

**The Clinical Bulletin
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Developmental Disabilities Program**

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Annual C. Kingsley Allison Research Grant

The Developmental Disabilities Program in the Department of Psychiatry at the Schulich School of Medicine & Dentistry is pleased to announce the call for submissions for the Annual C. Kingsley Allison Research Grant Competition.

This competition is open to any student (undergraduate or graduate), faculty member, or employee of the Western University Community. Applications are also invited from non-Western University persons working with agencies in the London region providing services to people with intellectual and developmental disabilities and their families.

In all cases, a member of the Western University faculty (who is eligible to hold research funds) must be listed as an Investigator or Supervisor. Applications from all departments of the University will be accepted, without preference to any department, school, or faculty. Value of an award may range up to \$5,000, with the actual value of each award being determined by the number of funded proposals and the quality of each proposal. The awards are not limited in scope – rather they are for any and all research projects which are of relevance to the understanding of the causes, diagnosis, and treatment of intellectual and developmental disabilities.

Interested candidates should complete the application package.

Application Instructions and the application form can be found here:

http://www.schulich.uwo.ca/ddd/research/research_grants.html

The following rating criteria will be used to evaluate each submission:

1. Applicant (marked out of 5, includes experience, ability to complete the project, resources, supervision, etc.)

2. Project and Methodology (marked out of 5 points)
3. Relevance to Intellectual Developmental Disabilities (marked out of 5 points)

Proposals must be received by October 31 of each year. Applicants who meet the eligibility criteria and whose work is judged to be relevant to the mission of the DDP will be considered for funding support. Recipients will be notified after the review process, and projects will be funded in the same academic year, beginning in January, or sooner if possible. Project completion dates will depend on the project description.

Research grant recipients will be required to submit a summary of their research for publication in the *Clinical Bulletin of the Developmental Disabilities Program* and will also be encouraged to present their research at the annual Developmental Disabilities Research Day.

Submit proposals via email attachment to Sarah O'Flanagan, Program Coordinator for the Developmental Disabilities Program, at ddp@uwo.ca

Student Awards

The Annual Dr. Greta T. Swart Essay Competition

An annual essay award is available to both undergraduate medical students and postgraduate medical residents at the Schulich School of Medicine & Dentistry, Western University. The essay should describe an experience managing a patient at any stage in the lifespan with a developmental disability. This includes management of physical health, mental health or both, either in the hospital system or in the community, including family medicine.

In 2018, we had 2 applicants. The summer issue featured the essay by Anish Srinivasan Naidu, and this issue features the essay by Adam Beswick, Meds 2020, Schulich School of Medicine & Dentistry.

"The Hazy Turquoise Glow"

The hazy turquoise glow from the enormous TV screen buzzed soothingly from the lounge down the hall. Anthony gazed out the window; tiny orange leaves cascading circular and angry confined to the faded grey of a cement patio nine stories below. Up from this height he sits in his room, stiff-spined on the edge of his bed, his eyes wandering to try to remember everything that had happened here. Today, for the first time his sheets are folded on the end

of the bed. In one hand he clutches a black duffel bag into which he has stuffed an extra pair of shoes, a single carton of 2% milk, and three copies of *Peanuts* comic books. On his lap is a deck of cards; bent and beaten after untold numbers of hours of use.

He didn't clearly even remember getting to this room. When he first arrived at the hospital he was panicked and couldn't catch his breath; overwhelmed by the feeling of drowning in the back of his brothers' pickup truck, screeching into the bay in front of the emergency room doors. He remembered feeling dizzy, and cold – the cold panic that started when he started to cough and then couldn't stop. His heart was tired, and the fluid that filled his lungs pushed him in and out of consciousness. He hated the emergency room – having been here a couple of times before, he knew that it was just loud, and he almost often would have to get a needle. There were always so many people. He didn't mind talking to new people; ever since he was little people would love to get to know him. Every night before bed his mother would tell him how brave he was, and how important his happiness was to the family. She said he carried a warming energy that the rest of the world needed from him. That's what Down's syndrome was to her. Anthony always remembered that. But in the emergency room he was just scared.

Eventually they took him up to another floor in the hospital. "Your heart is sick Anthony" someone had told him, wheeling his bed into an enormous elevator. He watched her press the glowing buttons, and then collapsed back to stare at the ceiling. Faces of strangers swirled through tears. Eventually, he just closed his eyes altogether.

Even before this happened it had been a difficult couple of months. Ever since his mom passed away everything was more difficult. She had done so much for him. She was always the one to help him remember to take his medications, and to get him to appointments and bring him to church. After her funeral his brothers made more of an effort to stop by, usually for a couple of days a week. But being in that home without her was never really the same. Of course, he never complained. But when his brother found him breathless on the couch and he watched his house roll out of view from the truck window, a part of him knew even then that he probably wouldn't be back.

