

#CanNRTSS24

CanNRT Annual Summer School

August 19-23, 2024

SENS HØTEL

1808 Sherbrooke St W, Montreal, Quebec H3H 1E5 Canada



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PROGRAM | Year 1

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|--|---|--|---|
| | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais |
| | Welcome and introduction 9:30 – 10:30 a.m. Chateauneuf E. Minogianis V. Tamburro | Session 2: Biomedical Research 9:30 – 10:30 a.m. Chateauneuf (TBD) R. Yuen Introduction to Early Neural Development C. Schuurmans | Session 3: Clinical Research 9:30 – 10:30 a.m. Chateauneuf Early Identification L. Zwaigenbaum Early Intervention J. Brian | Session 4: Social, Cultural, Environmental and Population Health 9:30 – 10:30 a.m. Chateauneuf Epidemiology of Autism Spectrum Disorders E. Fombonne Understanding and promoting brain health of older adults with developmental disabilities Y. Lunsky | Plan your program 9:30 – 10:15 a.m. Chateauneuf |
| | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:15 – 10:30 a.m. Beaujolais |
| | Session 1: We Did Good – Learning from Lived and Living Experiences and its Impact on the Community 10:45 a.m. – 12:00 p.m. Chateauneuf H. Brown M. Salt S. Thompson-Hodgetts R. Martens | Session 2 Continued 10:45 a.m. – 12:00 p.m. Chateauneuf | Session 3 Continued 10:45 a.m. – 12:00 p.m. Chateauneuf | Session 4 Continued 10:45 a.m. – 12:00 p.m. Chateauneuf | Session 5: Health Systems and Services 10:30 a.m. – 12:30 p.m. Chateauneuf The Diagnosis of Neurodevelopmental Conditions: Understanding the Use of Diagnostic Tools J. Scora |
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| | Lunch 12:00 – 1:00 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Community Capacity for Autism Care M. Penner |
| | Session 1 Continued 1:00 – 2:30 p.m. Chateauneuf | Career Skills Workshop: Grant Writing 1:30 – 4:00 p.m. Chateauneuf Y. Hung | Career Skills Workshop: Different Lenses on Inclusive Research 1:30 – 4:00 p.m. Chateauneuf H. Brown M. Giroux R. Martens M. Salt S. Thompson-Hodgetts Curriculum Co-Design Committee | Career Skills Workshop: A Different Look at Career Paths 1:30 – 4:00 p.m. Chateauneuf M. Puri (Moderator) Speakers (TBD) | Farewell Lunch 12:30 – 1:30 p.m. Beaujolais |
| Hotel Check-In 3:00 p.m. | Free Time 2:30 – 4:00 p.m. | | | | |
| Fellows' Dinner 6:00 – 8:00 p.m. Casa Grecque 200 Rue Prince-Arthur E, H2X 1B9 | Welcome Reception 4:00 – 6:00 p.m. OMNI Hotel Atrium 1050 Sherbrooke St. W. H3A 2R6 | Pitch Fest 5:00 – 7:00 p.m. Maison Publique McLean's 1420 Peel St, H3A 1S8 | Summer School Dinner 6:00 – 9:00 p.m. GESO Ristorante SENS HØTEL | Networking Event 5:00 – 7:00 p.m. GESO Ristorante (Bar) SENS HØTEL | Free Time |

PROGRAM | Year 3

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|--|---|---|---|
| | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais | Breakfast 8:30 – 9:30 a.m. Beaujolais |
| | Welcome and introduction 9:30 – 10:30 a.m. Chateauneuf E. Minogianis V. Tamburro | Session 2: Biomedical Research – Neuroimaging 9:30 – 10:30 a.m. Bordeaux Neuroimaging using EEG S. Lippé (TBD) Neuroimaging in Autism and ADHD: MRI K. Murias | Session 3 (TBD) 9:30 – 10:30 a.m. Bordeaux | Session 4: Research and policy: It's time to play! 9:30 – 10:30 a.m. Bordeaux K. Shikako L. Lach | Plan your program 9:30 – 10:15 a.m. Chateauneuf |
| | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:30 – 10:45 a.m. Beaujolais | Break 10:15 – 10:30 a.m. Beaujolais |
| | Session 1: Atypical Development and Transdiagnostic Insights 10:45 a.m. – 12:00 p.m. Bordeaux E. Anagnostou | Session 2 Continued 10:45 a.m. – 12:00 p.m. Bordeaux | Session 3 Continued 10:45 a.m. – 12:00 p.m. Bordeaux | Session 4 Continued 10:45 a.m. – 12:00 p.m. Bordeaux | Session 5: Putting Open Science into Practice at The Neuro and Beyond 10:30 – 11:30 a.m. Bordeaux G. Rouleau |
| | Lunch 12:00 – 1:00 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Lunch 12:00 – 1:30 p.m. Beaujolais | Career Skills Workshop: Mastering Media – Essential Skills for Early Career Researchers 11:30 a.m. – 12:30 p.m. Bordeaux |

