



35TH ANNUAL  
**BCASP CONFERENCE**  
**2023 VANCOUVER**

NOVEMBER 14-16 | PINNACLE HOTEL HARBOURFRONT



**GUEST SPEAKERS**

DR. SHANNON SULDO • DR. GEORGE GEORGIU • DR. AMANDA VANDERHEYDEN • DR. CHRISTOPHER BOOTH  
DR. LIZ ANGOFF • DR. ASHLEY MILLER • DR. JILLIAN ROBERTS • DR. JULIANA NEGREIROS • MR. BENJAMIN WONG, RCC

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# Schedule

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## TUESDAY, NOVEMBER 14

TIME	PROGRAMME
8:00 – 9:00	Coffee and Registration
9:00 – 12:00	<b>DR. SHANNON SULDO</b> Promoting Students' Complete Mental Health in a Multi-Tiered Framework
12:00 – 1:00	<b>LUNCH BREAK</b>
1:00–1:15	<b>JENNIFER HALBERT (DIRECTOR, INCLUSIVE EDUCATION BRANCH)</b> Updates from the Department of Education and Child Care (BC Ministry of Education)
1:15 – 4:15	<b>DR. SHANNON SULDO</b> Positive Psychology in Education: Fostering Happiness and Relationships at School to Improve Student Outcomes
4:00 – 5:00	<b>POSTER SESSION IN THE PINNACLE HARBOURFRONT FOYER</b>

## WEDNESDAY, NOVEMBER 15

TIME	PROGRAMME
8:00 – 9:00	Coffee and Registration
9:00 – 12:00	<b>DR. ASHLEY MILLER:</b> "What's Right with You?" Mental Health Diagnosis, Strengths-Based Feedback and Resource Navigation  <b>BENJAMIN WONG:</b> Gaming Disorder and Youth  <b>DR. GEORGE GEORGIU:</b> How Can We Effectively Address Reading Difficulties in Our Schools?
12:00 – 1:00	<b>LUNCH BREAK</b>  For those interested, please meet in the Ports of San Francisco and New York, for an informal discussion opportunity with fellow school psychologists around practice issues and information sharing, to be hosted by Kathleen Cherry (BCASP Conference Committee member)

## WEDNESDAY, NOVEMBER 15 (CONTINUED)

TIME	PROGRAMME
1:00 – 4:00	<p><b>DR. JULIANA NEGREIROS:</b> Anxiety: From Psycho-Educational Assessment to Intervention</p> <p><b>DR. JILLIAN ROBERTS:</b> Navigating Resilience Theory in Youth: Applying the Seven Point Resilience Compass</p> <p><b>DR. GEORGE GEORGIU:</b> How Can We Effectively Address Reading Difficulties in Our Schools? <b>(REPEAT SESSION)</b></p>
7:00 – 9:00	<p><b>BCASP RECEPTION (VISTAS 360)</b> Hosted by the BCASP Conference Committee</p>

## THURSDAY, NOVEMBER 16

TIME	PROGRAMME
8:00 – 9:00	Coffee and Registration
9:00 – 11:45	<p><b>DR. AMANDA VANDERHEYDEN :</b> Scientific Bases of Mathematics Instruction: Avoiding Myths, Embracing Evidence, &amp; Advancing Student Learning</p> <p><b>DR. CHRIS BOOTH:</b> Supporting Transgender and Gender Questioning Children and Teens</p> <p><b>DR. LIZ ANGOFF:</b> Explaining Learning Disabilities to Kids</p>
11:45 – 1:15	<p><b>LUNCHEON AND DRAW PRIZES</b> \$15/ticket, please pre-register</p>
1:15 – 4:00	<p><b>DR. AMANDA VANDERHEYDEN :</b> Scientific Bases of Mathematics Instruction: Avoiding Myths, Embracing Evidence, &amp; Advancing Student Learning <b>(CONTINUED)</b></p> <p><b>DR. CHRIS BOOTH</b> Supporting Transgender and Gender Questioning Children and Teens <b>(REPEAT SESSION)</b></p> <p><b>DR. LIZ ANGOFF:</b> Explaining Learning Disabilities to Kids <b>(REPEAT SESSION)</b></p>