At first, he hated being in the hospital. He had always only known his home, and this place was filled with strangers and machines that kept him awake and steadily buzzed around him. Eventually he settled into this new environment, and even began to enjoy that routine; the visits by his family, the doctors checking up on him, even the food cart that always seemed to have extra jello. He met so many new people; students and nurses and cleaners and therapists and doctors. Most would linger when they came to see him, usually just to talk. Maybe it was his warming energy, but they made his days brighter too. At first, he tried to get to know everyone's names, but couldn't seem to keep them all straight. That's the thing about being in the hospital: there are always so many people, but it never seems like anyone is really around for that long. This temporary place was comforting, but never quite his own.

He did remember some names, especially the names of his friends. Anthony had met Jeremy on the third day he was in hospital when he was still very sick, and usually had lost most of his energy by lunchtime. Jeremy was a medical student a few years younger than him who always carried a tiny black notepad and wore blue button-down shirts. They had first met when Jeremy came in to listen to Anthony's heart and squeeze his ankles. That's what really started it – Anthony was ticklish and started to laugh, and Jeremy started to laugh too. That's the funniest way Anthony had ever made a fiend. After that Jeremy would come back every day for a while to listen to his heart – some days with a group, and some days just by himself. On one of those days when Jeremy came by over lunch he brought along a deck of cards.

"Have you ever played before?"

Anthony shook his head.

"Alright. I'll teach you. It will be fun."

Jeremy would come back often to talk to Anthony and teach him how to use the cards. He learned how to hold and fold and deal them out and would practice for hours every day. When he got the hang of it they started with simple games: Go Fish, War, Blackjack. Eventually Jeremy bought a Cribbage board from the gift shop and kept it in Anthony's room. When Anthony got the hang of it they started keeping score of their wins on the whiteboard on the wall. Anthony took the job of protecting the board from being wiped clean very seriously.

Their games would usually start with Jeremy sweeping into the room over the lunch hour or at the very end of the day. Jeremy was never quite sure when he could make it back to play, but most days would stop by at least for a couple of minutes. Eventually Anthony found some other patients on the floor to play with in the afternoons, but his favourite games were always with Jeremy.

Whenever he heard Jeremy knock to enter his room he would immediately start to deal out the cards. But every single time Jeremy would stop him:

"Hold on. You've been shuffling these things all day. I've gotta check" And then Jeremy would take the cards and ruffle through them – holding them right up to his nose to check to see that there was no funny business with the shuffle. That always made Anthony laugh. Eventually when he was satisfied, he would give off a big sigh and relax. "So, tell me – how are you doing today? Feeling like you want to lose to me again or what?"

"Bluff"

"I'll call that bluff. Let's see it" Jeremy said, thrusting the cards back into Anthony's hand and pulling up a chair. "You've got some work to do to catch up to me anyway".

It didn't really make a lot of sense, but it didn't matter. This was their routine, an important comfort in a time and a place where it was needed. Every day to deal, flip, and peg

in to the end of the board was a moment to mark the day, and too – for a moment – forget where he was, or how he had ended up here. Even as the cards started to fade and bend at the corners, they quickly became Anthony's most important possession. They were a bridge to simplicity and comfort.

"Anthony" the social worker with a warm smile he had met last week stood at the entrance of his room. "Looks like you are ready to go. That's good! Today's your day."

She had helped him get set up with a new place to live. When his brother told him he was going to sell the house, Anthony needed somewhere to go. All three of them together had decided on a new place that was still close by, and with more people around to help him if he needed it.

As he looked around his room one more time before standing up to make for the door, he tightened his grip on his cards and bag. Then, he got into another elevator, and descended back down nine floors to the parking lot where his brother was waiting.

When they got to his new apartment complex, Anthony just stood outside the truck for a long moment to catch his breath. His brother had given him an information package and a new key and walked up with him to meet the head coordinator in the main office. After a quick walking tour of the property, Anthony let himself into his new apartment for the first time. It was an open space with a tiny green couch and a couple of plants on a small dining set. It smelled like smoke and paint. There was a tiny kitchen with a yellow microwave and grey tiles and a sink that overlooked a park. From this window he could see his brothers' truck. This place was going to be his new home. This small, quiet place – not unlike a deck of used cards – unremarkable and dogged. But in the end, a place of healing.

Developmental Disabilities Clinical and Research Rounds

The Developmental Disabilities Program has begun another academic year of our monthly Clinical and Research Rounds. As in previous years, these rounds will occur on the second Wednesday of each month, at CPRI at 4pm.

The speaker schedule is complete. Below is the complete list of speakers for this academic year. Each talk can also be viewed live as a webinar, and barring patient confidentiality concerns associated with any presentation, they available for viewing after the fact on our website:

http://www.schulich.uwo.ca/ddp/education/continuing_professional_development.html

Speaker Schedule, 2018/2019

Wednesday October 10, 2018.

Dr. Ingrid Johnsrude.

Dr. Johnsrude obtained a BSc from Queen's University and a PhD in clinical psychology (neuropsychology) from McGill University in 1997. Following a two-year postdoctoral fellowship at University College London (UK), she was recruited to the Medical Research Council's Cognition and Brain Sciences Unit in Cambridge (UK). In 2004 she returned to Queen's University where she was appointed Canada Research Chair (Tier II) in Cognitive Neuroscience and established the Cognitive Neuroscience of Communication and Hearing (CoNCH) lab. She and her lab moved to Western University in 2014, where she is now Western Research Chair and full professor. Dr. Johnsrude and her trainees use behavioural and neuroimaging methods to study the processes by which sound is transformed in the brain into meaningful language, in both young and older individuals.

