm

Gordon Neufeld, PhD: “Relationship Matters: Harnessing the Power of Attachment”



in Salon A, B, C

Gordon Neufeld’s Bio

Founder, The Neufeld Institute

Gordon Neufeld is a Vancouver-based developmental psychologist with over 40 years of experience with children and youth and those responsible for them. His unique contribution to the field is putting the puzzle pieces together to create a coherent model of attachment by using language that is accessible to all. His theoretical giftedness has been well-grounded in professional practice and well-rounded from a life time of teaching. His model of attachment has had profound implications for practice, regardless of one’s involvement with adults or children. Neufeld is an international speaker, a bestselling author - Hold On To Your Kids (with the help of his colleague Gabor Maté) - and is a foremost authority on child development. He has a widespread reputation for making sense of complex problems and for opening doors for change. While formerly involved in university teaching and private practice, he now devotes his time to teaching and training others, including educators and helping professionals. His Neufeld Institute is now a world-wide charitable organization devoted to applying developmental science to the task of raising children. He is a father of five and a grandfather to five.

His Talk Abstract

The immature were never meant to be dealt with outside of the context of relationship. This principle holds true regardless of whether one is dealing with children, teenagers or adults. Surprisingly and tragically, this simple scientific truth is rarely taken into consideration in our role-oriented society, including the arenas of parenting, daycare, education, fostering and treatment. Dr. Neufeld spells out the science of relationship in such a way that it can be easily applied, regardless of one’s venue of application. Harnessing the power of attachment is key to effectiveness in parenting and working with the immature as well as the troubled and the troubling.

Learning Objectives

1. Learn a comprehensive model of attachment that can be applied across ages and implemented across venues.
2. Understand why attachment is the natural context for raising children.
3. Learn strategies for creating a context of connection that can be applied in any venue.
4. Appreciate the attachment roots of resistance and oppositionality.
5. Learn an explanation for shyness rooted in attachment.

Wed (7/24) PM

**“Treat people as if they
were what they ought to be
and you help them become
what they are capable of
being.”**

– Johann W. van Goethe

Thursday Morning, July 25, 8:45 am – 11:00 am

Gabor Maté, MD: “The Biology of Loss”

in Salon A, B, C

Gabor Maté’s Bio



Adjunct Professor, School of Criminology, Simon Fraser University, Burnaby, BC

Disease and disorders affect millions of families throughout the world. Gabor Maté’s work has focused on understanding the broader context in which human disease and disorders arise. From cancer to autoimmune conditions (like MS, rheumatoid arthritis, ulcerative colitis, or fibromyalgia,) from childhood behavioral disorders (like ADD, oppositionality, or bullying) to adult addictions, Maté has woven scientific research, case histories and his own insights and experiences to present a broad perspective that enlightens and empowers people to promote their own healing, and the healing of those around them. His approach is holistic and kaleidoscopic – linking everything from neurophysiology, immunology, and developmental psychology to economic and social policy – and even touches on the spiritual dimensions of disease and healing.

Dr. Maté was for many years a family practitioner. Former Medical Coordinator of the Palliative Care Unit at Vancouver Hospital, he also worked for twelve years in Vancouver’s Downtown Eastside, including at Insite, North America’s only supervised injection site. He is the author of four Canadian bestselling books, published in nearly twenty languages internationally. Most recently, he published the award-winning *In The Realm of Hungry Ghosts: Close Encounters With Addiction*. He is a speaker in great demand, addressing professional and lay audiences on issues of stress and health, child development, ADHD, and addictions. His next book is entitled *Toxic Culture: How Materialistic Society Makes Us Sick*.

His Talk Abstract

Disease, whether physical or mental, does not happen to people randomly; nor is it in most cases determined by genes. Early attachment relationships wire the brain, program a person’s lifelong capacity to respond to stress, and ingrain patterns of perspective and behaviour that lead either to health or illness. Quite contrary to the findings of modern science and the teachings of ancient wisdom traditions, Western medical practice separates the mind from the body and the individual from the psychological and social environment. This talk, based on Dr. Maté’s bestselling books, will demonstrate how these separations leave us bereft of understanding the causes of most illness of the body, brain and mind. Another view, a biopsychosocial understanding that recognizes and respects the unity of human experience, empowers us to approach child development, prevention, and the restoration and maintenance of health in an evidence-based, mindfully aware and compassionate way.

TH (7/25) AM

Thursday Morning, July 25, 8:45 am – 9:45 am

Bidyut Bose, PhD: “Heal Before You Teach: Learning Readiness, Transformative Practices and The Whole Child”

in Salon D, E, F



Bidyut Bose’s Bio

Founder and Executive Director, Niroga Institute, Oakland, CA

Having been taught yoga and meditation since he was a child, and trained as a computer scientist, Bidyut’s current research interests include the neurobiology and epigenetics of traumatic stress, strategies for positive child and youth development, and the development of cost-effective architectures for lasting social transformation. His organization, the Niroga Institute (www.niroga.org) is a nonprofit that serves thousands of children and youth annually who are dealing with chronic stress, as well as primary and secondary trauma, in a variety of settings such as inner-city schools and alternative schools, juvenile halls and jails. Bidyut presents Transformative Life/Leadership Skills (TLS: yoga, breathing techniques and meditation) internationally, and also conducts TLS trainings for hundreds of educators, mental health professionals, social workers, law enforcement officials and criminal justice professionals annually, helping them with stress management, self-care, and healing from vicarious trauma.

His Talk Abstract

Many of our children come to school not ready to learn, especially those exposed to chronic stress and trauma in their lives. Many adults around our children are also subjected to toxic stress, while absorbing vicarious trauma. And yet we often rush to teach our children, without taking the time to heal ourselves or those we serve. In this interactive presentation, Dr. Bose will explore the impact of chronic stress and trauma on brain and behavior, and he will demonstrate the power and potential of dynamic mindfulness practices that can profoundly transform the brain-behavior connection, affecting everything we do.



Thursday Morning, July 25, 10:00 am – 11:00 am

Dare Baldwin, PhD: “The Eventfulness of Development”

in Salon D, E, F



Dare Baldwin’s Bio

Professor, Department of Psychology, University of Oregon, Eugene, OR

Dare Baldwin investigates the human potential for knowledge acquisition. Although humans acquire knowledge at a remarkable pace from earliest infancy on, much remains mysterious about the underlying mechanisms that make this possible. Baldwin seeks to understand how human infants rapidly and effectively acquire and organize world knowledge across many domains. Emerging findings offer new insights into individual differences that enhance or undercut knowledge acquisition. Baldwin’s research has been recognized by awards such as APA’s Distinguished Scientific Award for Early Career Contribution to Psychology, and a Guggenheim Fellowship. A former fellow at the Center for Advanced Study in the Behavioral Sciences, Baldwin is currently a fellow of the Association for Psychological Science, and a member of the executive board of the Society for Language Development.

Her Talk Abstract

We live immersed within events that are dynamic, complex, and ephemeral. As events unfold, we must grasp their significance as best we can and retain whatever possible to guide our future action. Humans display unprecedented skill at event processing, and this skill is apparent early: infants in their first year of life already are sensitive to at least some crucially important, but non-obvious, underlying properties of events, such as segmental, goal, and causal structure. This early-emerging skill at event processing plays a central role in some of young children’s other signature achievements, including the rapidity with which they acquire language and world-knowledge more generally. A major focus of my own and others’ recent research has been to understand both what enables children to be skilled at event processing so early in life, and how such skill fuels knowledge acquisition.

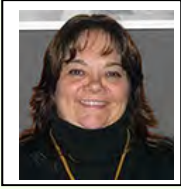
Paradoxically, it is also clear that young children’s interpretation of many, and possibly most, events is importantly different from the average adult’s. Imagine, for example, how a high-stakes poker game (the drama, the tension, the emotional nuance!) might strike an observant toddler: little more than strangely stilted interactions involving charmingly small, thin, colorful rectangles. Precisely what is changing to give rise to such developmental advances in event processing? Answers emerging to these and related questions illuminate how the human mind engages the world. This body of research also sets the stage for new insight into atypical developmental trajectories, such as autism, ADHD, and specific language impairment, each of which may involve characteristically unique event-processing profiles.

TH (7/25) AM

Thursday Morning, July 25, 11:30 am – 12:30 pm

Monique Gray Smith: “Fostering Resilience with Indigenous Children and Families”

in Salon A, B, C



Monique Gray Smith’s Bio

Mother, Author, Consultant & International Speaker, Little Drum Consulting, Victoria, BC

Monique Gray Smith has spent her career focused on strengthening the understanding of the impact of historical trauma on Indigenous Children and families. This includes fostering paradigm shifts that focus on the strength and resiliency of the First Peoples in Canada. She is a mixed heritage woman of Cree, Lakota and Scottish descent, and her strong understanding of the Early Years and leadership in the field of Aboriginal Early Years has led her to write *The Ripple Effect of Resiliency: Strategies for Fostering Resiliency with Indigenous Children and Families*. Her newest book, *Tilly: A Story of Hope and Resilience*, was just released this month. Under the umbrella of her own business, Little Drum Consulting, established in 1996, Monique is also an accomplished writer with a diverse body of work that continues to influence the Aboriginal Early Years field. Monique has been sober and involved in her healing journey for over 22 years. She also is the proud mom of 9-year-old twins.

Her Talk Abstract

This session will provide a brief historical perspective of Indigenous people in Canada and how our history continues to affect the lives of children, families, and communities today, including early learning and engagement in early learning programs. Stories of incredible strength, determination and resiliency will be shared as we explore the unique factors that foster the resiliency of Indigenous children and families. We will discuss strategies and unique ways to weave culture and language into programming to ensure the resiliency factors are part of children’s experience. The ability to nurture, love and foster the potential of each and every child, is one of the most profound ways to make a positive difference in the world.

Learning Objectives

1. Develop a greater understanding of Aboriginal historical perspective and how our history continues to impact children, and families.
2. Greater understanding of fostering resiliency in a cultural context.
3. Exploring strategies for weaving culture into all elements of your programming or practice.

Thursday Morning, July 25, 11:30 am – 12:30 pm

**Melvyn Goodale, PhD, FRSC: “‘Visual’ Activity in the Blind Brain:
Neural Underpinnings of Echolocation in the Blind Brain”**

in Salon D, E, F



Melvyn Goodale’s Bio

**Distinguished University Professor, Canada Research Chair in Visual Neuroscience,
Departments of Psychology and Physiology,
Director of The Brain and Mind Institute, University of Western Ontario, London, ON**

Mel Goodale has an eye for what works. Goodale is a basic scientist working at the frontiers of what we know concerning how the visual system works. His approach to this problem, in which he examines the role of vision both in perception and in the control of action, has important clinical implications and his two-visual-systems model has provided a new framework for understanding perceptual and visuomotor deficits in neurological patients – leading to more efficient clinical diagnosis and rehabilitation. In addition, his model is also informing engineers who work on human-machine interfaces and tele-assistance systems, including tele-surgery -- an important enterprise in a country as large and dispersed as Canada. More recently, he has become interested in the role that the brain areas normally devoted to vision might play in processing sound in the blind, particularly the echoes used by expert blind echolocators. The 2nd edition of his prize-winning book “Sight Unseen: an Exploration of Conscious and Unconscious Vision” will be out later this year.

His Talk Abstract

Everyone has heard about echolocation in bats and dolphins. These creatures emit bursts of sounds and listen to the echoes that bounce back to detect objects in their environment. What is less well known is that people can echolocate, too. In fact, there are blind people who have learned to make clicks with their mouth and tongue – and to use the returning echoes from those clicks to sense their surroundings. Some of these people are so adept at echolocation that they can use this skill to go mountain biking, play basketball, or navigate through unfamiliar buildings.