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# Presenters

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## PRESENTERS

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### DR. SHANNON SULDO

University of South Florida



Shannon Suldo, Ph.D., is a Professor in the School Psychology Program at the University of South Florida. She received her Ph.D. in School Psychology from the University of South Carolina in 2004. She is a Licensed Psychologist in the state of Florida and continues to provide school-based mental health services to youth in the Tampa area. She has extensive research and clinical experiences in school-based mental health services, including: establishing empirical links between student mental health and academic success; conceptualizing and measuring student mental health in a dual-factor model that considers psychopathology and well-being; evidence-based positive psychology

interventions for promoting positive indicators of student well-being; schoolwide strategies to identify youth with mental health problems; and supporting teachers' emotional well-being. She also studies the stress, coping strategies, and mental health of high school students in accelerated courses, and is Principal Investigator of two large federal grants to identify and build factors that predict success among students in Advanced Placement and International Baccalaureate courses. She is also Principal Investigator of a large federal grant to evaluate a selective positive psychology intervention to increase middle school students' subjective well-being. She has published more than 75 studies that convey findings from her research on how to assess and promote complete mental health. She is the author of *Promoting Student Happiness: Positive Psychology Interventions in Schools*, a 2016 book within the Guilford Practical Intervention in the Schools Series; co-editor of *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*, a 2021 book published by Oxford; and co-editor of the *Handbook of Positive Psychology in Schools: Supporting Process and Practice* (3rd edition), a 2022 book published by Routledge.

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### DR. ASHLEY MILLER

University of British Columbia



Dr. Miller is a child psychiatrist and family therapist at BC Children's Hospital and Clinical Associate Professor of Psychiatry at UBC. She is the co-author of "What to Say to Kids When Nothing Seems to Work: A practical guide for parents and caregivers."

Dr. Miller has many years' experience working with school-based teams in community child and youth mental health. She lives in Vancouver with her husband, teenage children and poorly-behaved dog.

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### DR. GEORGE GEORGIU

University of Alberta



George Georgiou is a full professor in the Faculty of Education at the University of Alberta and a member of the UNESCO Canada working group in education. His research focuses on the prevention and remediation of reading difficulties. He is the author of "The Phonics Companion" and of more than 200 research papers in refereed journals. Because of excellence in his research and contributions to the society, in 2018, he was inducted into the College of the Royal Society of Canada. In 2023, he also received the Queen Elizabeth II's Jubilee Platinum medal.

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## **BENJAMIN WONG, RCC**

Gaming Counselling, Vancouver and Surrey



Benjamin Wong has been a Registered Clinical Counsellor in BC since 2005. A doctoral student at the University of Illinois, and holder of degrees from the University of British Columbia and Colorado Christian University, Benjamin held clinical positions in sectors including vocational rehabilitation, school counselling, education consultancy, and addictions. A sought-after advocate in the mindful use of digital technologies, he has spoken at professional conferences throughout North America on the prevention and treatment of Gaming Disorder. Over the past several years, Benjamin has focused his efforts on clinical supervision and university instruction, with ongoing appointments at Alexander College, Corpus Christi College, and Vancouver Community College teaching psychology at the freshman and sophomore levels. He was also a contractor of outreach services with the Gambling Support BC Program from 2018 to early 2023.

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## **DR. JULIANA NEGREIROS**

Beacon Psychology Clinic, Port Moody



Dr. Negreiros is a registered psychologist passionate about working with children and youth with anxiety, OCD, and behavioural difficulties. She received her master's and doctoral degrees in School Psychology from UBC and completed a 3-year postdoctoral fellowship at the BC Children's Hospital OCD clinic. During her post-doc, Dr. Juliana developed and published several studies on neurocognitive and academic functioning in pediatric OCD. As a collaborator with Anxiety Canada, Dr. Juliana was a lead developer of EASE and MAPE, two province-wide curriculums for educators to support students in managing anxiety. Dr. Juliana has also co-authored a self-help book for teenagers to help them deal with anxiety and stress caused by uncertainty. She is the director of Beacon Psychology, a group practice in Port Moody that provides therapy and psycho-educational and mental health assessments.