Visit www.conchlab.ca for more information.

Wednesday November 14, 2018.

Joan Gardiner and Mandy Harloff

Ms. Joan Gardiner has worked as a speech-language pathologist with the Autism Spectrum Disorders (ASD) Clinic at the Child and Parent Resource Institute (CPRI) for the past 18 years. In her role, she works as part of an interdisciplinary clinical team to provide services including diagnostic assessments, functional assessments of communication, and problem solving about the interplay between communication and behaviour. Prior to beginning at CPRI, Ms. Gardiner earned her Bachelor's Degree in Linguistics from Brock University and her Masters of Clinical Science Degree in Communication Sciences and Disorders from Western University. Ms. Gardiner is also a faculty member in the Developmental Disabilities Program in the Department of Psychiatry at the Schulich School of Medicine & Dentistry at Western University.

Ms. Mandy Harloff has worked as a speech-language pathologist at CPRI for 11 years. She has contributed her expertise to various teams across the facility, but currently works with the ASD Clinic, Selective Mutism Clinic, Brake Shop and General Clinical Services Teams. She completed her Undergraduate Degree in Health Sciences. She earned her Master of Clinical Sciences in Communication Sciences and Disorders – Speech-Language Pathology at Western University. Ms. Harloff also mentors Speech-Language Pathology Students at CPRI.

Wednesday December 12, 2018.

Dr. Emma Duerden

Dr. Duerden completed her undergraduate degree at McGill University and later trained at the Montreal Neurological Institute for her Master's degree. She then pursued her doctoral studies at the University of Montreal. Her postdoctoral work was conducted at SickKids and focused on Paediatric pain and brain development in children born preterm and those with autism spectrum disorder.

Wednesday January 9, 2019.

Dr. Jeff St. Pierre

Dr. St. Pierre completed his B.Sc. at McMaster University and his Ph.D. at Western University. For the past 19 years he has taught part time at Western. Dr. St. Pierre is currently an adjunct clinical faculty member in both the departments of Psychology and Psychiatry at Western University. Dr. St. Pierre has been the Lead Psychologist at the Child and Parent Resource Institute (CPRI) for 16 years, and serves as site lead for the largest accredited doctoral clinical psychology internship in Canada. At CPRI, he created the Selective Mutism Consultation Service in 2006 (<http://www.cpri.ca/families/programs-services/selective-mutism/about-us/>), and currently he also serves on the Brake Shop (www.leakybrakes.ca), outpatient mental health and dual diagnosis teams, Complex Special Needs reviews, and chairs the Research Ethics Review Committee.

Wednesday February 13, 2019.

Dr. Laura Brunton

Dr. Brunton is an Assistant Professor in the School of Physical Therapy at Western University. She earned her bachelor's Degree in Kinesiology at Brock University, and completed her MSc, MPT, as well as her PhD at Western University. Her research interests include physical activity, pain, fatigue and sleep in children with cerebral palsy as well as promoting self-management in cerebral palsy. Dr. Brunton is currently the chair of the Canadian Physiotherapy Association Paediatric Division.

Wednesday March 20, 2019.

Dr. Rob Nicolson

Dr. Nicolson is the Chair of the Developmental Disabilities Program in the Department of Psychiatry, and a member of the Division of Child and Adolescent Psychiatry at the Schulich School of Medicine & Dentistry at Western University. He is a Clinician-Scientist, and his clinical practice focuses on Autism Spectrum Disorder.

Wednesday April 10, 2019.

Joshua Patenaude

Mr. Patenaude is a PhD candidate at Western University. He earned his Bachelor of Science from McMaster University in Biology and Psychology. He went on to earn his Master's degree at Sam Houston State University in Huntsville Texas, in Psychology.

Wednesday May 8, 2019.

Dr. Jennifer McLean

Dr. Jennifer McLean is a faculty member in the Departments of Paediatrics and Psychiatry at the Schulich School of Medicine & Dentistry at Western University, and her clinical practice as a Developmental Paediatrician is at the Child and Parent Resource Institute.

Wednesday June 12, 2019

Dr. Kim Arbeau

Dr. Arbeau completed her BA at St. Thomas University in Fredericton, New Brunswick. She earned her Master's degree and her PhD at Carleton University in Ottawa, then completed a Postdoctoral fellowship in Developmental Psychology at the University of Manitoba. Dr. Arbeau currently works as a research coordinator at the Child and Parent Resource Institute in London.

Upcoming Conferences Specific to Developmental Disabilities

The NADD (North American Association on Developmental Disabilities) annual conference will be held from October 31, 2018 to November 2, 2018 in Seattle Washington. Registration for this conference is open, and more information can be found here: <http://thenadd.org/35th/>

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Submissions welcome. Articles published or abstracted in this Bulletin do not necessarily reflect the opinions of Western University or the Developmental Disabilities Program.