Using functional magnetic resonance imaging (fMRI), we have shown that blind echolocation experts show activation in brain regions that normally support vision in the sighted brain. We first made recordings of the clicks and their very faint echoes using tiny microphones in the ears of the blind echolocators as they stood outside and tried to identify different objects such as a car, a lamp post, and a tree. We then played the recorded sounds back to the echolocators while their brain activity was being measured in the brain scanner. Remarkably, when the echolocation recordings were played back to the blind experts, not only did they perceive the objects based on the echoes, but the *echo-related* activity was detected only in those areas of the brain that normally process visual information in sighted people. Importantly, when the same experiment was carried out with sighted control people who did not echolocate these individuals could not perceive the objects, and neither did their brain show any echo-related activity. This work sheds new light on just how plastic the human brain really is.

TH (7/25) AM

**An example of poor
cognitive flexibility:**

**When one door closes, another
door opens;
but we often look so long and so
regretfully upon the closed door,
that we do not see the ones which
open for us.**

- Alexander Graham Bell

Thursday Afternoon, July 25, 1:45 pm – 4:00 pm

**Bessel van der Kolk, MD: “How Traumatic Memories
Can Be Stored in the Body and Released”**

in Salon A, B, C



Bessel van der Kolk’s Bio

**Professor, Department of Psychiatry, Boston University School of Medicine
Medical Director of the Trauma Center, Boston, MA**

Psychiatrist Bessel van der Kolk M.D. has been active as a clinician, researcher, and teacher in the area of post-traumatic stress and related phenomena since the 1970s. His work integrates developmental, biological, psychodynamic, and interpersonal aspects of the impact of trauma and its treatment. His book *Psychological Trauma* was the first integrative text on trauma and set out the far-ranging impact of trauma. It transformed the field. His research has ranged from the developmental impact of trauma to neuroimaging and from memory processes to the use of neurofeedback, EMDR, and theater groups in treating PTSD. He is Professor of Psychiatry at Boston University School of Medicine and Medical Director of the Trauma Center in Boston. He also serves as Director of the National Center for Child Traumatic Stress Complex Trauma Network. He is Past President of the International Society for Traumatic Stress Studies. He has taught at universities and hospitals throughout the world and is the author of over 100 scientific articles. Dr. van der Kolk has been the organizer of the Annual International Trauma Conference for 24 years.

His Talk Abstract

There are at least ten times as many traumatized children in the US as there are combat soldiers with PTSD from Iraq and Afghanistan. Yet there currently is no diagnosis that captures the effects of trauma on the developing mind, brain and body. Lack of a coherent understanding of the effects of trauma on children leads to interventions that are likely to be ineffective, and therefore puts them at risk to grow up to be unproductive, expensive, potentially dangerous, and long-suffering members of our society. Currently, abused and neglected children receive such widely disparate diagnoses as bipolar disorder, conduct disorder, ADHD, phobic anxiety, reactive attachment disorder, and separation anxiety. All of these diagnoses are etiologically unrelated to trauma, and lead to pharmacological and behavioral control at the expense of dealing with fear, shame, terror and rage that are derived from real threats to these children’s survival.

The effects of trauma on affect regulation, perception and other brain functions inevitably lead to conclusions regarding treatment that are fundamental shifts from earlier therapeutic paradigms. This talk will examine the current state of specific treatments such as EMDR, IFS, body regulation such as yoga, and work on reconfiguring information processing with neurofeedback, and will discuss the integration of these approaches during different stages of treatment.

TH (7/25) PM

Thursday Afternoon, July 25, 1:45 pm – 2:45 pm

Daniel Kish, MA: “No Sight, No Limits: How the Blind Learn to See”



in Salon D, E, F

Daniel Kish’s Bio

Founder, CEO and President, World Access for the Blind, Vancouver, BC

Daniel Kish, totally blind since a year old, and many of his blind students can bike by themselves through suburban streets, trek through the rugged wilderness solo, or locate a building over a thousand feet away — helped by a technique he calls FlashSonar using a click of the tongue. Kish has conducted hundreds of workshops for university faculty and blindness professionals in over 25 countries to advance freedom of movement and community participation for blind people. Through work with families he has directly impacted the lives of over 500 blind students. By consulting with universities throughout the world to study how nonvisual perception in humans can activate the imaging system, and its connection to the self direction of movement for blind people, he brings new credibility and interest to the phenomenon of human echolocation.

He has developed the first systematic curriculum to train others in the FlashSonar technique of echolocation. He holds Masters degrees in Developmental Psychology and Special Education, and is the first totally blind person to be certified as an Orientation and Mobility Specialist. His work has been featured in hundreds of international radio and TV programs, and he has presented at forums for community education and technical innovation. He has also written many articles for various popular and scholarly publications, and his work has been referenced in over a dozen scholarly and popular books.

His Talk Abstract

Under-development of self-direction seems common but unnecessary among blind people, and often leads to passive dependence and under achievement. We demonstrate and discuss conditions that foster or disrupt the development of the process of self directed achievement, as well as methods for remediation. We show that self directed achievement is optimized by natural perceptual engagement, rather than structured skills repertoire. Emphasis is given to the activation of the imaging system as suggested by recent brain scan studies. Hands on demonstrations of FlashSonar imaging and its application to freedom of movement are provided.

Learning Objectives

1. Understand the perceptual, comprehension, and movement processes as fundamental mechanisms of self directed achievement, and how these become systematically disrupted through the imposition of inadequate and maladaptive perceptual substitutions
2. Understand how imaging processes in the brain can naturally acquire and use nonvisual information to develop a dynamic, operational self directive process
3. Learn strategies for fostering natural development of the three major brain components - perceiving, acting, and thinking

Thursday Afternoon, July 25, 3:00 pm – 4:00 pm

Shawn Marsolais, MA: “Beginning to Believe”

in Salon D, E, F



Shawn Marsolais’ Bio

Founder and Manager, Programs and Services, Blind Beginnings, New Westminster, BC

In late childhood, Shawn Marsolais learned that she had a degenerative eye condition that would result in blindness. Angered by the belief that there were no longer any expectations for her to succeed, Shawn became determined to prove to her family and to the world that she could make something of herself. Following high school she completed a Bachelor’s degree and began training for the Paralympics. After graduating from UBC she applied for an International Internship and worked as a Learning Support Assistant at a school for the blind in England. Shawn began to see a pattern of unrealized potential in the blind children she was working with. She remembered the low expectations placed on her during adolescence, and was determined to convince parents and professionals that expectations of blind and sighted children should be the same.

After working in the blindness field for eight years, Shawn founded a Non-profit organization called Blind Beginnings. The mission is that children and youth who are blind or visually impaired have the necessary experiences, opportunities, and family and community support to reach their full potential. She has worked tirelessly to support families across British Columbia by networking families, providing social and experiential learning for children who are visually impaired, and inspiring blind children and their parents as to the capabilities of people who are blind. Shawn is a role model to the families she works with and shares openly her own challenges and successes professionally, personally, and through her experiences with Paralympic sport.

Shawn Marsolais is an athlete as well - she represented Canada in tandem cycling at the 2004 Athens Paralympic Games and was a member of Canada's national women's goalball team.

Her Talk Abstract

No limits is all about attitude. This presentation will highlight how important a positive attitude is for children who are blind to be successful in all aspects of their lives including establishing social relationships, finding employment, and participating in recreational activities. Assumptions about blindness that pose barriers and hinder learning will be identified and challenged within this presentation, and a personal experience story will be used to illustrate the concept of attitude and no limits.

Learning Objectives

1. List three common misconceptions or assumptions about blindness that pose barriers to learning.
2. Discuss the effect of positive attitude and opportunity on fostering potential and a no limits attitude.
3. List two ways they will personally change their perception about people who are blind.

TH (7/25) PM

Thursday Afternoon, July 25, 3:00 pm – 4:00 pm

Lindsay Yazzolino, BA: “The Excitement of Being a Blind Tech Enthusiast”



in Salon D, E, F

Lindsay Yazzolino’s Bio

Cognitive Neuroscience Researcher, MIT, Cambridge, MA

Lindsay Yazzolino, a cognitive neuroscience researcher who has been completely blind since birth, has pursued her passion for the sciences ever since she can remember. During Lindsay’s childhood, she and her family always felt that her blindness was just a normal part of life, and never considered that her absence of eyesight could in any way prevent her from pursuing a career as a scientist.

She completed her undergraduate degree in cognitive science from Brown University, and currently works as a researcher at the Massachusetts Institute of Technology (MIT) and the Massachusetts Eye and Ear Infirmary, where she investigates how blind people recruit normally visual brain areas for cognitive functions such as language, verbal memory and spatial reasoning. Through her research, Lindsay hopes to expand current knowledge of how experience shapes brain development. Also, as a blind scientist, she seeks to bring together the scientific and blind communities so that they can mutually share their diverse, yet complementary perspectives on topics of scientific interest which have real-world relevance.

Another of Lindsay’s passions is technology, which she sees not only as an enjoyable hobby, but also as an invaluable tool for empowering blind people to achieve maximum independence in their personal and professional lives. Through her role as both a scientist and advocate, Lindsay hopes to dispel many of the pervasive public misconceptions surrounding the capabilities of blind people, and demonstrate that eyesight is not crucial to living a full, productive life.

Her Talk Abstract

In this current era of educational inclusion, there exists a population of bright, young students who are being systematically discouraged from pursuing careers in the sciences solely on the grounds that they cannot see. Blind students in science courses face a number of barriers to receiving a full education, which range from lack of nonvisually-adapted course materials and laboratory activities to the frequently low expectations set for them by adults. Fortunately, many of these barriers are reversible, and can be overcome through a combination of educational resources (both high- and low-tech), personal drive, and an overall belief in the capabilities of blind people. I will highlight several assistive and mainstream technologies which have helped me and many others to pursue a career in the sciences, and which I believe can empower many more blind people to reach their maximum potential for academic and professional achievement. Also, in the context of my personal experiences as a science student and professional, I will elaborate on several other factors in addition to technology access which I believe are essential to becoming a blind scientist, including resourcefulness, motivation, and high childhood expectations.

Thursday Afternoon, July 25, 4:30 pm – 6:45 pm

**Bruce Perry, MD, PhD: “The Impact of Trauma and Neglect on the Developing Child”
in Salon A, B, C**



Bruce Perry’s Bio

**Senior Fellow, The ChildTrauma Academy, Houston, TX
Adjunct Professor, Department of Psychiatry and Behavioral Sciences,
Feinberg School of Medicine, Northwestern University, Chicago, IL**

Bruce Perry’s experience as a clinician and a researcher with traumatized children has led many community and governmental agencies to consult him following high-profile incidents involving traumatized children such as the Branch Davidian siege in Waco, the Oklahoma City bombing, the Columbine school shootings, the September 11th terrorist attacks, Katrina hurricane, the FLDS polygamist sect and most recently, the earthquake in Haiti. Dr. Perry’s ChildTrauma Academy works to improve the lives of high-risk children through direct service, research and education. Given the crucial importance of childhood experience in shaping the health of the individual, and ultimately, society, the CTA seeks to help maltreated and traumatized children by creating biologically-informed child and family respectful practice, programs and policy.

Dr. Perry has conducted both basic neuroscience and clinical research. He is the author, with Maia Szalavitz, of *The Boy Who Was Raised As A Dog*, a bestselling book based on his work with maltreated children and *Born For Love: Why Empathy is Essential and Endangered*. He is also the author of over 300 journal articles, book chapters and scientific proceedings and is the recipient of numerous professional awards and honors. Over the last thirty years, Dr. Perry has been an active teacher, clinician and researcher in children’s mental health and the neurosciences holding a variety of academic positions.

He has presented about child maltreatment, children's mental health, neurodevelopment and youth violence in a variety of venues including policy-making bodies. His work has been featured in documentaries and print media have highlighted the clinical and research activities of Dr. Perry including a Pulitzer-prize winning series in the Chicago Tribune, the New York Times and Rolling Stone.

His Talk Abstract

The development of a young child is profoundly influenced by experience. Experiences – good and bad - shape the organization of the brain. The ultimate effect is to impact emotional, social, cognitive and physiological functioning. Insights into this process come from understanding brain development. Both trauma and neglect, the absence of essential developmental experiences required to express a fundamental potential of a child, are pervasive problems in our culture. Various forms of neglect are possible and include splinter neglect, total global neglect and emotional or relational neglect. Chaos, threat and abnormal patterns of emotional, social, cognitive and physical interactions with young children lead to an array of brain-related problems. This presentation will review clinical work and research that can help us better understand developmental trauma, neglect and the relational problems that arise from neglect and threat. An overview will be provided that suggests new directions for clinical practice, program development and policy.