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## **DR. JILLIAN ROBERTS**

MindKey Health, Sidney and Victoria, BC



Dr. Roberts is an award-winning child psychologist, author, and expert in child development and children's mental health. With a wealth of experience and a passion for empowering children and families, she is a trusted media commentator; frequently appearing on television programs and radio shows to provide insights on children's mental health, parenting, and educational matters. Her ability to distill complex research into practical advice has made her a go-to expert for both the media and the general public. As a Professor of Educational Psychology at the University of Victoria in British Columbia, Canada, Dr. Roberts combines her academic expertise with practical insights to provide audiences with a deep understanding of the challenges faced by children in today's rapidly changing world. Her dynamic presentations are characterized by a compassionate and relatable approach, making complex topics accessible and engaging for diverse audiences.



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## **DR. AMANDA VANDERHEYDEN**

President of Education Research and Consulting, Inc.; Faculty Affiliation with the Wheelock College of Education at Boston University



Dr. VanDerHeyden is a policy adviser and thought leader who actively conducts research focused on improving learning outcomes for students. In addition to publishing ten books and over 100 scholarly articles and chapters, she regularly delivers webinar, panel and keynote sessions, including addresses to state school psychology associations and state departments of education in 36 states, Singapore, China, Portugal, and Australia.

She has also served as a panel member for NIH, standing panel member for IES at the U.S. Department of Education, an adviser and reviewer for NCII, USAID, the IRIS center, the Dyslexia Foundation, and numerous state departments of education. Dr. VanDerHeyden has served on a number of boards, including the RTI Advisory Board for the National Center for Learning Disabilities and SEDL, one of 10 regional laboratories funded by the U.S. Department of Education (since merged with the American Institutes for Research).

Dr. VanDerHeyden has authored a number of policy guides and position statements, and delivered testimony on the use of Multi-Tiered Systems of Support (MTSS) MTSS and Response to Intervention (RTI) to identify students for special education. She is credited with developing models of academic screening that are widely used in schools, conducting innovative research in mathematics screening and progress monitoring using mastery measurement, and the creation of SpringMath. Dr. VanDerHeyden is President of Education Research & Consulting in Daphne, Alabama, and has a faculty affiliation with the Wheelock College of Education at Boston University.

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## **DR. CHRIS BOOTH**

University of British Columbia



Dr. Booth is a Child and Adolescent Psychiatrist and Clinical Instructor with UBC Dept. of Psychiatry, and pronouns are he/him. He is former clinical director at Maples Adolescent Treatment Centre. For the past 15 years, his private practice has been focused on working with transgender and gender questioning youth and their families. He helped develop Transforming Connections, a trauma-informed and attachment-based group intervention for parents of trans and gender non-conforming youth. He is on faculty of WPATH and on faculty of GEI since 2019.

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## **DR. LIZ ANGOFF**

Psychologist in private practice and author



Liz Angoff, Ph.D., is a Licensed Educational Psychologist with a Diplomate in School Neuropsychology, providing assessment and consultation services to children and their families in the Bay Area, CA. She is the author of the Brain Building Books, tools for engaging children in understanding their learning and developmental differences as part of the assessment process. More information about Dr. Liz and her work is available at [www.BrainBuildingBook.com](http://www.BrainBuildingBook.com).



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# Presentations

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**TUESDAY, NOVEMBER 14**

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**DR. SHANNON SULDO**  
University of South Florida

**ABSTRACT FOR THE ENTIRE DAY:**

Research provides robust evidence that students' mental health is closely tied to their school behavior and academic achievement, and suggests critical developmental periods for prevention and intervention efforts. In addition to preventing and reducing mental health problems, fostering students' subjective well-being (i.e., happiness) is essential to ensuring optimal outcomes. This professional development will convey best practices in promotion of student complete mental health, through implementation of universal programs and practices that build social-emotional-behavioral competencies and prevent psychological problems, identification of students in need of supplemental services, and provision of evidence-based interventions to enhance the subjective well-being of all students and teachers in the classroom.

