



33rd Annual BCASP Conference

ONLINE November 9th and 10th, 2021

33rd Annual BCASP Conference



Tuesday, November 09, 2021

Time	Programme
9:00 – 10:30	Dr. Steven G. Feifer, D.Ed., ABSNP The Neuropsychology of Written Language Disorders: An Introduction to the FAW
10:30 – 11:00	Morning Break
11:00 – 12:30	Dr. Michael Ungar, Ph.D. Diagnosing Resilience: A Multisystemic Model for Positive Development in Stressed Environments
12:30 – 1:30	Lunch Break
1:30 – 3:00	Dr. Emma Climie, Ph.D. Children with ADHD: Stigma, Mental Health, and COVID-19

Wednesday, November 10, 2021

Time	Programme
9:00 – 10:30	Dr. Wallace Wong, Ph.D. The Anguish and the Joy: Working with Transgender Students in a School Setting
10:30 – 11:00	Morning Break
11:00 – 12:30	Dr. Serge Lacroix, Ph.D. Consideration of 'New' Individual Differences
12:30 – 1:30	Lunch Break
1:30 – 3:30	BCASP Members Annual General Meeting (AGM)

9:00 – 10:30 | TUESDAY, NOVEMBER 09

Dr. Steven G. Feifer, D.Ed., ABSNP

The Neuropsychology of Written Language Disorders: An Introduction to the FAW



Dr. Feifer is a renowned speaker and author of eight books and numerous articles on learning and emotional disorders in children. He is a licensed psychologist with more than 20 years of experience working directly in the schools, and is dually trained and board certified in school neuropsychology having completed research stints at the National Institutes of Health. Dr. Feifer has earned numerous distinctions throughout his career including being awarded the Maryland School Psychologist of the Year, the National School Psychologist of the Year, and recently received the Outstanding Contribution to the Education and Training of Psychologists award by the Maryland Psychological Association. Dr. Feifer currently assesses children at the Monocacy Neurodevelopmental Center in Frederick, MD, and is a faculty instructor in the School Neuropsychology Post-Graduate Certification Program. He has authored three tests on diagnosing learning disabilities in children, all of which are published by PAR.

This webinar will explore the neuropsychological underpinnings of the written language process. For years, educators have struggled to cultivate more effective writing skills in their students, as well as remediate written language disorders. The ability to generate and produce written language requires multiple linguistic skills involving both phonological and orthographical functioning (the elementary components of language), efficient word retrieval skills, executive functioning skills to arrange our thoughts and ideas, and working memory to hold our thoughts in mind long enough for effective motor skills output. A breakdown in these fundamental cognitive, linguistic, or motoric processes can result in various subtypes of written language disorders. The primary objectives of this webinar will be to:

1. Define the term dysgraphia and discuss key behavioral signs of written language dysfunction in both elementary and secondary aged children.
2. Discuss the neural architecture responsible for written language development in children and learn key brain regions responsible for the organization and production of writing skills.
3. Discuss three specific subtypes of writing disorders and target key interventions for each subtype.
4. Introduce the Feifer Assessment of Writing (FAW) as a more effective diagnostic tool to screen, diagnose, and remediate written language disorders in children.

11:00 – 12:30 | TUESDAY, NOVEMBER 09

Dr. Michael Ungar, Ph.D.

Diagnosing Resilience: A Multisystemic Model for Positive Development in Stressed Environments



Dr. Ungar is a Family Therapist and Professor of Social Work at Dalhousie University where he holds the Canada Research Chair in Child, Family and Community Resilience. His research on resilience around the world and across cultures has made him one of the best-known scholars in the field. He the author of 17 books for parents, educators, mental health professionals, and employers, including his most recent work *Change Your World: The Science of Resilience and the True Path to Success*, a book for adults experiencing stress at work and at home and *Working with Children and Youth with Complex Needs: 20 Skills to Build Resilience*, now in its second edition. His blog, *Nurturing Resilience*, can be read on Psychology Today's website. To view a sample of Dr. Ungar's work, please go to his website www.michaelungar.com.