TH (7/25) PM

Thursday Afternoon, July 25, 4:30 pm – 6:45 pm

Susan Goldin-Meadow, PhD: “How Our Hands Help Us Think”

in Salon D, E, F



Susan Goldin-Meadow’s Bio

**Beardsley Ruml Distinguished Service Professor, Department of Psychology,
University of Chicago, Chicago, IL**

A year spent at the Piagetian Institute in Geneva while an undergraduate piqued Susan Goldin-Meadow’s interest in the relation between language and thought. She has spent her career exploring these interests through two types of gesture: (1) The home-made gestures profoundly deaf children create when not exposed to sign language, called homesigns. Homesign offers us insight into the skills that children themselves bring to language learning, and into the linguistic properties that conventional sign languages are likely to have had at the earliest stages of their creation. (2) The gestures hearing speakers around the globe spontaneously produce when they talk. These gestures not only reflect a speaker’s thoughts (often thoughts speakers don’t know they have), but also play a role in changing the speaker’s thoughts. Goldin-Meadow got her Ph.D. in Developmental Psychology from the University of Pennsylvania under the direction of Rochel Gelman and Lila Gleitman. She then moved to the University of Chicago where she has remained for 36 years. She is the founding Editor of *Language Learning and Development*, and is currently President of the International Society for Gesture Studies and an Associate Editor of the journal *Gesture*. She was elected to the American Academy for Arts and Sciences in 2005.

Her Talk Abstract

When people talk, they gesture. We now know that these gestures are associated with learning. They can index moments of cognitive instability and reflect thoughts not yet found in speech. This talk will raise the possibility that gesture might do more than just reflect learning—it might be involved in the learning process itself. Two non-mutually exclusive possibilities will be considered: the gestures that we see others produce might be able to change our thoughts; and the gestures that we ourselves produce might be able to change our thoughts. Finally, the mechanisms responsible for gesture's effect on learning—how gesture works to change our minds – will be explored.

Learning Objectives

1. See the importance of using the gestures that we produce when we speak as a window onto the mind, a window that can add a different perspective from the view given by speech.
2. Learn how gesture can be used to good effect not only to see what learners are thinking, but also to play a role in changing those thoughts; more specifically, (a) the gestures that learners see others produce can change their minds; (b) the gestures that learners themselves produce can change their minds.
3. Understand how gesture can be harnessed in teaching situations to improve learning.

TH (7/25) PM

Friday Morning, July 26, 8:45 am – 11:00 am

Karen Pape, MD, FRCPC: “Baby Brains DO Recover, but Habit Hides It”



in Salon A, B, C

Karen Pape’s Bio

Medical Director, TASC Network Inc

Like all medical students 35 years ago, Karen Pape was taught that human baby brain injury was permanent and irreversible – that a baby with an early stroke would have cerebral palsy for life. This founding principle of pediatric neurorehabilitation was wrong and has led to treatment programs that consistently underestimate the child's potential for recovery. The abnormal walking pattern of a child with a mild stroke is what doctors “see” when they diagnose hemiplegic cerebral palsy. But the toddler learned this early walking pattern by trial and error with a damaged, immature brain. The same child, with a recovered and more mature brain, can learn to run normally and even play on an Under-8 soccer team. His coach “sees” how well he can run and then continues to prod, cajole and improve the “rightness” of the situation.

Dr. Karen Pape, is an experienced pediatrician, neonatologist and medical innovator with one abiding passion - helping children reach their fullest potential. She has co-authored a book on baby brain pathology, published widely in the peer-reviewed literature, developed innovative treatment approaches for children with early neurological damage and has been instrumental in the development of Neonatal Brain Ultrasound Scanning, Threshold Electrical Stimulation (TES) and EMG Triggered Stimulation (ETS). These early-detection methods and treatments have all been born of one single belief – a young injured brain has the potential for recovery, when we start looking at the problem/solution differently.

Her Talk Abstract

Human neuroplasticity is an accepted scientific fact that offers hope to patients with neurological disorders. Currently, an adult with a mild stroke, affecting the control of one arm and leg, may expect a full recovery, but a child, with a similar brain injury, has cerebral palsy for life. Why?

Children, with an early neurological injury, learn their first walking movements with a damaged, immature brain and as a result the movements are abnormal. The child repeats them, over and over, until they become automatic habits. Later, with a recovered and more mature brain, the same child can learn to run normally and some even can play competitive soccer. The same child has two radically different diagnoses. Why?

Doctors are trained to look for what is wrong and to try to “fix it”. Coaches are trained to “Catch them doing it right” and to improve upon their skill. The brain has recovered, but early habits hide it. This insight leads directly to a new and more effective way of rehabilitation for tens of thousands of children with early brain injury. The concept of “Habits Hide It” can be applied to other early learning and behavioral issues with positive results.

Fri (7/26) AM

Friday Morning, July 26, 8:45 am – 11:00 am

John Cacioppo, PhD: “Social Isolation and Why We Need One Another”

in Salon D, E, F



John Cacioppo’s Bio

**Tiffany & Margaret Blake Distinguished Service Professor, Department of Psychology
Director, Center for Cognitive and Social Neuroscience, University of Chicago, IL**

John Cacioppo, more than 20 years ago, introduced the term social neuroscience, and his investigations of the effects of social isolation in humans and nonhuman animals have helped underscore the importance of social connections to gene expression, brain function, and behavior. He has demonstrated that perceived social isolation in humans is associated with mortality, and he has identified genetic, neuroendocrine, and behavioral mechanisms that contribute to this effect. Prof. Cacioppo is the recipient of numerous scientific awards and a past-president of the Association for Psychological Science and three other scientific societies; currently Chairs the National Research Council Board on Behavioral, Cognitive, and Sensory Sciences; serves on the NIH Council of the Center for Scientific Review; serves on the Advisory Committee of the NSF Division on Social, Behavioral, and Economic Sciences; is the Past-Chair of the Psychology Section of the American Association for the Advancement of Science; and is the President of the Society for Social Neuroscience.

His Talk Abstract

Social species, by definition, form organizations that extend beyond the individual. These structures evolved hand in hand with behavioral, neural, hormonal, cellular, and genetic mechanisms to support them because the consequent social behaviors helped these organisms survive, reproduce, and care for offspring sufficiently long that they too reproduced. Social isolation represents a lens through which to investigate these behavioral, neural, hormonal, cellular, and genetic mechanisms. Evidence from human and nonhuman animal studies indicates that isolation heightens sensitivity to social threats (predator evasion) and motivates the renewal of social connections. The effects of perceived isolation in humans share much in common with the effects of experimental manipulations of isolation in nonhuman social species: increased tonic sympathetic tonus and HPA activation, and decreased inflammatory control, immunity, sleep salubrity, and expression of genes regulating glucocorticoid responses. Together, these effects contribute to higher rates of morbidity and mortality in older adults.

Learning Objectives

1. Understand the difference between loneliness and depressive symptomatology.
2. Understand the evolutionary basis of loneliness.
3. Understand the cognitive and biological effects of social isolation in nonhuman animals and loneliness in humans

Fri (7/26) AM

Friday Morning, July 26, 11:30 am – 12:30 pm

**Kurt Haas, PhD: “Real Time Imaging of Neural Plasticity
in the Awake Developing Brain”**

in Salon A, B, C



Kurt Haas' Bio

**Associate Professor, Department of Anatomy and Cell Physiology
University of British Columbia, Vancouver**

Kurt Haas has always had a deep interest in understanding how early life experiences sculpt our brain development. Given the incredible complexity of the human brain, Kurt realized that there simply isn't enough information encoded within our DNA to direct the formation of elaborate dendritic and axonal process that each brain cell extends to form connections with thousands of other cells. Formation of correct brain cell structure and interconnected networks is critical for all brain functions. It became quite clear to Kurt that environmental stimulation must contribute to directing circuit formation, and that missteps in these complicated events undoubtedly underlies the formation of dysfunctional brain circuits that give rise to common neurodevelopmental disorders, like Autism and Schizophrenia. With these insights, Kurt has engaged in a very active research endeavor to develop and apply new technologies that allow him to *directly watch* brain cell growth and network formation within the intact and awake developing brain, while testing the roles of environmental experience and disease-associated gene expression on these events. Dr. Haas' lab in the Brain Research Centre at UBC is a world leader in brain circuit development.

His Talk Abstract

The human brain is comprised of hundreds of billions of neurons interconnected by trillions of synapses. How such a complex system develops given the relatively small number of genes in our DNA (less than 30,000) is an intriguing mystery. The answer, supported by research in Kurt Haas' lab in the Brain Research Centre at UBC and other labs, is that sensory experience helps direct correct brain circuit formation. Dr. Haas has invented numerous innovative technologies that allow direct imaging of neuronal growth and circuit formation in the awake developing brain. Time-lapse imaging of brain circuit development during controlled sensory stimulation reveals a remarkable influence of experience in sculpting brain cell growth and their connections to form functional circuits. These results support a model in which our experiences during early brain development direct brain structural formation providing self-organization of mature and stable circuits optimized to process the very information encountered. Such an activity-dependent mechanism provides clear insight to how dysfunctional circuit may be formed due to abnormal environmental experience, abnormal brain activity such as that associated with common early-life seizures, or the expression of Autism- and Schizophrenia-associated mutations in genes encoding proteins mediating neuronal transmission and activity.

Fri (7/26) AM

Friday Morning, July 26, 11:30 am – 12:30 pm

Michael Elkin, MA: “Knowing and Healing Your Internal Family”



in Salon D, E, F

Michael Elkin’s Bio

Internal Family Systems (IFS) Senior Trainer & Lead Teacher

Michael Elkin spent his early professional life developing ways to constructively address the impact substance abuse and violence had on families. His book *Families Under the Influence* (Norton 1984) created the opportunity for him to conduct wide ranging trainings aimed at helping professionals work effectively with these problems from a systemic perspective. While traveling the training circuit, he met Richard Schwartz, and realizing the potential of the IFS model, became the kind of fanatic that stops strangers on the street to give them the Good News. He is currently an IFS Senior Trainer, spreading the model in the US and Europe, and exploring ways of applying IFS concepts in other disciplines.

His Talk Abstract

Richard C. Schwartz, Ph.D. set out to find a way to apply structural family therapy ideas to individual therapy, and by fearlessly and rigorously following the process of his clients, developed a revolutionary tool for healing. Internal Family Systems therapy (IFS) is a respectful, efficient, accessible model of psychotherapy which significantly expands the possibility of generating deep healing, especially in the most challenging cases.

This talk will present the basic concepts of IFS, demonstrating how it transforms the psychotherapeutic process in a way which allows therapists and their clients to experience themselves and each other in more humane and constructive ways. The IFS model allows us to utilize our spiritual resources without getting into religion or metaphysics. This is not just a new technique, but a paradigm for healing which allows practitioners to use a wide range of tools in a creative new context.

Learning Objectives

1. See the link between stress in childhood and health problems later in life.
2. Understand the biological mechanisms thought to be responsible for this link.
3. Learn about resources that help some children to be resilient to the adverse long-term health effects of stressors.



Friday Afternoon, July 26, 1:45 pm – 4:00 pm

Terry Ford: “From Hope to Empowerment: Montessori as a Tool to Create Educational Environments in Underserved Communities”



in Salon A, B, C

Terry Ford’s Bio

Executive Director, East Dallas Community Schools, Dallas, TX

Terry Ford, a bilingual first grade teacher, opened a class for eight children - sharing donated space with a neighborhood methadone clinic - in response to concerns of neighborhood parents who saw their children falling through the cracks in public school, branded “failures” as early as second grade. Since that day in 1978, through vision, perseverance, and sheer will power she has engaged a wide spectrum of the Dallas community, leveraging private and public funds to develop East Dallas Community Schools (EDCS) – a nationally and internationally recognized organization that serves 500 urban, low-income, and immigrant families on three campuses. With its holistic approach that includes parent education beginning in pregnancy, Montessori Early Head Start (pregnancy to age 3) and public charter school classrooms for children ages 3 to 9, EDCS has garnered praise from politicians, civic leaders, and educators for parental involvement, student success rate, and child-centered philosophy, and has fulfilled its mission of proving that all children – regardless of race or income – can succeed when you start young and involve parents. In a neighborhood where less than half of entering freshmen graduate from high school, 95% of EDCS graduates earn their diplomas, with 89% of those graduates attending college.