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**MORNING SESSION: SUPPORTING STUDENTS' MENTAL HEALTH IN A MULTI-TIERED FRAMEWORK**

This workshop describes best practices in promotion of all students' emotional and behavioral health, in part to eradicate barriers to learning that stem from mental health problems. Empirical links between students' mental health and academic success will be summarized. This research-based rationale for school mental health services suggests priority needs, as well as critical developmental periods for prevention and intervention efforts. Participants will learn best practice models for promoting student mental health through a multi-tiered framework that includes universal (Tier 1), targeted (Tier 2), and indicated/individual and crisis services (Tier 3). Addressing the Tier 1 level, participants will learn programs and practices to promote all children's emotional well-being and reduce/prevent emotional and behavioral problems. In addition to preventing and reducing mental health problems, enhancing students' subjective well-being is essential to ensure optimal outcomes. This presentation will put forth a model of complete mental health that directs attention to both positive and negative indicators of well-being and problems, respectively. This dual-factor model has been incorporated into statewide and district planning for fostering students complete mental health (e.g., <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/313/Spotlight%201%20Fostering%20Mental%20Health%20Final.pdf>). At the Tier 2 level, participants will become familiar with example evidence-based options for time-limited programs for common mental health challenges.

**LEARNING OBJECTIVES:**

Upon completion of this half-day training, attendees will have knowledge in each of the following areas:

**How Complete Mental Health Links to Students' Academic Success**

- Knowledge of traditional and current conceptualizations of mental health (e.g., disease/distress model vs. comprehensive models of "Complete Mental Health" from a positive psychology perspective that include indicators of wellness in addition to emotional distress).
- Knowledge of studies that demonstrate links between students' mental health (including happiness) and their academic achievement and schooling experiences.

**Essential Features of a Multi-Tiered System of Supports to Promote Complete Mental Health**

- Knowledge of evidence-based programs and practices recommended for inclusion in a multi-tiered framework for school mental health that includes universal (Tier 1), targeted (Tier 2), and indicated/

individual services (Tier 3).

- Knowledge of assessment options, such as universal screening of student mental health, to systematically identify students for supplemental support in Tier 2.
- Knowledge of systems change considerations during implementation of a MTSS for complete mental health, including creating school teams and partnerships, securing buy-in from key stakeholders, and data-based decision making.

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## **AFTERNOON SESSION: POSITIVE PSYCHOLOGY IN EDUCATION: FOSTERING HAPPINESS AND RELATIONSHIPS AT SCHOOL TO IMPROVE STUDENT OUTCOMES**

This workshop will convey best practices for promoting student complete mental health, through positive psychology programs and practices that generate positive emotions and strengthen relationships. Positive psychology conceptualizes mental health as the presence of strengths, virtues, and happiness. This workshop will increase participants' knowledge of how to assess and promote students' happiness. Evidence-based positive psychology programs and practices across a range of psychological services will be reviewed, including universal (schoolwide and classwide), small-group, and individualized interventions for students. This workshop will also introduce innovative ways to promote teachers' positive mental health. Participants will learn strategies for supporting teachers' stress management, wellness promotion, and blended approaches that both decrease negative emotions and increase positive emotions through interventions that cultivate gratitude and use of signature character strengths. Participants will learn specific programs and practices for promoting all children's happiness through strategies that target improvements in the factors correlated with children's subjective well-being, including students' personal levels of gratitude, hope, and use of character strengths. In sum, participants will gain knowledge of how to assess and promote students' and educators' happiness.

### **LEARNING OBJECTIVES:**

Upon completion of this half-day training, attendees will have knowledge in each of the following areas:

#### **Introduction to Positive Psychology: Understanding and Assessing Key Constructs Relevant to Students' Happiness**

- Knowledge of key constructs within the field of positive psychology, including subjective well-being (i.e., happiness), character strengths, strong relationships, and how these constructs relate to youth resilience.
- Knowledge of how to assess positive psychology constructs (i.e., subjective well-being, character strengths) among youth and how to use data from such assessments in (a) universal screenings of student mental health, and (b) progress monitoring and evaluative efforts.
- Knowledge of how positive psychology fits in with other services in a multi-tiered system of supports for student mental health

#### **Positive Psychology Programs and Practices to Increase Happiness**

- Knowledge of strategies for promoting teachers' well-being, including a time-limited intervention to improve teachers' happiness and reduce burnout.
- Knowledge of universal (Tier 1) programs and practices for promoting students' well-being through schoolwide and classwide prevention efforts that strengthen relationships, and cultivate positive emotions about the past, present, and future.
- Knowledge of targeted (Tier 2 and Tier 3) positive psychology interventions for promoting students' happiness.