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| | | | | | V. Tamburro E. Bono H. Gemrich |
| | Session 1 Continued 1:00 – 2:30 p.m. Bordeaux | Career Skills Workshop: Building the CanNRT LMS 1:30 – 4:00 p.m. Bordeaux K. Dyson | Career Skills Workshop: Different Lenses on Inclusive Research 1:30 – 4:00 p.m. Chateaufeuf H. Brown M. Giroux R. Martens M. Salt S. Thompson-Hodgetts Curriculum Co-Design Committee | Career Skills Workshop: A Different Look at Career Paths 1:30 – 4:00 p.m. Chateaufeuf M. Puri (Moderator) Speakers (TBD) | Farewell Lunch 12:30 – 1:30 p.m. Beaujolais |
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SESSION DESCRIPTIONS

Epidemiology of Autism Spectrum Disorders (Eric Fombonne)

After defining prevalence survey among other epidemiological study designs, 163 epidemiological surveys of autism conducted since 1966 in 38 countries are reviewed; the median prevalence of autism is 1.15% in 19 high-income countries in recent years. Methodological advances and remaining challenges in designing and executing surveys are discussed, including the effects on prevalence of variable case definitions and nosography, bias arising from reliance on parental reports only, adding case ascertainment through mainstream school surveys, development of innovative approaches to screen school samples more efficiently, and the need to carefully consider age in interpreting surveys. Directions for the future of autism epidemiology are discussed, including the need to systematically examine cross-cultural variation in phenotypic expression and developing surveillance programs.

Learning objectives:

1. Learn the basic design principles of an epidemiological survey
2. Learn about current estimates of the prevalence of ASD
3. Recognize that prevalence estimates vary by sociodemographic characteristics of participants
4. Examine secular changes and cross-cultural differences in autism prevalence
5. Learn about the few existing surveillance program

Understanding and promoting brain health of older adults with developmental disabilities (Yona Lunsky)

This session will provide an overview of health needs of older adults with developmental disabilities using population level data.

Introduction to early neural development (Carol Schuurmans)

The goals of this session are to understand:

- how neural stem and progenitor cells make the decision to proliferate or differentiate
- how neuronal subtype specification is regulated
- cell lineage analysis
- how modern techniques and transgenic models have greatly expanded our current understanding of neural development.

The Diagnosis of Neurodevelopmental Conditions: Understanding the Use of Diagnostic Tools (Julie Scolah)

This session will cover the process of diagnostic evaluation, common tools used, their scores, and other considerations and adaptations for inclusive evaluation. Following this session, trainees will be familiar with the diagnostic process and common tools to evaluate autism and other neurodevelopmental conditions. Trainees will understand the strengths and limitations of these tools and how they could be used in a research context.

Mastering Media: Essential Skills for Early Career Researchers (Vanessa Tamburro)

In this interactive workshop, early career researchers will learn how to engage with the media to ensure their work reaches a broader audience. Participants will receive practical tips on preparing for interviews, crafting clear and impactful messages, and leveraging relationships with journalists and bloggers. The workshop will include hands-on activities, such as a mock interview, to help researchers build confidence and refine their communication skills.

SPEAKER BIOS

Heather M. Brown was trained initially as an elementary school teacher, but she is now an Associate Professor in the Faculty of Education at the University of Alberta. Dr. Brown is also an autistic researcher passionate about supporting the academic achievement and overall well-being of autistic children, youth and adults. Her community-based participatory research aims to empower autistic individuals to be more self-confident in their neurodiversity and better understand the factors that most support their well-being at home, work and school.

Eric Fombonne trained in child and adolescent psychiatry in France. He held appointments as clinical scientist at the National Institute of Health and Medical Research (INSERM, France), as Senior Lecturer and Reader at the Institute of Psychiatry and Maudsley Hospital, King's College London, UK (1993-2001), as tenured Professor of Psychiatry at McGill University (Canada), Head of the Division of Child Psychiatry and Canada Research Chair in Child Psychiatry (2001-2012). In September 2012, he joined the Department of Psychiatry at Oregon Health & Science University in Portland, Oregon (USA) where he is now Professor Emeritus. He has a long experience of clinical work with children with autism and their families, over the lifespan, and has been also directing clinical services for teenagers with depression. Dr. Fombonne's research activities on neurodevelopmental and psychiatric disorders encompass clinical/longitudinal, population-based epidemiological studies in international settings, studies of risk factors and especially of vaccine exposure, clinical trials, and genetic studies. He has published over 380 articles in peer-reviewed journals, 50 chapters in books. He is past Associate Editor of the Journal of Autism and Developmental Disorders (JADD; 1994-2004); he is currently Joint Editor of Journal of Child Psychology and Psychiatry (JCPP; 2016-current) and is on the editorial board of several other journals in the field of autism and child psychiatry.

Yona Lunsky is the Scientific Director of the Azrieli Adult Neurodevelopmental Centre at the Centre for Addiction and Mental Health and Professor in the Department of Psychiatry at University of Toronto. She has a PhD in Clinical Psychology and focuses her work on the mental and physical health of adults with developmental disabilities, and their families.