Ford holds a degree in elementary education from Southern Methodist University and the Montessori Primary diploma from the Association Montessori Internationale (AMI). She has lectured at universities and conferences and has testified before the Texas legislature on education issues. Based on EDCS’ outstanding results with children from primarily poverty-level families, Ford has been honored with the Dallas Historical Society Award for Excellence in Education, the Real Estate Council’s Dreamers, Doers and Unsung Heroes Award, and Southern Methodist University’s Distinguished Alumni Award.

Her Talk Abstract

The purpose of this presentation is to share lessons learned over 35 years of leading an organization that successfully educates children of diverse backgrounds from primarily low-income families (almost half of EDCS students do not speak English when they enroll and the majority - over 60% - come from poverty-level families.) The presentation will have 3 parts: 1) an overview of the evolution of East Dallas Community Schools, which use the Montessori approach to educate more than 500 children each year in underserved communities; 2) lessons learned during the process of taking the successful privately-funded model into the public sector; 3) guiding principles that are the foundation for creating educational environments where the human spirit blossoms.

Fri (7/26) PM

Friday Afternoon, July 26, 1:45 pm – 4:00 pm

Michael Stryker, PhD: “Competition, Active Vision and Enhanced Plasticity in Brain Development and Recovery of Function”



in Salon D, E, F

Michael Stryker’s Bio

Professor, Department of Physiology, University of California, San Francisco, CA

Even before birth, when there is nothing to see, neural activity in the eyes is important for the development of the visual cortex! One of Michael Stryker’s major contributions was to show that innate patterns of spontaneous neural activity play a role in organizing connections in early development. Dr. Stryker studies the interaction between innate determinants of cortical organization and the role of experience in brain development and plasticity. Illustrations from his work on the visual cortex are in all major textbooks of neuroscience. His current work focuses on the factors that regulate cortical plasticity in development and on strategies to enhance plasticity in the adult brain. He is a member of the US National Academy of Sciences and the American Academy of Arts and Sciences, and has been recognized by numerous awards including the Galileo Chair of Science of Scuola Normale Superiore di Pisa and Columbia University’s W. Alden Spencer Award.

His Talk Abstract

We have studied the mechanisms of activity-dependent competition between inputs from the two eyes in the developing visual cortex of mice as a general model for competitive interactions in the cortex. During a critical period in early life, this plasticity takes place in three distinct phases. The initial response to monocular visual deprivation is a rapid loss of cortical response to the deprived eye. After this loss is complete, the open eye response begins to increase in a second phase of plasticity. Recovery of cortical responses to their original state after opening the deprived eye constitutes a third phase of plasticity. Using genetically modified mice, we found that the three phases of plasticity were mediated by distinct mechanisms, none of which were by themselves competitive. The competitive outcome resulted from the interaction of these different mechanisms.

Active vision in alert mice dramatically enhances responses of neurons in the primary visual cortex. This enhanced activity has powerful effects on brain plasticity, permitting recovery of function that would otherwise not take place. New findings in alert mice raise interesting questions about neural computation and suggest approaches that might be used to promote recovery of cortical function.

Learning Objectives

1. Understand the role of experience in the development of binocular vision and the visual cortex.
2. Understand the role of innate patterns of neural activity in the early development of the cortex.
3. Understand the role of active vision in neural plasticity in the visual system.
4. Understand the mechanisms of plasticity that operate during the critical period of visual cortical development in early life.

Friday Afternoon, July 26, 4:30 pm – 6:45 pm

Mary Gordon: “Building on the Love Between Parents and Newborns to Help Families”

in Salon A, B, C



Mary Gordon’s Bio

Member of the Order of Canada and Ashoka Fellow

Founder and President, Roots of Empathy and Seeds of Empathy, Toronto, ON

Mary Gordon is recognized internationally as an award-winning social entrepreneur, educator, author, child advocate and parenting expert who has created programs informed by the power of empathy. Ms. Gordon is also the founder of Canada's first and largest school-based Parenting and Family Literacy Centres, which she initiated in 1981. They have become public policy in Ontario and have been used as a best practice model internationally.

In 1996 she first introduced the Roots of Empathy program and in 2000, established the national and international organization Roots of Empathy, which now offers programs, including Seeds of Empathy, in every province of Canada, and in ten countries in multiple languages.

Ms. Gordon is featured in two international documentaries, *Who Cares?* by filmmaker Mara Mourao, and *Love, Hate & Everything in Between* by filmmaker Alex Gabbay. She is a member of the Ashoka Global Executive Board of Directors, representing 3,000 social entrepreneurs in 72 countries. Her book, *Roots of Empathy: Changing the World Child by Child*, is a Canadian bestseller.

Her Talk Abstract

Families are the bedrock institution of society and the wellspring of a society’s strength. Not every family is able to provide sanctuary for children, but every family does the best they can. This presentation will discuss issues of emotional regulation and unpack and explain Mary Gordon’s claim that “love grows brains”. Talking and loving are two of the most important human abilities. Parents are the first teachers in these essential abilities. The indelible impact of parenting will be celebrated with videos taken from the Parenting and Family Literacy Centres, which are policy in Ontario. The attachment relationship will be explored from the perspective of how empathy is fostered or fades in that essential relationship.

Learning Objectives

1. To gain insight into raising empathic children at home in your spare time.
2. To understand the power of interplay between the temperament styles of parents and children.
3. To understand emotional literacy as the first and universal literacy of the world’s children.

Fri (7/26) PM

Friday Afternoon, July 26, 4:30 pm – 6:45 pm

**Moshe Szyf, PhD: “Epigenetics of Early Life Adversity: Implications for Mental Health”
in Salon D, E, F**



Moshe Szyf’s Bio

**James McGill Professor and GlaxoSmithKline-CIHR Professor,
Department of Pharmacology, McGill University, Montreal, QC**

The genes we are born with are not unchanged throughout our lives; in fact, changes are made to our DNA in response to experience. Moshe Szyf proposed two decades ago that DNA methylation is a prime therapeutic target in cancer and other diseases. He has postulated and provided the first set of evidence that the “social environment” early in life can alter DNA methylation launching the emerging field of “social epigenetics”. Szyf, is the founding co-director of the Sackler Institute for Epigenetics and Psychobiology at McGill and is a Fellow of the Canadian Institute for Advanced Research Experience-based Brain and Biological Development program. Szyf was the founder of the first “Pharma” to develop epigenetic pharmacology and has been the founding editor of the first journal in epigenetics *Epigenetics*. Szyf worked with Aharon Razin on basic mechanisms of DNA methylation in graduate school and went on to a postdoctoral fellowship in Genetics at Harvard Medical School.

His Talk Abstract

Aberrant changes in gene function are believed to be involved in a large fraction of a wide spectrum of human disease including behavioral, cognitive and neurodegenerative pathologies. Most of the attention in the last few decades has focused on the changes in gene sequence as a cause of gene dysfunction leading to disease. Germ line mutations or other alterations in the sequence of DNA that associate with different behavioral and neurological pathologies have been identified. However, sequence alterations explain only a small fraction of the cases. In addition there is evidence for “gene- environment” interactions in the brain suggesting mechanisms that alter gene function and the phenotype through environmental exposure. Genes are programmed by “epigenetic” mechanisms such as chromatin structure modification and DNA methylation. These mechanisms confer on similar sequences different identities during cellular differentiation. Epigenetic differences are proposed to be involved in differentiating gene function in response to different environmental contexts and could result in alterations in functional gene networks that lead to brain disease. Epigenetic markers could serve important biomarkers in brain and behavioral diseases. Moreover, epigenetic processes are potentially reversible pointing to epigenetic therapeutics in brain and behavioral diseases.

Learning Objectives

1. Understand how epigenetic processes operate during gestation and cell differentiation to establish tissue specific programs.
2. Understand the plasticity of DNA methylation in the brain after birth.
3. Understand how DNA methylation could mediate between experience and long term behavioral phenotypes.

Saturday Morning, July 27, 9:30 am – 11:45 am

**Michele Chaban, MSW, RSW, PhD: “Growing Better People’
in the ‘Soil’ of Compassion”**

in Salon A, B, C



Michele Chaban’s Bio

**Director, Applied Mindfulness Meditation Program,
Director, Interprofessional Mindfulness Meditation, University of Toronto, ON**

Michele lives between urban and rural landscapes in Ontario with her life partner Peter Chaban and her two golden but greying retrievers. Her rural home is on the edge of Georgian Bay in an Unesco protected forest.

When in the city, Michele directs the Applied Mindfulness Meditation Certificate whose intent is to teach the practice of mindfulness and mindfulness meditation to individuals, communities and universities so as to enhance their health, wellness and resiliency. The program also encourages the integration of mindfulness and mindfulness meditation in systems where people live, work and play such as: health care, education, organizations and in leadership. Michele is a master trained social worker (Toronto) who was a pathfinder in end of life care for 20 years. Currently, at University of Toronto, Michele is cross appointed to the Factor-Inwentash Faculty of Social Work, the Dala Lana School of Public Health, the Center for Bioethics, the Department of Family and Community Medicine -and it is evident that she is failing at her retirement.

Her Talk Abstract

The new sciences are changing what we know of our world and our selves. Through the new neurosciences, much of what we are discovering is a re-discovery of the nature of our own humanness, reminding us of the importance of nurture and the powerful impact that self-directed neuroplasticity can have on our brains. It has been said that if we change our brain, we will change our minds, and if we change our minds, we will change the world. To begin re-minding involves a simple act of compassion as a brain exercise. To sustain the compassion we must practice the act of re-parenting ourselves and others. What children need most is to know they are loved. Perhaps the clearest expression of love is mindful listening (giving our children our full, undivided attention; listening with our hearts as well as our heads). If we’re stressed, we can’t be present as the parents, teachers, or healers we intend to be; we can’t relax enough to mindfully listen. Practices of self-compassion and mindfulness can help relieve our experiences of stress and help us be the persons we are capable of being.

Learning Objectives

1. Gain insight from neuroscience findings that are transforming our worldview of personhood
2. Explore how mindfulness promotes a world of We rather than a world of just Me
3. Learn how mindfulness is being used as a health, wellness and resiliency model
4. Explore the relationship between centering yourself in self-compassion and feeling compassion for others, and how this integrative practice enhances parenting.

Saturday Morning, July 27, 9:30 am – 11:45 am

Helen Neville, PhD: “Experiential, Genetic and Epigenetic Effects on Human Neurocognitive Development”

in Salon D, E, F



Helen Neville’s Bio

Director, Brain Development Lab

Director, Center for Cognitive Neuroscience

Robert and Beverly Lewis Endowed Chair and Professor,

Departments of Psychology and Neuroscience, University of Oregon, Eugene, OR

Helen Neville and her colleagues at the Brain Development Lab study the development and plasticity of the human brain. For several years they have studied deaf and blind individuals, people who learned their first or second spoken or signed language at different ages, and children of different ages and of different cognitive capabilities.

Helen J. Neville’s experience includes time as Director of the Laboratory for Neuropsychology at the Salk Institute. She has published in many journals including Nature, Nature Neuroscience, Journal of Neuroscience, and the Journal of Cognitive Neuroscience, and has made a DVD about the brain for non-scientists (see it at: changingbrains.org). She has received many honors including the Ipsen Prize for Research in Neuronal Plasticity and the Mind, Brain and Education Society award for Transforming Education through Neuroscience, and is active in many educational outreach programs.