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## WEDNESDAY, NOVEMBER 15

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### MORNING SESSIONS | 9:00 – 12:00



**DR. ASHLEY MILLER**  
University of British Columbia

#### **“WHAT’S RIGHT WITH YOU?” MENTAL HEALTH DIAGNOSIS, STRENGTHS-BASED FEEDBACK AND RESOURCE NAVIGATION**

This workshop will provide information on mental health diagnoses of common conditions, including anxiety, depression, trauma related disorders, ADHD, ASD OCD and Somatization; how to provide feedback to families about concerns and next steps; and how to navigate resources and referral pathways. A brief overview of common medications for youth will also be discussed.



**BENJAMIN WONG, RCC**  
Gaming Counselling, Vancouver and Surrey

#### **GAMING DISORDER AND YOUTH**

This workshop attempts to construct a framework for understanding assets and liabilities brought on by digital gaming, conceptualizing cases where said liabilities precipitate distress, psychological disorders, and/or relational dysfunction, as well as addressing areas in child development that can benefit from legitimate use of learning technologies.



**DR. GEORGE GEORGIU**  
University of Alberta

#### **HOW CAN WE EFFECTIVELY ADDRESS READING DIFFICULTIES IN OUR SCHOOLS?**

Reading difficulties have been rising over the last two decades and they reached an alarming rate during the Covid-19 pandemic. Thus, effective approaches in addressing reading difficulties are much needed. In this session, I will present the work we did with several school divisions in Alberta that were able to reverse the trend and show growth in their students' reading performance even during the pandemic. Some of these school divisions succeeded in reducing the percentage of struggling readers from 50% to less than 10% in three years. The presentation will address two important parameters for this success to happen: ongoing standardized assessment and evidence-based reading intervention. Instruments for both will be presented.

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## AFTERNOON SESSIONS | 1:00 – 4:00

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### **DR. JULIANA NEGREIROS**

Beacon Psychology Clinic, Port Moody

#### **ANXIETY: FROM PSYCHO-EDUCATIONAL ASSESSMENT TO INTERVENTION**

In this workshop, attendees will learn key components related to the different presentations of anxiety that will help them conduct psycho-educational assessments and provide suggestions for intervention. In addition, facts and hands-on strategies for managing anxiety in the classroom will be discussed. Attendees will engage in self-reflective practices and enhance their knowledge about ways to help anxious students achieve their school potential.



### **DR. JILLIAN ROBERTS**

MindKey Health, Sidney and Victoria, BC

#### **NAVIGATING RESILIENCE THEORY IN YOUTH: APPLYING THE SEVEN POINT RESILIENCE COMPASS**

Resilience is a vital component in supporting the well-being and success of children and adolescents. As school psychologists, understanding resilience theory and its practical application is crucial in our clinical practice. In this interactive workshop, we will delve into the key concepts and principles of resilience theory, explore the factors that contribute to resilience in youth, and analyze the role of school psychologists in fostering resilience within the school setting. Additionally, we will develop a resilience-informed approach that empowers us to effectively navigate the challenges faced by the students we serve.

#### **LEARNING OBJECTIVES:**

- Define resilience theory: We will articulate the fundamental concepts and principles of resilience theory and understand its direct relevance to our work as school psychologists.
- Identify factors that contribute to resilience: Recognizing the protective factors and assets that promote resilience in children and adolescents is essential. We will explore the importance of social support, self-regulation, positive relationships, and problem-solving skills in building resilience.
- Analyze the role of school psychologists in fostering resilience: By understanding the significance of early identification and intervention, creating a supportive school climate, and implementing evidence-based practices, we will explore how school psychologists can actively contribute to promoting resilience within the school setting.
- Develop a resilience-informed approach: We will collaboratively develop a comprehensive framework for integrating resilience theory into our clinical practice. This framework will include strategies for effective collaboration with other professionals, engaging families in the resilience-building process, and advocating for resilience-focused policies and practices within the educational system.