With growing interest in resilience among mental health care providers, there is a need for a simple way to think about the complex interactions that predict which children will do well despite the seriousness of the challenges they face. A focus on resilience helps us to understand children's individual adaptive and maladaptive coping strategies, as well as the social and physical ecologies (including schools) that facilitate processes associated with resilience. Using case examples of children who have been exposed to high levels of adversity such as family violence, mental illness of a child or caregiver, natural disasters, forced migration, poverty, racism and other types of social marginalization and political conflict, Dr. Ungar will show how we can assess childhood resilience and use that assessment to guide practice. He will show that by "diagnosing" resilience, we are in a better position to design interventions that are sensitive to the individual, family, school and community factors that influence a child's wellbeing. Nine factors common to children who cope well under adversity and avoid problems like depression, PTSD, and delinquency will be discussed. This webinar will also explore ways we can intervene to help children cope by changing the social and physical environments that surround them.

1:30 – 3:00 | TUESDAY, NOVEMBER 09

Dr. Emma Climie, Ph.D.

Children with ADHD: Stigma, Mental Health,
and COVID-19



Emma A. Climie, Ph.D., is an Associate Professor and Registered Psychologist in the Werklund School of Education at the University of Calgary. She is the Lead Researcher for the Carlson Family Research Award in ADHD and directs the Strengths in ADHD research lab. Her research focuses on understanding students with ADHD from a strengths-based perspective, building on their abilities while acknowledging their challenges. She is currently focused on three research areas: social-cognitive development (e.g., social skills, bullying, and family functioning), mental health (e.g., stigma and perceptions of ADHD, recovery from COVID-19 stressors), and applied intervention work (unique intervention approaches).

Given the prevalence of ADHD in children, it is critical that school psychologists are able to support both students and teachers in the classroom. Children with ADHD often struggle socially, resulting in greater risk for mental health challenges. As well, these students perceive themselves negatively, impacting self-esteem and social relationships. This presentation will outline current research on social development and the link to mental health, with a focus on understanding the impact of Covid-19 on children with ADHD in the classroom. Exploration of unique intervention approaches will be discussed, highlighting current research in the field.

This presentation will address:

- What we know about social development and family stress in kids with ADHD
- The role that stigma plays in mental health
- The current state of children with ADHD during the covid-19 pandemic, with a focus on mental health and well being
- Novel interventions to support children and families

9:00 – 10:30 | WEDNESDAY, NOVEMBER 10

Dr. Wallace Wong, Ph.D.

**The Anguish and the Joy: Working with
Transgender Students in a School Setting**



Dr. Wong is a registered psychologist in both California and British Columbia. He has been working with transgender clients, especially with children and youth, since 1996. While he continued to work with transgender and other sexual minorities, he has also worked with children and youth who present with different sexual health issues for 24 years. He currently works at the Ministry of Children and Family Development – Child and Youth Mental Health, as a clinical psychologist of the Gender Health Program (GHP), and the Children and Adolescence Sexual Health Program (ACSH). He also has a private practice where he sees children and youth with different gender and sexual health issues. Dr. Wong has been doing research on topics of transgender children and youth for numbers of years, and they can be found in different professional journals. He is also an author of three sexual health related children books called, *When Kathy is Keith, It's So Gay and It's Okay*, and *My Positive Uncle*.

11:00 – 12:30 | WEDNESDAY, NOVEMBER 10

Dr. Serge Lacroix, Ph.D.

Consideration of 'New' Individual Differences



Dr. Lacroix is an Associate Professor of Teaching and Practicum Supervisor of School and Applied Child Psychology at the University of British Columbia (since 2010). Originally trained as a Clinical Psychologist at Laval University, Dr Lacroix completed his PH.D. in School Psychology at the University of British Columbia. Over the last 25 years, he has worked as a School Psychologist and consultant focusing on test development, revision, and test translation. He has revised or translated numerous widely distributed measures of intelligence, achievement, depression/anxiety and attention/hyperactivity. Dr. Lacroix is the author of the Échelle francophone d'appréciation du rendement-EFAR, an achievement test for students in a linguistic minority setting. Dr Lacroix has presented at national and international conferences on the topic of ethical practices, psychopathology, bilingual assessment of cognitive abilities as well as on multilingual and multicultural issues as it pertains to assessment. He maintains a private practice where he specializes in psychoeducational assessments and language of learning/testing issues.

1:30 – 3:30 | WEDNESDAY, NOVEMBER 10

BCASP Members Annual General Meeting