Her Talk Abstract

Dr. Neville’s talk will cover research guided by her lab’s findings that different brain systems and related functions display markedly different degrees or 'profiles' of neuroplasticity. These ‘plasticity profiles’ range from systems that are not altered by experience, to systems that are highly modifiable by or dependent on experience but only during particular time periods (“sensitive periods”), to systems that remain capable of change by experience throughout life.

This talk will also describe a series of studies on the effects of different types of training on brain development and cognition in typically developing, 3-5 year old children who were at-risk for school failure for reasons of poverty. The most powerful training program targeted the most changeable and vulnerable systems in at-risk 3-5 year old preschoolers. Children received attention training and their parents received training in parenting skills and attention weekly for 8 weeks. Measures of parenting skills and measures of behavior and cognition in the children document large, significant and enduring effects of these different types of inputs on neurocognitive function when compared to control groups. This talk will include discussion of the nature and mechanisms of human brain plasticity, and of the impetus for further development and broader deployment of neuroscience research based education programs that impact at-risk populations to reduce academic achievement gaps. In a society committed to equal opportunity for all, many may find the prospect of reducing these large and growing gaps rewarding.

Saturday Afternoon, July 27, 1:00 pm – 3:15 pm

**William Beardslee, MD: “Prospects for Preventing Depression in Families:
Think Globally; Act Locally”**

in Salon A, B, C



William Beardslee’s Bio

**Director, Baer Prevention Initiatives, and Chairman Emeritus, Department of Psychiatry,
Children’s Hospital, Boston, MA
Gardner/Monks Professor of Child Psychiatry, Harvard Medical School, Cambridge, MA**

William Beardslee has a longstanding research interest in the development of children at risk because of severe parental mental illness. He has been especially interested in the protective effects of self-understanding in enabling youngsters and adults to cope with adversity and has studied self-understanding in civil-rights workers, survivors of cancer, and children of parents with affective disorders. He has developed and evaluated several effective prevention strategies for families with parental depression. He has served on two Institute of Medicine’s committees that recently released reports on parental depression and mental health promotion and prevention approaches. He is the author of over 200 articles and chapters and two books: *The Way Out Must Lead In: Life Histories in the Civil Rights Movement*, a story of what enables civil rights workers to endure; and *Out of the Darkened Room: Protecting the Children and Strengthening the Family When a Parent Is Depressed*, a book about how parents and caregivers can help families overcome depression.

His Talk Abstract

A variety of converging lines of evidence suggest that much greater attention to the prevention of depression in families is warranted. Recent meta-analyses suggest that between 20-25% of all cases of major depression could be prevented if prevention strategies were implemented widely using cognitive-behavioral techniques, attention to the distal risk factors of poverty, social dislocation, and neglect and abuse in childhood that also contribute substantially. Dr. Beardslee will review these lines of evidence, discuss promising preventions, changes in systems and policies necessary to lead to board scale implementation.

Learning Objectives

1. Understand the implications for families of parental depression.
2. Gain knowledge of a variety of promising prevention approaches for depression in families.
3. Think broadly and boldly about ways to substantially increase efforts in the promotion of resilience and the prevention of depression.

Sat(7/27) PM

Saturday Afternoon, July 27, 1:00 pm – 3:15 pm

Peg McCarthy, PhD: “The Biological Basis of Sex Differences in the Brain”



in Salon D, E, F

Peg McCarthy’s Bio

**Professor and Chair, Department of Pharmacology & Experimental Therapeutics,
School of Medicine, University of Maryland, College Park**

Margaret McCarthy has a long standing interest in the cellular mechanisms establishing sex differences in the brain. She uses a combined behavioral and mechanistic approach in the laboratory rat to understand both normal brain development and how these processes might go selectively awry in males versus females. She has discovered novel and unexpected roles for inflammatory mediators and components of the immune system which initiate and direct sex differences in brain and behavior, and more recently has elucidated how gonadal hormones impact on the epigenome to maintain sex differences in the brain across the lifespan. Margaret McCarthy received postdoctoral training at Rockefeller University and spent one year at NIH as a National Research Council Fellow. She has published over 150 peer reviewed manuscripts and reviews on the topic of sex differences in the brain.

Her Talk Abstract

Sex differences in the brain are established early in development and arise due to genetics, hormones, environment and experience. In humans, social and cultural influences are predominant but the role of biology cannot be denied and can only be understood in light of empirical evidence generated from animal models. Understanding the biological basis of sex differences in the brain will contribute to elucidation of the gender biases in risk of mental health disease and neurological disorders, as well as inform discussion of same-sex-education or other social practices and legal decisions based on gender, gender identity or sexual preference.

Learning Objectives

1. Identify the biological variables that contribute to sex differences in the brain.
2. Describe the types and nature of sex differences in the brain.
3. Understand the role of hormones and epigenetics in establishing and maintaining sex differences in the brain.



Saturday Afternoon, July 27, 3:45 pm – 6:00 pm

Matt Lieberman, PhD: “The Social Brain”

in Salon A, B, C



Matt Lieberman’s Bio

**Assistant Professor, Departments of Psychology, Psychiatry and Biobehavioral Sciences,
University of California-Los Angeles, CA**

Matthew Lieberman coined the term *Social Cognitive Neuroscience*, an area of research that integrates questions from the social sciences with the methods of cognitive neuroscience and has become a thriving area of research. His work uses functional magnetic resonance imaging (fMRI) to examine the neural bases of social cognition and social experience. In particular, his work has examined the neural bases of social cognition, emotion regulation, persuasion, social rejection, self-knowledge, and fairness. His research has been published in top scientific journals including *Science*, *Nature Neuroscience*, and *Psychological Science*. His work has received coverage in the *New York Times*, *Scientific American*, and *Discover* magazine. He is also the founding editor of the journal *Social Cognitive and Affective Neuroscience* and helped create the Social and Affective Neuroscience Society. Dr. Lieberman won the APA Distinguished Scientific Award for Early Career Contribution to Psychology (2007) and campus wide teaching awards from both Harvard and UCLA. He is the author of the book *Social: Why Our Brains Are Wired to Connect*.

His Talk Abstract

Aristotle long ago characterized man as the social animal. What does this mean and how did we get this way. Although it might seem as if being social is just one thing we learn how to do with our all-purpose sophisticated brain, evolution has been betting on making our brains and our lives more social for more than 100 million years. This talk will discuss three adaptations that have ensured humans (1) are motivated to connect with others throughout their entire lives; (2) are capable of mindreading allowing them to adjust their behavior to work well with (or against) others; and (3) have the tendency to adopt the beliefs, values, and norms of those around them promoting harmonizing in the groups we identify with.

After discussing these basic features of the social brain, I will turn to education. As it currently stands, the social brain is treated like an enemy of classroom learning. Students are asked to leave their social motivations at the door in order to learn. I will recommend several ways we can take what we have learned about the social brain in order to improve both the well-being and achievement of our students, particularly during middle school (ages 12-14).

Learning Objectives

1. Understand how the brain came to be increasingly social over the course of evolution.
2. Identify particular brain adaptations that promote connection, mindreading, and harmonizing with others.
3. Understand how the social brain can be leveraged to improve education.

Sat(7/27) PM

Saturday Afternoon, July 27, 3:45 pm – 6:00 pm

**Tracy Bale, PhD: “Prenatal Stress Wires Your Brain Before You’re Born:
Another Reason to Blame Mom”**

in Salon D, E, F

Tracy Bale’s Bio



**Associate Professor of Neuroscience, The Mahoney Institute of Neurological Sciences,
University of Pennsylvania, Philadelphia, MI**

Tracy Bale is interested in determining how the environment intersects with your genes. While we thought sequencing the genome would tell us much about ourselves and the diseases we were at risk of developing, we now appreciate that the environment dynamically shapes how our genes function. As a neuroscientist, Dr. Bale is working to define how a mother’s response to the world (e.g., her stress, her diet, or her immune system) can impact her child’s brain and risk for disease. Her research incorporates cutting edge tools in genetics and epigenetics to physiology and behavior to examine these important questions.

Dr. Bale holds a dual appointment at the University of Pennsylvania as an Associate Professor of Neuroscience in the Department of Animal Biology at Penn Vet and in the Department of Psychiatry at Penn’s Perelman School of Medicine. She completed postdoctoral training with world-renowned neuroendocrinologist Dr. Wylie W. Vale at the Salk Institute in La Jolla, CA. Dr. Bale is a Richard E. Weitzman Memorial Laureate Awardee from The Endocrine Society, and was recently awarded the Medtronic Prize from the Society for Women’s Health Research.

Her Talk Abstract

Neurodevelopmental disorders such as autism and schizophrenia show strong sex biases in presentation, onset and treatment. Such disorders have been associated with fetal antecedents including maternal stress. The programming mechanisms through which stress contributes to disease development are not well understood; though likely involve a complex interaction between the maternal environment and effects on the placenta. We have identified a sensitive period of early pregnancy where maternal stress has sex-dependent programming effects on the development of the offspring stress neurocircuitry. Similar to what is found in neurodevelopmental disorders, male mice exposed to stress early in gestation show increased sensitivity as adults in behavioral and physiological measures, including tests assessing cognitive performance and stress coping strategies. Interestingly, these males can then pass this effect onto their offspring resulting in a second-generation transmission from father to son. Looking at mechanisms for how this happens, we have detected significant changes in sex-specific proteins in the placenta following maternal stress exposure, and these same protein patterns were also found in human placental tissue. These studies provide important insight into the programming mechanisms contributing to sex-specific vulnerability to prenatal stress during early pregnancy, and may identify novel gene targets and placental biomarkers predictive of neurodevelopmental disease risk.

Sat(7/27) PM

Sunday Morning, July 28, 9:30 am – 10:30 am

Linda Lantieri, MA: “Cultivating the Inner Lives of Students and Teachers”

in Salon A, B, C



Linda Lantieri’s Bio

Director, The Inner Resilience Program

Co-Founder, Resolving Conflict Creatively Program (RCCP)

A Founder, Collaborative for Academic, Social, and Emotional Learning (or CASEL)

With over 40 years of experience in education as a teacher and director of a middle school in East Harlem, and faculty member at Hunter College in New York City, Linda Lantieri has shown a lifetime of commitment to enriching the daily lives of adults and children alike. Although she has worn many hats in the field of education, her occupation and vocation have always coincided – her professional life has also been her calling. Linda is co-founder of the Resolving Conflict Creatively Program (RCCP), a research-based K-12 social and emotional learning program that has been implemented in over 400 schools. Currently she serves as the Director of The Inner Resilience Program whose mission is to cultivate the inner lives of students, teachers and schools by integrating social and emotional learning with contemplative practice. Linda is also one of the founding board members of the Collaborative for Academic, Social, and Emotional Learning (CASEL). She is the coauthor of *Waging Peace in Our Schools*, editor of *Schools with Spirit: Nurturing the Inner Lives of Children and Teachers*, and author of *Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children*. She has received numerous awards including Educational Innovator by the National Education Association; the Richard R. Green Distinguished Educator Award; the Spirit of Crazy Horse Award for “creating courage in discouraged youth” and the International Education and Resource Network (iEARN) 2001 Making a Difference Award.

Her Talk Abstract

Is it possible for schools to nurture the hearts and spirits of students without violating the beliefs of families or the separation of church and state? Many courageous educators are beginning to acknowledge that cultivating the inner lives of children can become an integral part of a child’s regular school experience. Using principles derived from modern brain research, this presentation explores how the adults in children’s lives can cultivate the habits of mind, body, and heart it will take to continually relieve the pressure that modern children face. It focuses on strengthening social and emotional capacities by equipping both adults and young people with some form of regular contemplative practice that can help them manage emotions, increase compassion, and instill stillness.

Learning Objectives

1. Identify the possibilities and practicalities of building a bridge between the inner life of mind and spirit and the outer life of secular education.
2. Discuss the many pathways that support the creation of “Schools with Spirit.”
3. Identify self-care tools and reflective approaches for caring for ourselves and our children.