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### **DR. GEORGE GEORGIU**

University of Alberta

#### **HOW CAN WE EFFECTIVELY ADDRESS READING DIFFICULTIES IN OUR SCHOOLS? (REPEAT SESSION)**

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## THURSDAY, NOVEMBER 16

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**MORNING SESSIONS** | 9:00 – 11:45

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**DR. AMANDA VANDERHEYDEN**

President of Education Research and Consulting, Inc.; Faculty Affiliation with the Wheelock College of Education at Boston University

**SCIENTIFIC BASES OF MATHEMATICS INSTRUCTION: AVOIDING MYTHS, EMBRACING EVIDENCE, & ADVANCING STUDENT LEARNING**

MTSS begins with evidence-based core instruction. Unfortunately, in math, core instruction is often not optimal and may include tactics and philosophies that are at odds with the research evidence on how children actually learn and what constitutes effective instruction. Much like the science of reading has raised the bar for instructional stewardship in reading, math must follow suit so that more children have stable access to the effective math instruction they need to open doors to their future lives including college enrollment and completion, STEM professions, and economic benefits if they so desire. This session will ground attendees in the science of math and articulate the effective ingredients of evidence-based math instruction including what to look for in core curricula and how to supplement your core to maximize learning gains.

**LEARNING OBJECTIVES:**

- Understand the science of math and how children actually learn math according to the science.
- Apply the lens of the science of math in evaluating core curricula and instructional practices in your classrooms.
- Update and supplement your practices to align with the science of math to optimize learning gains.



**DR. CHRIS BOOTH**

University of British Columbia

**SUPPORTING TRANSGENDER AND GENDER QUESTIONING CHILDREN AND TEENS**

This workshop will include a review of trends and current understanding of gender questioning and gender dysphoria in children and adolescents. This will include discussion of historical reactions to gender and sexual diversity and impact of recent backlash seen in the US and other countries. Ideas about support in schools and resources in BC will be discussed. Anonymous questions and answers session will be available, for those too shy to ask in person.

**LEARNING OBJECTIVES:**

- Develop a greater understanding of gender development and how to be mindful of gender diversity.
- Explore biases, historical reactions to gender and sexual diversity, including to two spirit tradition and colonization.
- Thinking about incorporating knowledge of gender diversity in your practice.
- Learn more about resources in BC for gender diverse children and teens.



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**DR. LIZ ANGOFF**

Psychologist in private practice and author

**EXPLAINING LEARNING DISABILITIES TO KIDS**

Talking to kids about learning and developmental differences is tricky! Yet, if we do not have these conversations with our children, they tend to create their own narratives for why things are hard - and these narratives are often negative and isolating. As a result, too many children face anxiety and depression on top of their learning challenges. School Psychologists are in a unique position to help kids change this narrative and their relationship to learning - for life.

In this workshop, you will learn 4 key concepts for helping children develop an accurate and hopeful self-narrative, using empowering and personalized language to explain a diagnosis or difference to the children you work with. This approach builds on research looking at how to talk to young people about their differences using collaborative, growth-mindset, and neurodiversity-affirming frameworks to show them the power of their amazing brains!

**LEARNING OBJECTIVES:**

- Participants will identify the 4 key concepts for helping students understand their unique profile in an empowering and neurodiversity-affirming way.
- Participants will create specific language to describe the common strengths and challenges of neurodivergent profiles in child-friendly language.
- Participants will identify specific strategies for engaging children in collaborative assessment throughout the evaluation process.
- Participants will become familiar with videos and websites to show children that they are not alone and are in fact part of a large community of importantly different brains.

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**AFTERNOON SESSIONS** | 1:15 – 4:00

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**DR. AMANDA VANDERHEYDEN**

President of Education Research and Consulting, Inc.; Faculty Affiliation with the Wheelock College of Education at Boston University

**SCIENTIFIC BASES OF MATHEMATICS INSTRUCTION: AVOIDING MYTHS, EMBRACING EVIDENCE, & ADVANCING STUDENT LEARNING (CONTINUED)**

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**DR. CHRIS BOOTH**

University of British Columbia

**SUPPORTING TRANSGENDER AND GENDER QUESTIONING CHILDREN AND TEENS (REPEAT SESSION)**

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**DR. LIZ ANGOFF**

Psychologist in private practice and author

**EXPLAINING LEARNING DISABILITIES TO KIDS (REPEAT SESSION)**





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