Guy Rouleau is the Director of The Neuro (Montreal Neurological Institute-Hospital), the Chair of the Department of Neurology and Neurosurgery at McGill University, the Chair of the Department of Neuroscience at the McGill University Health Centre, and a co-founder of the Tanenbaum Open Science Institute. In 2022, he was elected First Vice President of the World Federation of Neurology. For nearly 35 years, Dr. Rouleau and his team have been working to identify the genes responsible for various neurological and psychiatric disorders, such as autism, amyotrophic lateral sclerosis, hereditary neuropathies, epilepsy, and schizophrenia. They also aim to better understand the molecular mechanisms leading to the symptoms of these diseases.

Among Dr. Rouleau's major achievements are the identification of more than twenty disease-causing genes and the discovery of new mutational mechanisms. Dr. Rouleau has published nearly 1,000 peer-reviewed papers and has been cited over 110,000 times (Google Scholar). He has supervised over a hundred master's, doctoral, and post-doctoral students and has received numerous awards for his contributions to science and society. As a co-founder of the Tanenbaum Open Science Institute, Dr. Rouleau is pioneering new research approaches by making The Neuro the first academic institution to adopt open science principles, aiming to accelerate discoveries for the benefit of patients and society.

Mackenzie Salt is an Autistic autism researcher and a postdoctoral fellow with the McMaster University Autism Research Team and Autism Alliance of Canada. He is also a Health System Impact Fellowship program alumnus. He has a background in qualitative research and research engagement. He is currently working on several projects, all involving gathering information from and learning from the experiences of Autistic adults and using the findings to inform policy change. Dr. Salt is also currently the Editor-in-Chief of the all-Autistic editorial board of the Canadian Journal of Autism Equity.

Carol Schuurmans is the Dixon Family Chair in Ophthalmology Research and Senior Scientist at the Sunnybrook Research Institute (SRI) in Toronto. She completed her BSc and MSc degrees in Microbiology at the University of Alberta and her PhD degree in Medical Genetics at the University of Toronto. She undertook postdoctoral studies at the Institut de Génétique et de Biologie Moléculaire et Cellulaire in Strasbourg, France. Dr. Schuurmans joined the Department of Biochemistry and Molecular Biology at the University of Calgary as an Assistant Professor in 2001 and became full Professor in 2014. In July 2016, Dr. Schuurmans joined SRI and became full Professor in the Department of Biochemistry at the University of Toronto. Her research is focused on the specification of neural cell fates in the developing nervous system and using developmental pathways to devise regenerative strategies for neurodegenerative diseases.

Julie Scolah, PhD, is a licensed neuropsychologist specializing in neurodevelopmental conditions, including autism, ADHD, and Fetal Alcohol Spectrum Disorder. Since joining McGill University in 2019 as an Assistant Professor (Professional) in the Department of Neurology and Neurosurgery of the Faculty of Medicine and Health Sciences, Scolah has been actively involved in advancing neurodevelopmental research and care. Scolah is a research member of the Transforming Autism Care Consortium (TACC) and leads the Neurodevelopment Learning Community initiative. She is also responsible for introducing ECHO-Autism to Quebec. Additionally, she serves as a co-investigator for the Quebec 1,000 (Q1K) Families initiative, fostering collaboration across six institutions to make groundbreaking discoveries in autism research. Her research interests focus on identifying and addressing barriers to healthcare for neurodivergent individuals. Scolah is a research member of the Azrieli Centre for Autism Research (ACAR), where she served as Associate Director of the ACAR Clinic from 2019 to 2023.

Keiko Shikako holds the Canada Research Chair in Childhood Disability: Participation and Knowledge Translation, is an Associate professor at the School of Physical and Occupational Therapy at McGill University and Associate Member of the Department of Ethics, Equity, and Policy. The goal of her research is to contribute to the creation of just, equitable, and inclusive communities with policies, programs, and spaces that consider the needs of children with disabilities and their families. Dr. Shikako's research has contributed to bringing the issues of children with disabilities in Canada to the United Nations Committee on the Convention of Persons with Disabilities, the government of Canada, and provincial governments. She is also the co-creator of the Jooay App and its research program, focusing on using mobile health to promote participation in leisure and community for children with disabilities.

Vanessa Tamburro is the Communications and Engagement Lead for the Canadian Neurodevelopmental Research Training (CanNRT) Platform and the Transforming Autism Care Consortium (TACC). With nearly two decades of experience in communications and media relations across government, not-for-profit, and education sectors, Vanessa excels in community building, human-centric storytelling, and social impact communications. She holds a Master of Museum Studies from the Faculty of Information at the University of Toronto and a Bachelor of Education from McGill University, combining her expertise in affective learning and storytelling.

Sandy Thompson-Hodgetts is Associate Professor and Acting Chair, Department of Occupational Therapy, Faculty of Rehabilitation, University of Alberta. Her work is focused on contextual approaches to support inclusion, participation and belonging for Autistic people.