Sunday Morning, July 28, 9:30 am – 10:30 am

**Evan Adams, MD, MPH: “First Nations, Métis & Inuit Children in BC:
Barriers and Solutions to Health”**

in Salon D, E, F

Evan Adam’s Bio



**Deputy Provincial Health Officer for Aboriginal Health, Province of British Columbia
Aboriginal Health Physician Advisor, Province of British Columbia
Director, Aboriginal Health Program, Faculty of Medicine,
University of British Columbia, Vancouver, BC**

Evan Adams, Sliammon First Nation (Powell River, BC), is an actor and physician whose numerous performances include starring roles in the Emmy-winning, TV-movie LOST IN THE BARRENS and the Miramax feature SMOKE SIGNALS. Dr. Adams completed his MD at the University of Calgary, his Aboriginal Family Practice residency at St Paul’s Hospital/UBC, and his Masters of Public Health at Johns Hopkins University. He is currently the Deputy Provincial Health Officer in the BC Ministry of Health.

His Talk Abstract

Not Submitted

Sun (7/28) AM



Sunday Afternoon, July 28, 11:45 am – 2:00 pm

Judith Black, BS: “Mirror in the Daylight: The Stories of Our Lives”

in Grand Ballroom



Judith Black’s Bio

Award-winning Storyteller

National Storytelling Network’s Circle of Excellence Inductee

Judith Black creates narratives that enable you to reinvision your world. Her traditional and original stories have rocked laughing audiences to their feet. A creator and teller of tales for over 30 years, Judith’s stories wrestle with everything from familial dysfunction, to the search for spiritual connection, to the questionable joys of aging. Her background in theater, early childhood development, political activism, and the wryly observed life, informs her work. Recipient of the Oracle: Circle of Excellence, the most coveted award in storytelling, Judith has been featured on stages as far reaching as The Montreal Comedy Festival, The National Storytelling Festival, The Smithsonian Institution, Hebrew University in Jerusalem, the National Art Museum in Cape Town, and NPR. She has created stories for the US Department of the Interior, NPR, The Mass. Foundation for the Humanities, and many others. A graduate of Wheelock College, she holds a degree in Early Childhood Education and served as an adjunct faculty member at Lesley University for twenty-five years. On the home front she is an organic gardener, leader of a peer mentoring organization, wife to Mike and mother to Solomon.

Her Talk Abstract

Life happens, but its meanings are determined by the stories we tell about it. Join internationally renowned storyteller Judith Black for journeys of tears, laughter, dissonance, and irreverence that will help you integrate and digest your conference experience. Slip off your shoes, and enjoy! The Jewish Advocate: (Adult Children of ...Parents) “Judith Black should be sought after by one and all for her wisdom, for her wit, for the risks she takes on stage and for her genuine warmth which she abundantly shares with one and all.” Chicago Tribune: (Deborah and Simon) “She received a standing ovation after her engrossing, often hilarious, and in the end poignant portrait of a contemporary urban romance.” The Orlando Sentinel (That Fading Scent) “This is the thinking woman’s version of Menopause: The Musical,..... Black is a warm and dynamic storyteller, exposing the legacy of bias against older women with a wry sense of humor.... Smart and undeniably funny, That Fading Scent... is a great example of the power of storytelling.” North Shore Art Throb (Bittersweet Midnight) “There are two sorts of storytellers in the world: those who like to hear themselves talk and those who embody the voices of others. And, we all know with which type we’d rather spend an evening. Thankfully the Salem Theatre Company (STC) has made arrangements with storyteller extraordinaire Judith Black in her one-woman tour de force Bittersweet Midnight.”

Sun (7/28) PM

Sunday Afternoon, July 28, 2:30 pm – 4:45 pm

Dan Siegel, MD: “Interpersonal Neurobiology of the Developing Mind: How Relationships and the Brain Shape Who We Are”

in Grand Ballroom

Dan Siegel’s Bio



**Associate Clinical Professor, Department of Psychiatry, School of Medicine,
Co-Investigator, Center for Culture, Brain and Development,
Executive Director, Center for Human Development,
Director of the Mindful Awareness Research Center,
University of California-Los Angeles, CA
Executive Director, The Mindsight Institute, Los Angeles, CA**

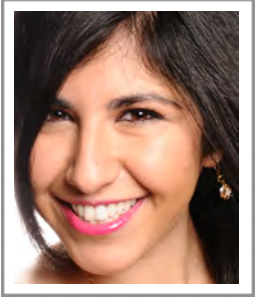
Dr. Dan Siegel and his Mindsight Institute’s mission is to provide a scientifically grounded, integrated view of human development for mental health practitioners, educators, organizational leaders, parents, and others to promote the growth of vibrant lives and healthy minds. The Mindsight Institute offers online learning and in-person lectures that focus on how the development of ‘mindsight’ in individuals, families, and communities can be enhanced by examining the interface between human relationships and basic biological processes. Dr. Siegel is an internationally acclaimed author, award-winning educator, and child psychiatrist with postgraduate medical training in pediatrics and child, adolescent, and adult psychiatry. He is Editor-in-Chief and Founder of Norton Press’s Professional Series in Interpersonal Neurobiology and has published extensively. His books include *The Mindful Brain*; *Parenting from the Inside Out: How a Deeper Self-Understanding Can Help You Raise Children Who Thrive*; *Mindsight*; *The Developing Mind*; *The Whole-Brain Child*; and *Pocket Guide to Interpersonal Neurobiology*.

His Talk Abstract

This presentation will explore fundamental ideas about what the mind is and how it is shaped by both the connections we have with other people across the lifespan and by the connections we have within the synaptic structure of our embodied nervous system. The field of interpersonal neurobiology synthesizes the consilient principles of a range of scientific disciplines into a view of human development that permits us to propose that one aspect of the mind is a self-organizing, emergent process that arises from, and also recursively regulates, energy and information flow within and between human beings. With this definition of one component of mind, we can then explore how a “healthy” mind might function and arise from within the fabric of the communication of interpersonal relationships and the structure of the brain itself. When this self-organizing function works well, the mind facilitates an integrative process and harmony and adaptive functioning unfold; when self-organization is not allowed to link differentiated elements to one another—within the individual or between the individual and others—then chaos and/or rigidity result. A new look at the DSM reveals that these can be seen as the symptoms of various syndromes that each are reflections of impaired relational or neural integration.

Sun (7/28) PM

OUR VOLUNTEERS



GOLNOUSH ALAMIAN

Golnoush is a trilingual, Iranian-born, French Canadian. She received her BSc in Psychology from McGill University and extensive clinical research training at the Montreal Neurological Institute. As a Neuroscience graduate student at UBC, working under the direct supervision of Prof. Adele Diamond, she is conducting a research project investigating gender and genotype differences in how stress affects cognition and the biological factors underlying those effects. Her main interest is to bridge the gap between research and clinical practice in patient populations. She hopes to do so by pursuing a career in Clinical Neuropsychology. In her spare time, she hones her skills as a harpist and soccer player.

HADAS AV-GAY

Born and raised in Israel, Hadas has long been interested in what contributes to people's well-being and is passionate about improving the lives of students who struggle to meet academic expectations in school. After completing an MA in Educational Studies, she continued pursuing her passion by completing a second MA in School Psychology. She then began working as a school psychologist for the Vancouver School Board (VSB) and as a consultant in a Provincial Early Intervention Program (PEIR) targeted for students with reading difficulties. As a practicing school psychologist since 2007, Hadas realized that each student with reading difficulties presents a unique cognitive profile and responds differently to interventions. For the last two years, Hadas has been working on her PhD in Special Education to better understand these unique profiles and how to better help students with reading challenges. Recently she founded 'Ignite my Learning,' where she applies her 'Therapeutic Teachings' holistic approach that includes traditional and untraditional methods to help her private clients ignite their inner 'learning-engine.'



ANNA BOWERS

Anna is an MA student in School Psychology at UBC. She grew up in Kitchener, Ontario and completed a BA in Psychology at the University of Waterloo. As an undergraduate student, she was a research assistant in both a cognitive development and social psychology lab, and examined the intellectual functioning of children with ADHD, Asperger's Syndrome, and learning disabilities. Anna is interested in the diagnosis of Autism Spectrum Disorder for young children as well as the experience for parents throughout this process. She has experience working with young children in educational and therapeutic settings and hopes to continue learning about preschool assessment to optimize the functioning of young children with developmental disabilities. Her current research is examining parents' experience of the diagnostic process for Autism Spectrum Disorder for their young children. She is also working as a research assistant in the Pediatric OCD Clinic of Dr. Evelyn Stewart at BC Children's Hospital. Anna enjoys running, tennis, yoga, cooking, and travelling.

SHAYNA HORNSTEIN

Shayna has been a registered physiotherapist in BC for over 30 years and a trainer in organizational wellness for over 20 years. She completed a certificate in the treatment of trauma from the Sensorimotor Psychotherapy Institute of Colorado in 2008. Shayna works with people whose injuries are slow to heal and people who live with chronic illnesses, disability or pain. Adding the sensory-motor approach to her clinical work allows her to change how the body reacts to stress and injury so as to enhance recovery and well-being. Shayna also uses this approach to improve workplace communication and health in the face of persistent stress and pressures.



JENNIFER KITIL

Jennifer holds a BA in Psychology and an MPH in Community Health Sciences from UCLA. She is currently pursuing a doctoral degree in Human Development, Learning and Culture at UBC and is a Project Coordinator in Kim Schonert-Riechl's lab. Her research interests involve the application of the contemplative arts to promote social and emotional competencies in youth. Everything that Jennifer cares about and strives for today is derived from a gradual turning point she experienced while at college which led her to the practice of Buddhist meditation.

After college, she moved to Thailand to volunteer on a full-time basis for a temple. Her primary duties at the temple were to coordinate Buddhist-based meditation retreats for a foreign audience. Because Jennifer is fluent in Thai, she also volunteered as a translator and editor of numerous books and subtitles for programs and music videos broadcast on the satellite network, and contributed voice-overs for short temple documentaries. She enjoyed the latter so much that she now volunteers at UBC's Access and Diversity Crane Production Unit which provides audio-book recordings for students with sight impairment and learning disabilities.

DAPHNE LING

Daphne hails from Malaysia and received her Honours BSc in Psychology from Trent University in June 2011. She joined Adele Diamond's Developmental Cognitive Neuroscience Lab in August 2011 as a Research Assistant and has been there ever since. She recently completed two studies examining executive functions in young children 3-5 years of age, and has since moved on to a study examining the effects of exercise on executive functions in young adults. In her spare time, Daphne jumps on the trampoline, swings upside down, eats chocolate and peanut butter, and cuddles babies in a neonatal intensive care unit (NICU). She aspires to enroll in the MD/PhD program in the near future, examining the effects of touch (cuddling even with a non-relative) in the NICU on babies' health (e.g., how soon they can leave the NICU, how healthy they are when they leave, and months later, maybe even how good their elementary executive functions are).



SIMON LISAINGO

Simon will be starting the MA program in School Psychology at UBC in September 2013. After receiving a BEd at UBC, he taught in the Yukon, Ottawa, and Quebec over the last five years. He is interested in how students overcome challenges they face at school and at home. He is currently working as the research coordinator for PhD candidate, Michelle Kozey, and lab coordinator for Dr. Laurie Ford. When not at school or work, he can be found on the soccer field or in the great outdoors.

ANGELA SOKYEE LOW

Angela has lots of questions about emotion regulation and executive functions in children, and how they may be affected by the parent-child relationship, and is working hard to find answers as part of her MA in Human Development, Learning and Culture at UBC. She is a Malaysian who studied in Australia, fell in love with an Irishman and moved with him to China. In China she worked as a corporate trainer for 9 years, delivering workshops on emotional intelligence, creative thinking and team-building to adults in the workplace.



Angela now runs workshops for parents within BC's Association of Neighborhood Houses network. She is also a yoga teacher and loves the serendipitous combination of what she teaches, as she is convinced that the body, mind and heart are interconnected resources of change (e.g., that flexibility of the body can help cultivate flexibility of the mind). Angela's biggest achievements and challenges come in the forms of a preschooler and an infant, her two daughters that drive her work (and often also drive her crazy).



MELINDA MARKEY

Melinda worked for several years in the pharmaceutical industry, where she witnessed many examples of the difference evidence-based policy, access to services and (dis)continuity of care can make. This role provided her with valuable insight into the workings of the Canadian healthcare system and also ignited a desire to return to school. Melinda recently completed her MPH at Simon Fraser University in Vancouver, writing her Master's thesis on the contribution of qualitative research methods to a complex housing intervention for adults experiencing homelessness and mental illness. At the core of her research interests stands a desire to help bridge

the gap between lived experience and the policies that either exacerbate conditions of marginalization or attempt to alleviate these conditions in our society. Melinda is currently spending time at home raising her young daughter, volunteering in a public health capacity, and plans future work concentrating her efforts on activities that contribute to poverty alleviation, health literacy and social justice.

ROBYN McCLURE

Robyn is currently completing her first year in the M.Ed. School Psychology program at UBC under the supervision of Dr. Shelley Hymel. Her previous academic training includes an MA in Behavioral Neuroscience from UBC. Robyn's current research interests include bullying and victim strategies and how they differ across school levels. Robyn is also interested in empathy and executive functioning in elementary school students, school climate, children from different cultural backgrounds, and student perspectives.



MIRIAM MILLER

Miriam received her BA from Trinity Western University. She has taught young children and adults and all ages in between. Miriam loves teaching and facilitating, is fascinated by the learning process and thrilled to participate in the process with her learners! After working as an educator for many years, Miriam returned to school and is currently completing her MA in Human Development, Learning and Culture with a concentration in Social and Emotional Learning at UBC. She is currently conducting research under the supervision of Dr. Shelley Hymel and is particularly interested in the role emotions play in the learning process. Miriam

has delivered both pizzas and babies (although never at the same time!) and worked alongside midwives as a labour support coach. She has run the Great Wall of China Marathon, scuba-dived with sharks at the Great Barrier Reef, and trekked through the Himalayas. Miriam lived in China for 2 years as Director of a university pathway program and was responsible for opening a second school site. Those 2 years in China were a defining period in her life.

ANITA MINH

Anita has a Bachelor of Science, Honours, from Queen's University in Kingston, Ontario. She is currently a Masters student in at the School of Population and Public Health at UBC, under the supervision of Dr. Chris Mcleod. She is interested in researching the social context of mental health inequities in children and youth.

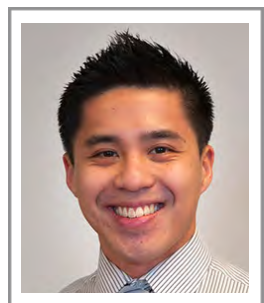


DEEPALI PRASAD

Deepali is interested in science and technology. She is a first-year Engineering undergraduate student at UBC. She worked on a research project under the supervision of Prof. Adele Diamond when only in Grade 11 at the Crofton House School, Vancouver. For the last year, she has been volunteering at the Orthopaedics Research Office at St. Paul's Hospital, Vancouver. Deepali's parents are from Bihar, a northeastern state of India, but Deepali is a native Vancouverite. In her spare time, she likes to paint, dance, and play badminton.

ELLEN SHUMKA

Ellen is currently in the first year of the PhD program in the School Psychology at UBC, under the supervision of Dr. Shelley Hymel. Her previous academic training includes an MA in School Psychology from UBC and a BA in Psychology and English from the University of Waterloo in Ontario. For her MA thesis, Ellen investigated the effects of peer moral disengagement on individual bullying behaviour over time. She is currently a member of Dr. Hymel's Social, Emotional, and Educational Development (SEED) lab, where she is involved in several research projects including one longitudinal study which examines the relationship between school climate and bullying. She is also the Lab Coordinator for Dr. Lynn Miller's Anxiety Projects research lab, where she manages lab activities and research projects in the area of early childhood anxiety and school-based interventions.



JAMES TANLIAO

James is a graduate student in the University of Washington's School Psychology program. He completed a BS degree in Psychology at the Ateneo de Manila University in the Philippines, where he grew up, and a Diploma in Education specializing in Infant Development and Supported Child Care at UBC. Academically, his interests lie at the intersection of developmental psychology and education, specifically school-based interventions for internalizing challenges, moral development, translating research into practice, and mechanisms that lead to sustainable systems change.

James has several years of experience with a wide range of research projects. He has been involved with work exploring children's notions of equity at Yale University. He has been involved in research at UBC investigating which cues to knowledge children use when deciding who to learn from. Currently, he is part of a team at the University of Washington investigating the impact of classroom quality on child outcomes. James also has over 7 years of experience working closely with children and youth in roles such as an afterschool program facilitator, summer camp leader, peer counselor and vocational teacher.

MIO TOMISAWA

Mio is currently a second-year undergraduate at UBC. She is interested pursuing a career in Health and Medicine. Highly motivated students at Steveston London Secondary School in Richmond BC, who enjoy working independently and cooperatively on learning challenges, are invited to apply to enter a 3-year enrichment program called 'Spectrum' that begins in Grade 8. In their third year in the program, they are to complete a mentor-supported, independent career-exploration project that involves stepping outside their comfort zone. As a student in the Spectrum program, Mio approached Prof. Adele Diamond to be her mentor for the independent project. Under Dr. Diamond's mentorship, Mio created an illustrated storybook to teach children about research on the brain, combining her interests in art and brain science. The storybook included stories on different topics (for example, the importance of sleep for learning), all with original illustrations by Mio. When not doing school work, Mio likes to be involved in volunteering. She also likes to play the flute and read books to broaden her background in areas other than what she is studying at school.

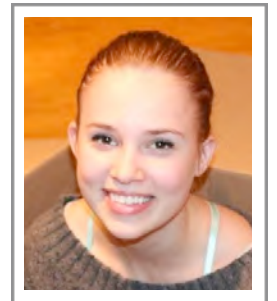


JENNA WHITEHEAD

Jenna received her BSc in Biopsychology from UBC. In 2011, she began volunteering in the Social and Emotional Learning Lab of Dr. Kimberly Schonert-Reichl and applied to graduate school to continue her studies there. Jenna will be completing her MA in Human Development, Learning and Culture at UBC this summer and will begin her PhD in the same program in the fall. She has been working as a Project Coordinator in the Social and Emotional Learning Lab, coordinating projects such as an evaluation of SMART and MindUp, mindfulness-based interventions for teachers and students. Jenna's research interests include cognitive, social, and emotional development in children and adolescents, with a particular focus on teacher characteristics and the student-teacher relationship as it relates to student outcomes. Jenna is a true Vancouverite, born and raised in Coquitlam. When not at work or school, Jenna can be found practicing yoga, painting, writing, or performing musical theatre on stage. She has a passion for brain science and theatre!

CECYLIA WITKOWSKI

Cecylia is currently an undergraduate at UBC working towards her BSc in Psychology. She volunteers in 2 psychosexual functioning research labs at UBC, one focusing on paraphilias (sexual arousal to atypical objects) and the other on the relationship between eating disorders and sexual activity. She also volunteers with Coast Mental Health, focusing on helping those with mental illness integrate themselves into the community. She is interested in Neuroendocrinology and how drugs affect psychological functioning. Her interest in Psychology was sparked during an AP Psychology class in high school. After finishing university, Cecylia hopes to enter medical school and one day become a psychiatrist. Her other interests include swimming and reading.



COLLEEN YAMAMOTO

Colleen has been involved in the employment and training industry for 14 years. Her main focus has been working within Aboriginal organizations in the Fraser Valley and Okanagan areas of BC. Her expertise focuses mainly on (a) Essential Skills Awareness, (b) An Aboriginal Essential Skills Journey: Planting the Seeds for Growth, (c) Developing Individual Enhancement Plans, and (d) Essential Skills Portfolio Building.

Colleen was the creator of the Essential Skills Investigation (ESI) DVD series and as a founding member serves as the Project Coordinator for the Aboriginal Essential Skills Guiding Team. She is presently working with 'LifeWorks! Consulting' as a Vocational Rehab Consultant

**A Huge Thank-You to
the People who Worked So Hard Behind the Scenes
to Make this Meeting Possible**

STAFF

David Abbott Melissa Kelly

VOLUNTEERS

Golnoush Alamian	Neuroscience at UBC
Hadas Av-Gay	Special Education at UBC
Anna Bowers	School Psychology (Autism) at UBC
Shayna Hornstein	Physiotherapist & Organizational-Wellness Trainer in BC
Jenny Kitil	Human Development, Learning and Culture at UBC
Daphne Ling	Developmental Cognitive Neuroscience Lab at UBC
Simon Lisaingo	School Psychology at UBC
Angela Low	Human Development, Learning and Culture at UBC
Melinda Markey	Public Health at Simon Fraser Univ.
Robyn McClure	School Psychology (Bullying) at UBC
Miriam Miller	Social and Emotional Learning at UBC
Anita Minh	Population and Public Health at UBC
Deepali Prasada	Engineering at UBC
Ellen Shumka	School Psychology (Bullying) at UBC
James Tanliao	School Psychology at University of Washington
Mio Tomisawa	Science at UBC
Jenna Whitehead	Social and Emotional Learning at UBC
Cecylia Witkowski	Psychology & Neuroendocrinology at UBC
Colleen Yamamoto	Aboriginal Essential Skills in BC

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Our Principal Sponsor



BC Mental Health & Addiction Services (BCMHAS), an agency of the Provincial Health Services Authority (PHSA) provides a diverse range of specialized, one-of-a-kind tertiary-level mental health services to people across the province. Its programs include **Child and Adolescent Mental Health Services**. Based at BC Children's Hospital, this provincial resource provides mental health assessment, outpatient and inpatient treatment for children, youth and their families and supports professionals throughout BC through research and knowledge exchange. www.bcmhas.ca

Our Other Sponsors

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The **Brain Research Centre (BRC)**, located on the UBC campus in Vancouver, BC is a unique partnership between Vancouver Coastal Health Research Institute and the Faculty of Medicine at UBC. It will shortly be moving into the new Djavad Mowafaghian Centre for Brain Health at the UBC Hospital. The BRC supports broad, multi-disciplinary research expertise at UBC to advance knowledge of the brain and to explore new discoveries and technologies that have the potential to reduce the suffering and cost associated with disease and injuries of the brain. The BRC is an independent research facility with a culture and philosophy of cooperation and collaboration among researchers, physicians, and technicians exploring the origins, treatments for, and prevention of neurological and psychiatric disorders.

www.brain.ubc.ca



The **Human Early Learning Partnership (HELP)** is the focal point for early child development research in BC. It is a pioneering, interdisciplinary, inter-university network of scholars that facilitates cell-to-society research collaborations and discourse. Much of the research has focused on how early environments and experiences contribute to inequalities in children's development. The research it has conducted and sponsored has had a profound influence at many levels from community planning to program delivery and government policy. The remarkable, visionary, and greatly loved, Dr. Clyde Hertzman, was the Founding Director of HELP. He was key to the creation of a framework that links population health to human development, emphasizing the special role of the early years as a determinant of lifelong health. HELP is especially well known for the population-level research tool called the 'Early Development Instrument' (EDI), which has mapped the vulnerabilities, needs, and strengths of children in every neighbourhood in BC and throughout much of Canada and Australia. www.earlylearning.ubc.ca



NeuroDevNet, a Canadian Network of Centres of Excellence (NCE), is dedicated to studying children's brain development from both basic and clinical perspectives. Network investigators seek to better understand the causes of neurological deficits to help with prevention, diagnosis, and treatment; to train a new generation of researchers; and to transfer and translate their findings to healthcare professionals, policymakers, and communities of interest. NeuroDevNet works with its partners in academia, the community, not-for-profit sector, industry, and government, and across traditional institutional and disciplinary boundaries and sectors, to ensure generated knowledge is translated into tangible diagnostic, preventative, therapeutic, social, economic, and health benefits for all

CONFERENCE EXHIBITORS

Odin Books

1110 West Broadway
Vancouver, BC V6H 1G5
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(604) 739-8804
staff@odinbook.ca
www.odinbooks.ca

ODIN BOOKS 1993 Inc. is an independently owned, specialty bookstore providing mental health, education, and psychology-based resources to communities, organizations, schools, and individuals. ODIN BOOKS stocks a wide range of books on learning and brain development. Their storefront is open Mon. – Sat. from 10 am to 5 pm.

There is free parking available behind the store. ODIN BOOKS now has a searchable website – come visit them at www.odinbooks.com or www.odinbooks.ca. You can also order books online through their website, by emailing info@odinbooks.com, by faxing 604-739-8874, or by calling 604-739-8804 or 1-800-223-6346.

Smaller Exhibitors

APPPAH: Association for Prenatal & Perinatal Psychology & Health

APPPAH, PO Box 1398
Forestville, CA 95436
Contact: Sandra Bardsley, VP
916-949-9938
sjbardsley1@yahoo.com

www.birthpsychology.com

APPPAH is the largest international birth psychology association. It is a public-benefit educational and scientific organization offering information, inspiration, and support to maternal-child health professionals, parents and all persons interested in expanding horizons of birth psychology. Founded in 1983, APPPAH publishes The APPPAH Newsletter and the Journal of Prenatal and Perinatal Psychology and Health.

Barefoot Books

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www.mybarefootchild.com

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Contact: Sandra Heusel
604-264-8327
info@eatonarrowsmithschool.com

www.eatonarrowsmithschool.com

Eaton Arrowsmith School (EAS) follows the Arrowsmith Program, a program based on the philosophy that it is possible to treat learning disabilities by identifying and strengthening the underlying cognitive capacities that cause academic and social difficulties. The Arrowsmith Program consists of intensive and graduated cognitive exercises designed to strengthen one's capacity for learning through neuroplastic growth. Each student's program is individualized and is based on careful assessment to identify the specific learning difficulties. Students tend to work in the Arrowsmith Program at EAS for an average

of 3 – 4 years before transitioning back to typical public or private school settings, where they no longer require the same degree of accommodations or special education support as they had before.

First Nations Jewelry

Artists include: Bill Reid

Richard Krentz

Alvin Adkins

Corrine Hunt

Contact: Dorothy Krentz

salmonberry@shaw.ca

William Ronald (Bill) Reid is a towering figure in Haida art; it is difficult to do him justice in only a paragraph or two. His father was Scottish-German & his mother was from the Raven/Wolf Clan of the Haida. He began his exploration of NW Coast art as a 'white man' studying a set of formal design problems. Over time, his success in unlocking the principles of NW Coast aboriginal art progressively unlocked the aboriginal in Bill Reid. His work is wide-ranging in terms of both materials & scale. Whatever the medium or scale, his chief satisfaction was in "the well-made object" (careful & skillfully crafted, evincing respect for an established formal style). His genius was that while remaining true to tradition, he also transcended it to create things at once rooted in tradition yet new.

Some his most magnificent large pieces include a bronze sculpture depicting a canoe filled with human & animal figures (*The Spirit of Haida Gwaii*) at the Canadian Embassy in Washington, DC & the cedar sculpture (*Raven & The First Men*) depicting a Haida creation myth at the UBC Museum of Anthropology. These 2 sculptures are featured on Bank of Canada \$20 bills printed 2004-2012. Reid received honorary degrees from many universities. He was also the recipient of the prestigious National Aboriginal Achievement Award for Lifetime Achievement & was named a member of the Order of British Columbia & the Order of Canada, the highest honor that the province & nation can bestow on anyone.

The Human Early Learning Partnership (HELP)

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earlylearning@ubc.ca

www.earlylearning.ubc.ca

Richard Krentz is a Coast Salish artist of the Shi'sha'lth (Sechelt) nation. Richard was raised on BC's beautiful Sunshine Coast. This helped to shape the carving and printing designs of this Vancouver Island artist. His style reflects a strong faith in the Creator. Whether the images Richard creates are applied to wood, paper, or precious metals, they portray qualities of hope, joy, peace, and love. Richard's work is enjoyed in private and corporate collections throughout the world.

Alvin Adkins was born in Prince Rupert, BC, and is a member of the Haida nation. His carved silver and gold jewelry pieces are much sought-after by art collectors. He has recently returned to also carving cedar panels. Through maintaining traditional Haida carving style and contributing his works back to the community, Alvin is trying to help preserve the Haida heritage for future generations. In 2010, he received the esteemed "British Columbia Achievement Award" for First Nations' Art. He can be reached at (778) 329-5122 or Aadkins1@shaw.ca

Corrine Hunt was born in Alert Bay, BC and has been creating contemporary art that reflects the themes and traditions of her First Nations Komoyue and Tlingit heritage since 1985. Corrine's works include engraved gold and silver jewelry and accessories, custom furnishings in carved stainless steel and reclaimed wood, modern totem poles and other sculptural installations. Corrine can be contacted at (778) 384-5962 and at ch@corrinehunt.ca, or at her website: www.corrinehunt.ca

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JUMP Math

Suite 1006, One Yonge Street
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Contact: Liz Barrett

(416) 596-7716

Liz.barrett@jumpmath.org

www.jumpmath.org

can excel at math, JUMP Math hopes to dispel myths that too often prevail. They offer educators and parents materials as well as training to help reach all students. Their extensive Teacher Guides and support materials are offered free online. See articles on JUMP Math in:

the *New York Times*, "Moving Forward in Tough Times" by David Bornstein:

<http://opinionator.blogs.nytimes.com/2012/12/12/making-progress-in-hard-times/>

and the *Toronto Sun*, "JUMP gets a LIFT" by Moira MacDonald:

<http://www.torontosun.com/2012/10/02/jump-gets-a-lift>

The Psychology Foundation of Canada

2 St. Clair Avenue East, Suite 800
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Contact: Judy Hills

(416) 644-4944

www.psychologyfoundation.org

JUMP Math is a numeracy program started in 1998 by mathematician, author, and award-winning playwright John Mighton. It is a federally-registered charitable organization based in Toronto, ON, Canada.

JUMP Math is based on the belief that all children can be led to think mathematically, and that with even a modest amount of attention every child will flourish. By demonstrating that even children who are failing math or are labeled as slow learners

The Psychology Foundation of Canada applies the best psychological knowledge to create practical programs for developing confident children and productive adults. Programs include:

Make the Connection: an interactive parenting program that promotes secure attachment, two-way communication and infant-led learning

Kids Have Stress Too! age-appropriate stress management strategies to help children deal with stress, designed for classrooms (Junior K to Grade 9) and parent educators

Parenting for Life: resources to support parents and strengthen families by enhancing parenting and family life skills

Diversity in Action: a model for adapting mental health services for newcomer families

West Coast Assistance Teams

1905-4425 Halifax Street
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Contact: Sharon or Ryan Hill

(604) 293-1211

teams@telus.net

www.westcoastteams.com

Providing assistance dogs for body, mind and soul, **West Coast Assistance Teams** is a local charity that helps people in their quest to become more self-reliant in a partnership with Assistance Dogs.

It also helps troubled youths by having them train the dogs. The youths receive unconditional love from the dogs, develop more understanding of those with physical challenges since the youths need to be in wheelchairs themselves while training the dogs, and they get the wonderful satisfaction of providing a truly valuable service for another person.

West Coast Assistance Teams offers Service Dogs for People with Physical and Psychiatric Disabilities. Another component is the Youth Development Program (PAWS): building self-esteem, self-control, character, empathy & life-skills.

Online Resources

Check out the rich resources we have compiled for you at:

www.braindevelopmentandlearning.com/BDL2013/online_resources_2013.html

Resources Topics:

Physical Health Resources

Child and Youth Health: General Resources
Epigenetics and Early Determinants of Health
Mind-Body Connection: Social and Emotional Effects on Physical Health
Holistic and Integrative Approaches to Health
Challenges (including Blindness & Motor Deficits)/Disabilities/ Disorders

Mental Health Resources

Trauma (including Intergenerational Trauma and PTSD) and Recovery from it
Stress, Anxiety, and Depression
Mindfulness & Yoga to reduce Stress, increase Calm and Balance, & improve one's Mood and Health
General Mental Health

Parenting and Child Development Resources

Early Experiences: Pregnancy, the Neonatal Period, and Infancy
Parenting, the Parent-Child Relationship, and Childcare
Compassion and Empathy
Child Development – including Cognitive, Social, and Emotional Development

Education

Education and Teaching: General Resources
Physical, Emotional, and Social Factors affecting School Performance
Integrating Social-Emotional Components and Mindfulness with Academic Curricula
Montessori
Storytelling

Neuroscience and the Brain

Brain, Neuroscience, and Neuroplasticity: General Resources
Gender Differences
Cognitive Neuroscience / Neuroimaging Labs

Indigenous Peoples of North America

Promoting Resilience and Community; Reclaiming History, Culture, and Traditions
Parenting, Attachment, and Caring for Young People
Educational Resources
Health and Mental Health

For each topic and sub-topic above we provide lists and brief descriptions of:

Excellent Online Sources of Information

Organizations in BC, Canada generally, the US, elsewhere & international

Relevant Books

Journals on this topic or related ones

Articles on this topic

Articles on the this topic specifically by one of our Conference Faculty

Where Participants are From at the Brain Development and Learning Conference 2013

Participants are from 29 countries around the world

- | | | | | |
|-----------|---------|-----------|--------|-------------|
| Canada | China | Grenada | Italy | Netherlands |
| Argentina | Ecuador | Hong Kong | Japan | New Zealand |
| Australia | France | India | Kenya | Nigeria |
| Brazil | Germany | Israel | Mexico | Norway |



- Palestine
- Peru
- Philippines
- South Africa
- South Korea
- Spain
- Turkey
- UAE
- USA

and from all over British Columbia:

- | | | | | |
|----------------|-----------------|--------------------|----------------|--------|
| 100 Mile House | Kitwanga | Salt Spring Island | Vanderhoof | Winlaw |
| Abbotsford | Langley | Shawnigan Lake | Vernon | Yarrow |
| Ashcroft | Lillooet | Surrey | Victoria | |
| Burnaby | Lions Bay | Telegraph Creek | West Vancouver | |
| Burns Lake | Maple Ridge | Terrace | Whistler | |
| Campbell River | Masset | Vancouver | Williams Lake | |
| Castlegar | Merritt | | | |
| Chilliwack | Mission | | | |
| Coldstream | Nanaimo | | | |
| Coquitlam | New Aiyansh | | | |
| Courtenay | New Westminster | | | |
| Cowichan Bay | North Saanich | | | |
| Dawson Creek | North Vancouver | | | |
| Delta | Penticton | | | |
| Duncan | Port Hardy | | | |
| Fort St. John | Port Moody | | | |
| Fraser Lake | Prince George | | | |
| Golden | Prince Rupert | | | |
| Grand Forks | Quadra Island | | | |
| Greenville | Qualicum Beach | | | |
| Heriot Bay | Queen Charlotte | | | |
| Hope | Quesnel | | | |
| Kamloops | Richmond | | | |
| Kelowna | Rosland | | | |
| Kincolith | Salmon Arm | | | |



Where Participants are From at the Brain Development and Learning Conference 2013

Continued

Participants are from across Canada including throughout the Far North:

- | | |
|-------------------------|--------------|
| Alberta | Nova Scotia |
| British Columbia | Nunavut |
| Manitoba | Ontario |
| Newfoundland & Labrador | Quebec |
| New Brunswick | Saskatchewan |
| Northwest Territories | Yukon |



Participants are from 25 states in the US:

- | | | | |
|----------------|----------------|-----------|---------------|
| Arizona | Pennsylvania | Tennessee | Vermont |
| California | South Carolina | Texas | Washington |
| Colorado | | Utah | West Virginia |
| Connecticut | | | |
| Florida | | | |
| Georgia | | | |
| Hawaii | | | |
| Idaho | | | |
| Illinois | | | |
| Massachusetts | | | |
| Maryland | | | |
| Minnesota | | | |
| Nebraska | | | |
| New Hampshire | | | |
| New York | | | |
| North Carolina | | | |
| Oregon | | | |

